



## Covid Risk Assessment

**Department:** Bishop Bewick Catholic Education Trust  
**Section/Team:** St Marys Catholic School  
**Location:** General Guidance Across the Trust  
**Activity/Area:**  
**Assessor Name:** L Douds  
**Manager Name:** E Patterson

**Assessment Number:** 8

**Assessment Date:** 28.2.21

**Review Date:** 28.2.22. or in the event of significant change.

### Risk Matrix

<b>PROBABILITY</b>	<b>Highly probable</b>	5 Moderate	10 Major	15 Major	20 Severe	25 Severe
	<b>Probable</b>	4 Moderate	8 Moderate	12 Major	16 Major	20 Severe
	<b>Possible</b>	3 Minor	6 Moderate	9 Moderate	12 Major	15 Major
	<b>Unlikely</b>	2 Minor	4 Moderate	6 Moderate	8 Moderate	10 Major
	<b>Rare</b>	1 Minor	2 Minor	3 Minor	4 Moderate	5 Moderate
		Very low	Low	Medium	High	Very High
<b>IMPACT</b>						

In the tables on the following pages, you will see two columns for risk rating: the first column is the risk rating before any control measures or action is taken to reduce the risk; the second column is for the residual risk rating – that is the risk rating after the control measures and actions have been implemented.

Please assess each risk using the table above and enter the **colour and number** of the risk rating in the appropriate column. For instance, if you assess a risk to be highly probable, with a very high impact – the risk rating would be Red 25. Once you have applied the control measures and actions, the risk may then be reduced to possible, with high impact. This would reduce the risk to Amber 12.

### Abbreviations used:

EPA = Emma Patterson (Headteacher); SFI = Suzanne Fisher (Deputy Headteacher); DLA = Danielle Lague (Assistant Headteacher); LDO = Louise Douds (Director of Finance & Support Services); DMc = Dan McKeating (Assistant Headteacher); IST = Ian Stanton (Assistant Headteacher); RBL = Rachael Blackburn (Assistant Headteacher); CRO = Clare Rossi (Assistant Headteacher); PRI = Paul Richardson (Librarian); NMA = Neil Maughan (Head of PE); KRI = Kyle Richardson (Head of Music); Anna Stearman (Head of Performing Arts); TLO = Tony Lovelock (Robertsons Site Manager); GJO = Gary Jones (NCC Site Link for Cleaning), LSM = Lisa Smith (NCC Site link for Catering), HODs = Heads of Department, SLT = Senior Leadership Team.

## Change Log



Section	Change
1.1.4.c	Guidance on reusable fabric masks and cleaning them.
1.2.5.b.iv	Updated guidance for peripatetic staff
1.3.1.d	Updated wrap around care requirements
1.6.1	Return from holiday abroad guidance added (also in section 1.1.4.d for parents)
2.2.3	Marking of books place holder added until further guidance
3.3.1.c	Individual risk assessments for previously shielding staff added (and pregnant staff at 3.3.2.c)
3.3.4.c	Staff anxiety to contact ST section added
3.5.1.c	Tutor time daily briefing section added
5.3.1.e	Hazards of alcohol gel in labs and food prep areas added.
1.2.5.b.iv	Updated guidance for peripatetic staff
1.3.6	Updated managing confirmed cases of coronavirus (COVID-19) amongst the school community
4.1.6	Updated the framework for supporting transport to and from schools
3.2.1.a	Updated pupils who are shielding or self-isolating
1.1.6	Added use of face coverings in schools
2.13.2	Updated actions for all schools and local authorities with regards to recording attendance and absence
1.2.7	Added use of ITTs in school to support staff
1.2.5.d	Added support available for schools with regard to supply teachers
2.5.1	Added performance management and appraisal for teachers
2.3.2.b	Updated music, dance and drama in school and added additional guidance at 2.3.2.c
2.3.2.d	Updated physical activity in schools
3.2.4. and 3.2.5	Added new resources available for pupil wellbeing and support
2.1.6	Added changes to SEND legislation
1.3.6	Updated aftermath of test information
2.2.3	Added advice from Newcastle LA about book marking
2.5.1.b	Updated Ofqual GCSE/A Level consultation decision
4.5.9	Added advice about open windows in Winter
3.3.2.b	Updated Government advice published 13 Oct over status of clinically and extremely clinically vulnerable.
0 (new section)	Section 0 added in version 5. Added Lockdown summary from gov.uk on Clinically extremely vulnerable and other advice directly related to education settings.
1.1.6.b.ii & 1.3.5. & 3.5.3.e	Updated to reflect that visors can be worn by staff in classrooms and anywhere else in school. Decision to be reviewed at the end of Autumn term
1.3.6.i	Updated to reflect that the use of fogging machines via the NCC Pandemic Response Service as and when required and appropriate
4.10.2.d.xi	Updated to advise that first aiders must wear face mask, visor and gloves when 2 metre distance cannot be maintained when dealing with a first aid case

New in Version 7	
Section	Change
0	Guidance on new strain added
0	DfE Timeline as of 4/01/2021
Throughout	Highlighted areas that should be revisited and reemphasised in risk assessment.



<b>New in Version 8</b>	
<b>Section</b>	<b>Change</b>
1.1.6	Updated information on use of face coverings throughout school; added information on face shields
1.3.5 – 1.3.13	Updated on reporting symptomatic cases, use of temperature taking; engaging with test and trace; close contact information; booking PCR tests; managing confirmed cases; pausing of daily contact testing; admitting children and staff back to school.
3.2.1	Updated on shielding for clinically extremely vulnerable students and young people
3.3.1 onwards	Updated staff shielding information for CV and CEV; pregnant staff; staff living with CEV
3.5.1	Updates hygiene guidance
4.5.1-4.5.5	Updated classroom environment advice
4.5.9	Updated ventilation advice
0	Information pertaining to lockdown has been moved to the back of the document. Onsite testing updated and this section been moved to the back.
	Highlighted areas removed throughout document

## 1. Leadership, Communication and Staffing



What are the hazards?	Risk rating prior to action (RAG, colour and number)	Who might be harmed	Existing risk controls	Action by whom	In place? (Yes/No)	Risk after controls (RAG, colour and number)
1. Lack of understanding of COVID-19 policies and procedures	Red 20	Students, Employees, Visitors and Contractors	<p><b>1. Information is up to date and from appropriate sources</b></p> <ul style="list-style-type: none"> <li>a. The school keeps up-to-date with advice issued by, but not limited to, the following: <ul style="list-style-type: none"> <li>i. DfE</li> <li>ii. NHS</li> <li>iii. Department for Health and Social Care</li> <li>iv. PHE</li> <li>v. HSE</li> <li>vi. The school's local health protection team (HPT)</li> </ul> </li> <li>b. All staff have regard to all relevant guidance and legislation including, but not limited to, the following: <ul style="list-style-type: none"> <li>i. The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013</li> <li>ii. The Health Protection (Notification) Regulations 2010</li> <li>iii. Public Health England (PHE) (2017) '<a href="#">Health protection in schools and other childcare facilities</a>'</li> <li>iv. DfE and PHE (2020) '<a href="#">COVID-19: guidance for educational settings</a>'</li> <li>v. PHE '<a href="#">The Spotty Book Notes on infectious diseases in Schools and Nurseries</a>'</li> <li>vi. Pregnancy guidance from The Royal College of Gynaecologists and Obstetricians - <a href="https://www.rcog.org.uk/en/guidelines-research-services/guidelines/coronavirus-pregnancy/covid-19-virus-infection-and-pregnancy/">https://www.rcog.org.uk/en/guidelines-research-services/guidelines/coronavirus-pregnancy/covid-19-virus-infection-and-pregnancy/</a></li> </ul> </li> </ul> <p><b>2. All members of the community are made aware of new procedures and policies</b></p> <ul style="list-style-type: none"> <li>a. All staff, pupils, parents, directors, governors, visitors with access to site are aware of all relevant COVID-19 adaptations, policies and procedures before they return to site.</li> <li>b. These policies could include: <ul style="list-style-type: none"> <li>i. <a href="#">Health and Safety Policy</a></li> <li>ii. <a href="#">Safeguarding Policies</a></li> </ul> </li> <li>c. The Staff and Volunteer Confidentiality and Student Confidentiality are respected at all times.</li> </ul> <p><b>3. Teaching and support staff are informed of changes</b></p> <ul style="list-style-type: none"> <li>a. Regular communication keeps staff up to date.</li> <li>b. The relevant staff receive any necessary training that helps minimise the spread of infection, e.g. infection control training, use of PPE during first aid.</li> <li>c. Staff are made aware of the school's infection control procedures in relation to coronavirus via email, briefing and contact the school as soon as possible if they believe they may have been exposed to coronavirus.</li> <li>d. Staff are aware of the need for isolation after returning from some holiday destinations and that this cannot impede their return to the classroom in September.</li> <li>e. All staff are reminded <b>to be vigilant</b> and help each other to consistently remember the control measures to prevent the spread of the virus in school. Leaders in school also monitor that the health and safety measures are being adhered to.</li> </ul> <p><b>4. Parents are kept informed</b></p> <ul style="list-style-type: none"> <li>a. Parents are engaged with updates of new developments and progress in the schools COVID-19 response</li> <li>b. Parents are made aware of the school's infection control procedures in relation to coronavirus via letter – they are informed that they must contact the school as soon as possible if they believe their child has been exposed to coronavirus.</li> <li>c. Parents are informed of travel routines and the latest guidance changes prior to any in-school event. Guidance will include: <ul style="list-style-type: none"> <li>i. Washing of uniforms</li> <li>ii. Travel arrangements via Nexus web site</li> <li>iii. How to make face coverings for travel on public transport. Ideally a fabric covering should be used and cleaned via steaming with an iron. This will ensure good hygiene protection and a minimised environmental impact</li> <li>iv. The need to bring filled water bottles and the limited opportunities for filling them, etc.</li> <li>v. Expectations of hygiene, behaviour on site and social distancing.</li> </ul> </li> <li>d. Parents are informed that they should let school know if they are isolating due to returning from a holiday destination.</li> </ul>	<ul style="list-style-type: none"> <li>1. SLT</li> <li>2. SLT</li> <li>3. SFI/All Staff</li> <li>4. EPA</li> <li>5. DLA/All Staff</li> <li>6. SLT</li> </ul>	<ul style="list-style-type: none"> <li>1. Y prior to opening</li> <li>2. Y prior to opening</li> <li>3. Y prior to opening</li> <li>4. Y prior to opening</li> <li>5. Y prior to opening</li> </ul>	Amber 4



**5. Students are kept informed**

- a. Students are informed of COVID-19 symptoms.
- b. Students are made aware of the school's infection control procedures in relation to coronavirus prior to arrival – adherence will be monitored by all staff
- c. Students are aware of new school routines prior to arrival – adherence will be monitored by all staff
- d. New routines are reinforced to students on arrival to site each day.
- e. Students are informed that they must tell a member of staff if they feel unwell.

**6. Use of face coverings in schools**

- a. The government is not recommending universal use of face coverings in all schools.
- b. **Secondary schools not under specific local restriction measures – see also section 1.3.5**
  - i. Schools will have the discretion to require face coverings for pupils, staff and visitors in areas outside the classroom where social distancing cannot easily be maintained, such as corridors and communal areas and it has been deemed appropriate in those circumstances.
  - ii. Schools may decide to recommend the wearing of face coverings for pupils, staff or visitors in communal areas outside the classroom where the layout of the schools makes it difficult to maintain social distancing when staff and pupils are moving around the premises, for example, corridors.
  - iii. Based on current evidence and the measures that schools are already putting in place, such as the system of controls and consistent bubbles, face coverings will not be necessary in the classroom even where social distancing is not possible. Face coverings would have a negative impact on teaching and their use in the classroom should be avoided. However as at 1.12.20 staff have been advised that visors and/or face masks can be worn in classrooms or anywhere else in order to reduce some staff anxiety. This decision will be reviewed at the end of the Autumn term. 4.1.21. reviewed and decision made that any staff who wish to wear a mask and visor in the classroom may do so, but a 2 metre distance from students and other staff must be maintained.
- c. **Where local restrictions apply**
  - i. In areas where local lockdowns or restrictions are in place, face coverings should be worn by adults and pupils (in years 7 and above) in areas outside classrooms when moving around communal areas where social distancing is difficult to maintain such as corridors
  - ii. In the event of new local restrictions being imposed, schools will need to communicate quickly and clearly to staff, parents, pupils that the new arrangements require the use of face coverings in certain circumstances.
- d. **Exemptions**
  - i. Some individuals are exempt from wearing [face coverings](#). This applies to those who:
    - 1. cannot put on, wear or remove a face covering because of a physical or mental illness or impairment or disability
    - 2. speak to or provide assistance to someone who relies on lip reading, clear sound or facial expression to communicate
    - 3. The same exemptions will apply in education settings, and we would expect teachers and other staff to be sensitive to those needs.
- e. **Access to face coverings**
  - i. **Ensure face coverings are used in recommended circumstances**
    - 1. **Secondary**
      - a. Where pupils in year 7 (which would be children who were aged 11 on 31 August 2020) and above are educated, we recommend that face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained. Face coverings do not need to be worn by pupils when outdoors on the premises.
      - b. In addition, we now also recommend in those schools, that face coverings should be worn in classrooms or during activities unless social distancing can be maintained. This does not apply in



			<p>situations where wearing a face covering would impact on the ability to take part in exercise or strenuous activity, for example in PE lessons.</p> <p>c. We are taking this additional precautionary measure for a limited time during this period of high coronavirus (COVID-19) prevalence in the community. These measures will be in place until Easter. As with all measures, we will keep it under review and update guidance at that point.</p> <p>d. Transparent face coverings, which may assist communication with someone who relies on lip reading, clear sound or facial expression to communicate, can also be worn. There is currently very limited evidence regarding the effectiveness or safety of transparent face coverings, but they may be effective in reducing the spread of coronavirus (COVID-19).</p> <p>e. Those who rely on visual signals for communication, or communicate with or provide support to such individuals, are currently exempt from any requirement to wear face coverings in schools or in public places.</p> <p>f. Staff who wish to wear a face mask in the classroom may do so but this does not replace the need to maintain a 2m distance. A 2 m distance must always be maintained</p> <p><b>2. Face Shields</b></p> <p>a. Face visors or shields should not be worn as an alternative to face coverings. They may protect against droplet spread in specific circumstances but are unlikely to be effective in reducing aerosol transmission when used without an additional face covering. They should only be used after carrying out a risk assessment for the specific situation and should always be cleaned appropriately.</p> <p><b>3. Exemptions</b></p> <p>a. Some individuals are exempt from wearing <a href="#">face coverings</a>. This applies to those who:</p> <ol style="list-style-type: none"> <li>cannot put on, wear or remove a face covering because of a physical impairment or disability, illness or mental health difficulties</li> <li>speak to or provide help to someone who relies on lip reading, clear sound or facial expression to communicate</li> </ol> <p>b. The same exemptions will apply in education and childcare settings and you should be sensitive to those needs, noting that some people are less able to wear face coverings and that the reasons for this may not be visible to others.</p> <p><b>4. Access to face coverings</b></p> <p>a. Due to the increasing use of face coverings in wider society, staff and pupils are already likely to have access to face coverings. PHE has also published guidance on <a href="#">how to make a simple face covering</a>.</p> <p>b. You should have a small contingency supply available for people who:</p> <ol style="list-style-type: none"> <li>are struggling to access a face covering</li> <li>are unable to use their face covering as it has become damp, soiled or unsafe</li> <li>have forgotten their face covering</li> </ol> <p>c. <u>No pupil should be denied education on the grounds that they are not wearing a face covering.</u></p> <p><b>f. Safe wearing and removal of face coverings</b></p> <ol style="list-style-type: none"> <li>Schools should have a process for removing face coverings when those who use face coverings arrive at school, and when face coverings are worn at school in certain circumstances. This process should be communicated clearly to pupils and staff.</li> <li>Safe wearing of face coverings requires cleaning of hands before and after touching – including to remove or put them on – and the safe storage of them in individual, sealable plastic bags between use. Where a face covering becomes damp, it should not be worn and the face covering should be replaced carefully.</li> <li>Pupils must be instructed not to touch the front of their face covering during use or when removing it and they must dispose of temporary face coverings in a 'black bag' waste bin (not recycling 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.</li> </ol> <p><b>g. Further guidance on face coverings</b></p> <ol style="list-style-type: none"> <li><a href="#">Safe working in education, childcare and children's social care provides</a></li> <li><a href="#">Face coverings in education settings</a></li> </ol>			
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2. Staffing levels allow the school to operate	Red 25	Employees and students	<p>1. <b>Staffing levels -</b></p> <ul style="list-style-type: none"> <li>a. All staff are expected to attend school, this includes all teachers, support staff and senior leaders</li> <li>b. The numbers of site staff, catering and cleaning staff needs to be reviewed to ensure staffing levels are appropriate at all times.</li> <li>c. Staff may need to be deployed flexibly. Any changes in workplace practices should be discussed and agreed with staff prior to changes.</li> <li>d. Schools may wish to review existing practices and consider changes to routines to mitigate against changes to workload during the initial COVID return to work phase.</li> </ul> <p>2. <b>Teaching Support and LSAs</b></p> <ul style="list-style-type: none"> <li>a. Schools must ensure appropriate support is in place for those students with SEND.</li> <li>b. Visiting SENTASS and other support staff are now able to visit sites. They should follow site specific procedures.</li> <li>c. Teaching assistants may be deployed to lead catch up provision, lead groups or cover lessons under the direction and supervision of a qualified or nominated teacher. These redeployments should not be at the expense of supporting SEND students.</li> <li>d. Headteachers should be satisfied that the member of staff has the appropriate skills, expertise and experience to carry out the role.</li> <li>e. Proposed changes in responsibilities should be discussed in advance.</li> </ul> <p>3. <b>Business support, administration and premises management staff -</b></p> <ul style="list-style-type: none"> <li>a. There may be some roles within school where working from home is still possible. School leaders should consider if home working is feasible and appropriate in these roles.</li> <li>b. Hot desking is avoided.</li> <li>c. Office spaces are arranged to support social distancing (maintaining 2m distance) – where this can't be maintained screens and Face coverings will be used.</li> </ul> <p>4. <b>Premises and cleaning staff -</b></p> <ul style="list-style-type: none"> <li>a. Activities are scheduled so that premises activities do not take place during times when pupils and staff move around the school. The majority of cleaning tasks are carried out before and after core school hours. There will be a limited cleaning staff presence during main school hours to ensure communal areas are regularly cleaned e.g. staff stairs, meeting rooms etc. and thus, risks minimised</li> <li>b. Staff who carry out cleaning are familiar with the cleaning and disinfecting processes that are required at this time.</li> <li>c. Staff who carry out cleaning and disinfection have the appropriate equipment required if cleaning is needed after a symptomatic person has left the building – NCC have a specific risk assessment and process that will be followed if this was ever to occur.</li> </ul> <p>5. <b>Peripatetic/Supply Teachers/Visiting Staff</b></p> <ul style="list-style-type: none"> <li>a. All visitors to site should be logged at reception</li> <li>b. Face to face meetings should not go ahead in school unless prearranged via appointment. This includes the observation meetings of ITTs – observations should be done remotely.</li> <li>c. Peripatetic Teachers <ul style="list-style-type: none"> <li>i. Peripatetic staff can move between schools</li> <li>ii. They should minimise contact with other staff as much as possible.</li> <li>iii. Guidance for music in 2.3.b should be followed</li> <li>iv. Peripatetic staff are not employed by the school. For this reason, they should supply their own risk assessments for the school to approve well in advance of their arrival on site. These assessments must outline how they will ensure good hand and respiratory hygiene while ensuring 2.3b is followed and outline how they will follow protective measures. They may need to supply their own PPE at the insistence of the school.</li> <li>v. Peripatetic Staff should: <ul style="list-style-type: none"> <li>1. Not attend school if unwell or demonstrating any COVID-19 symptoms, e.g. fever, new sustained cough, loss of taste or smell.</li> <li>2. Avoid situations where distancing requirements are broken.</li> </ul> </li> </ul> </li> </ul>	1.EPA/ SFI/ LDO 2.EPA/ SFI/DLA 3. EPA/LDO/T LO 4.LDO/ GJO 6. DLA/ LDO 7. SFI	1-6 Y prior to opening	Amber 8



			<p>3. Make efforts to reduce the number of groups taught and locations worked in to reduce the number of contacts made</p> <p>d. SEND Support staff e.g. Therapists</p> <p>i. Interventions for all SEND students should proceed as normal.</p> <p>ii. Staff will need to supply their own PPE</p> <p>e. Supply teachers</p> <p>i. Where it is necessary to use supply staff, those individuals will be expected to comply with the school's arrangements for managing and minimising risk, including taking particular care to maintain distance from other staff and pupils.</p> <p>ii. All supply staff will be provided with a copy of the latest staff code of conduct – health and safety when they arrive in school.</p> <p>iii. To minimise the numbers of temporary staff entering the school premises, and secure best value, schools may wish to use longer assignments with supply teachers and agree a minimum number of hours across the academic year.</p> <p><b>6. Deploying non-teaching staff flexibly</b></p> <p>a. All staff should have appropriate checks in place for any regulated activity.</p> <p>b. Further guidance is in provided in part 3 of <a href="#">Keeping Children Safe in Education</a></p> <p><b>7. BBCET Expectation and deployment of ITT trainees</b></p> <p>a. BBCET strongly encourage schools to consider hosting ITT trainees.</p> <p>b. Demand for teacher training is high this year and, while it is understandable that schools will have prioritised other activity, there is a risk that insufficient training places will be available.</p> <p>c. ITT trainees have the potential to play a significant role in supporting schools.</p> <p>d. Schools should consider how they could host ITT trainees, and discuss with relevant ITT providers how this can be done flexibly and innovatively to help meet both school and trainee needs.</p> <p>e. Deployment decisions will need to take into account the skills and capacity of the trainees in question.</p> <p>f. Trainees could:</p> <ul style="list-style-type: none"> <li>take responsibility, with the usual mentor oversight, for small groups of pupils across or within years, adapting resources for such groups, creating online learning materials, re-planning sequences of lessons or delivering catch-up lessons</li> <li>be engaged in wider professional activity, for instance tackling pupil, family and school needs by learning about, identifying and addressing challenges such as vulnerability, mental health problems or safeguarding issues</li> <li>develop or engage in working groups to share best practice around resilience, commitment and team-working</li> <li>work in pairs or groups to co-plan, co-teach and co-assess lessons with their mentors or other trainees. Paired and group placements, where these are possible, benefit trainees, mentors and teaching staff, promoting a greater sense of team collaboration, ongoing professional learning and reductions in workload</li> </ul> <p>This is not intended to be exhaustive and ITT partnerships will need to ensure they have identified and comply with all <a href="#">legislation</a> and guidance relevant to ITT</p>			
3. Pupil and staff grouping do not comply with social distancing guidance	Red 25	Students and Employees	<p><b>1. Grouping children</b></p> <p>a. The risk to children becoming severely ill from coronavirus (COVID-19) is very low and there is no evidence that children transmit coronavirus any more than adults. Schools must do everything to minimising contact and mixing of groups of students and adults while still providing a broad and a balanced curriculum.</p> <p>b. Adults should aim to be 2m away from other adults and children.</p> <p>c. Children should be grouped in distinct bubbles with an aim that the bubbles do not overlap.</p> <p>d. Wrap-around care provision can exist as an additional bubble.</p> <p>i. Additional risk assessments should be provided by wrap around care providers.</p> <p>ii. Registers should be maintained by the provider and shared with the school in the event of track and trace requirements.</p> <p>e. If possible, social distancing should be maintained within a bubble but not at the expense of a rich curriculum experience.</p> <p><b>2. Keeping cohorts together and use of bubbles where possible -</b></p> <p>a. Ideally a bubble will be a class sized grouping (primary) or a year size grouping (secondary) though multiple form entry primaries may prefer to use year group bubbles.</p>	<p>1. SLT</p> <p>2. SLT</p> <p>3. SLT/TLO</p> <p>4. SLT</p> <p>5. SLT</p> <p>6. EPA/ SFI</p> <p>7. EPA/ SFI</p> <p>8-13 SLT</p>	<p>1. Y prior to opening</p> <p>2. Y prior to opening</p> <p>3. Y prior to opening</p> <p>4. Y prior to opening</p> <p>5+6. As required</p>	Amber 8



		<ul style="list-style-type: none"> <li>b. Pupils will stay in their class/group “bubble” wherever it is possible throughout the day. Students from different ‘bubbles’ should not interact with each other wherever possible, including breaktimes.</li> <li>c. Designated areas and staff, where possible, to be located to each bubble so as to lower the risk of possible cross infection.</li> <li>d. Staff can move between bubbles to enable a full curriculum offer.</li> <li>e. Staff should aim to social distance as much as possible at 2m.</li> <li>f. The members of bubbles and their timetables as a bubble should be recorded. This should be cross referenceable against duty rotas, TA support, etc.. for determining contact tracing.</li> </ul> <p><b>3. Classroom measures</b></p> <ul style="list-style-type: none"> <li>a. Staff in secondary schools should stay at the front of the class and maintain a 2m distance from students and other adults. Furniture should not be moved and should remain behind the floor markings</li> <li>b. When this is not possible staff should avoid close face to face contact and minimise time spent within 1m of anyone.</li> <li>c. Where possible pupils use the same desk each day where they attend on consecutive days.</li> <li>d. Pupils with complex educational needs should have support provided as normal.</li> <li>e. Alongside the usual risk assessment in place for the room it should be attempted to make small adaptations to ensure distancing where possible. This could include: <ul style="list-style-type: none"> <li>i. Moving desks to side on rather than face to face</li> <li>ii. Moving unnecessary furniture out of the room to make more space</li> </ul> </li> </ul> <p><b>4. Measures outside the classroom</b></p> <ul style="list-style-type: none"> <li>a. Assemblies and collective worship should not be celebrated with more than one bubble</li> <li>b. Movement around school should be kept to a minimum</li> <li>c. While passing in corridors is low risk the number of students using corridors and entrances and exits should be kept to a minimum.</li> <li>d. Staff should leave lessons one minute prior to the end of the lesson. Staff should wait for any busy corridors to clear before they make their way down</li> <li>e. Staggered break and lunch times should be considered with cleaning time built into the use of shared rooms between bubbles.</li> <li>f. Shared staff spaces should be set up to help social distancing.</li> <li>g. Use of staff rooms should be minimised but staff must still have a break of reasonable length during the day.</li> </ul> <p><b>5. When an individual develops coronavirus (COVID-19) symptoms or has a positive test</b></p> <ul style="list-style-type: none"> <li>a. Pupils, staff and other adults must not come into the school if: <ul style="list-style-type: none"> <li>i. they have one or more coronavirus (COVID-19) symptoms</li> <li>ii. a member of their household (including someone in their support bubble or childcare bubble if they have one) has coronavirus (COVID-19) symptoms</li> <li>iii. they are required to quarantine having recently visited countries outside the Common Travel Area</li> <li>iv. they have had a positive test.</li> </ul> </li> <li>b. They must immediately cease to attend and not attend for at least 10 days <i>from the day after</i>: <ul style="list-style-type: none"> <li>i. the start of their symptoms</li> <li>ii. the test date if they did not have any symptoms but have had a positive test (whether this was a Lateral Flow Device (LFD) or Polymerase Chain Reaction (PCR) test)</li> </ul> </li> <li>c. You must follow this process and ensure everyone onsite or visiting is aware of it.</li> <li>d. Anyone told to isolate by NHS Test and Trace or by their public health protection team has a legal obligation to self-isolate, but you may leave home to avoid injury or illness or to escape risk of harm. More information can be found on <a href="#">NHS Test and Trace: how it works</a>.</li> <li>e. If anyone in your school develops a new and continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), you: <ul style="list-style-type: none"> <li>i. must use the on call system immediately in order that the student can be isolated and arrangements can be made for collection</li> <li>ii. must send them home to begin isolation-the isolation period includes the day the symptoms started and the next 10 full days</li> <li>iii. advise them to follow the guidance for households with possible or confirmed coronavirus (COVID-19) infection</li> </ul> </li> </ul>			
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In exceptional circumstances, if parents or carers cannot arrange to have their child collected, if age-appropriate and safe to do so the child should walk, cycle or scoot home following a positive test result. If this is not possible, alternative arrangements may need to be organised by the school. The local authority may be able to help source a suitable vehicle which would provide appropriate protection for the driver, who must be made aware that the individual has tested positive or is displaying symptoms.</p> <p>j. If a pupil is awaiting collection:</p> <ol style="list-style-type: none"> <li>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 pupil, with appropriate adult supervision if required</li> <li>a window should be opened for fresh air ventilation if it is safe to do so</li> <li>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 must be cleaned and disinfected using standard cleaning products before being used by anyone else</li> <li>personal protective equipment (PPE) must be worn by staff caring for the pupil 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 <a href="#">safe working in education, childcare and children's social care settings guidance</a></li> </ol> <p>g. 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, unless advised to.</p> <p>h. The individual should not use public transport if they are symptomatic. If arranging their return to their family home to isolate, schools should follow advice on transport arrangements in the <a href="#">safe working in education, childcare and children's social care settings guidance</a>.</p> <p>i. Public Health England (PHE) has good evidence that routinely taking the temperature of pupils is not recommended as this is an unreliable method for identifying coronavirus (COVID-19).</p> <p><b>6. When an individual has had close contact with someone with coronavirus (COVID-19) symptoms</b></p> <p>a. Any member of staff who has provided close contact care to someone with symptoms, regardless of whether they are wearing PPE, and all other members of staff or pupils who have been in close contact with that person, do not need to go home to self-isolate unless:</p> <ol style="list-style-type: none"> <li>the symptomatic person subsequently tests positive</li> <li>they develop symptoms themselves (in which case, they should self-isolate immediately and arrange to have a test)</li> <li>they are requested to do so by NHS Test and Trace or the Public Health England (PHE) advice service (or PHE local health protection team if escalated)</li> <li>they have tested positive from an LFD test as part of a community or worker programme</li> </ol> <p>b. 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 after they have left, to reduce the risk of passing the infection on to other people. See the guidance on the <a href="#">cleaning of non-healthcare settings</a>.</p> <p>c. If you are contacted by NHS Test and Trace or your local health protection team and told to self-isolate because you have been a close contact of a positive case, you have a legal obligation to do so.</p> <p><b>7. Engaging with Track and Trace.</b></p> <p>a. Staff members, parents and carers will need to:</p> <ol style="list-style-type: none"> <li>book a test if they or their child has symptoms - the main symptoms are: <ol style="list-style-type: none"> <li>a high temperature</li> <li>a new continuous cough</li> </ol> </li> </ol>			
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		<ul style="list-style-type: none"> <li>iii. been within 1 metre for 1 minute or longer without face-to-face contact</li> <li>iv. sexual contacts</li> <li>v. been within 2 metres of someone for more than 15 minutes (either as a one-off contact, or added up together over one day)</li> <li>vi. travelled in the same vehicle or a plane</li> </ul> <p>e. The advice service (or PHE local health protection team if escalated) will provide advice on who must be sent home. To support them in doing so, we recommend you keep a record of pupils and staff in each group, and any close contact that takes places between pupils and staff in different groups. This should be a proportionate recording process. You 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>f. Where individuals are self-isolating and are within our definition of vulnerable, it is important that schools put systems in place to keep in contact with them, offer pastoral support, and check they are able to access education support.</p> <p>g. A template letter will be provided to you, on the advice of the health protection team, to send to parents and staff if needed. You must not share the names or details of people with coronavirus (COVID-19) unless essential to protect others.</p> <p>h. Household members of those contacts who are sent home do not need to self-isolate themselves unless the pupil or staff member who is self-isolating subsequently develops symptoms, unless they have been told to self-isolate by NHS Test and Trace or their public health protection team, in which case they must self-isolate. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within the 10 days from the day after contact with the individual who tested positive, they should follow guidance for households with possible or confirmed coronavirus (COVID-19) infection. They should get a test, and:</p> <ul style="list-style-type: none"> <li>i. if the test delivers a negative result, they must remain in isolation for the remainder of the 10-day isolation period. This is because they could still develop coronavirus (COVID-19) within the remaining days.</li> <li>ii. if the test result is positive, they should inform their school immediately, and should isolate from the day of onset of their symptoms and at least the following 10 full days.</li> <li>iii. Their household should self-isolate starting from when the symptomatic person in their household first had symptoms and the next 10 full days, following guidance for households with possible or confirmed coronavirus (COVID-19) infection</li> </ul> <p>i. You 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><b>10. Pause of Daily Contact Testing</b></p> <p>a. Based on advice from Public Health England (PHE) and NHS Test and Trace, the testing programme initially included offering those who came into close contact with a positive case in schools the option of 7 days of daily contact testing (with self-isolation if a subsequent test was positive) as an alternative to self-isolation. PHE and NHS Test and Trace have now reviewed their initial advice in light of the higher prevalence and rates of transmission of new variants. They have concluded that these changes in virus mutations warrant further evaluation work and that daily contact testing in place of self-isolation should be paused until this evaluation has taken place. We will update this guidance once this evaluation is complete.</p> <p><b>11. Reporting actual or suspected cases of coronavirus (COVID-19) through the education setting status form</b></p> <p>a. From 11 January, we asked you to resume completing an educational setting status form. The form will be amended to reflect wider opening. The data you supply helps the government monitor the impact of coronavirus (COVID-19) on schools.</p> <p><b>12. Contain any outbreak by following PHE local health protection team advice</b></p> <p>a. If you have 2 or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, you may have an outbreak. You should call the dedicated advice service who will escalate the issue to your local health protection team where necessary and advise if any additional action is required. You can reach them by calling the DfE Helpline on 0800 046 8687 and selecting option 1 for advice on the action to take in response to a positive case.</p> <p>b. In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure. This could be the class or year group.</p> <p>c. If you are implementing the system of controls, addressing any issues you have identified and therefore reducing transmission risks, whole site closure will not generally be necessary. You should not close except on the advice of health protection teams.</p> <p><b>13. Admitting children and staff back to the school</b></p>		
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			<ul style="list-style-type: none"> <li>a. The pupil or staff member who tested positive for coronavirus (COVID-19) can return to their normal routine and stop self-isolating after they have finished their isolation period and their symptoms have gone or if they continue to have only a residual cough or anosmia. This is because a cough or anosmia can last for several weeks once the infection has gone. If they still have a high temperature after 10 days or are otherwise unwell, you should advise them to stay at home and seek medical advice.</li> <li>b. You should not request evidence of negative test results or other medical evidence before admitting pupils or welcoming them back after a period of self-isolation.</li> <li>c. In the vast majority of cases, parents and carers will be in agreement that a pupil with symptoms should not attend the school, given the potential risk to others.</li> <li>d. In the event that a parent or carer insists on a pupil attending your school, you can take the decision to refuse the pupil if, in your reasonable judgement, it is necessary to protect your pupils and staff from possible infection with coronavirus (COVID-19). Your decision would need to be carefully considered in the light of all the circumstances and current public health advice.</li> </ul>			
4. Communication leaves staff, parents and students unsure and at risk.	Red 20	Students, Employees, Visitors and Contractors	<ol style="list-style-type: none"> <li>1. <b>General Arrangements -</b> <ul style="list-style-type: none"> <li>a. Arrangements have been put in place to ensure communication and collaboration between pupils, staff, staff representatives (e.g. unions) and parents. Communication of key messages are integrated into any return to school plans.</li> <li>b. Arrangements are in place to ensure that parents support the school requirements and to support hygiene requirements with pupils both in and outside the school.</li> <li>c. Parents and carers have been communicated with about symptoms and household isolation requirements</li> <li>d. Staff report immediately to the headteacher about any cases of suspected coronavirus, even if they are unsure.</li> <li>e. The headteacher contacts the local HPT immediately about any suspected cases of coronavirus, even if they are unsure, and discusses if any further action needs to be taken.</li> <li>f. Schools put into place any actions or precautions advised by their local HPT.</li> <li>g. Schools contact their local HPT for specific recommendations for their school.</li> <li>h. Schools keep staff, pupils and parents adequately updated about any changes to infection control procedures as necessary.</li> </ul> </li> <li>2. <b>Visitors</b> <ul style="list-style-type: none"> <li>a. Only essential face to face meetings will occur and these must be by pre-approved appointment</li> <li>b. Information about visitor arrangements are displayed in a suitable place where necessary, including information about social distancing, hygiene and not attending when the person has symptoms.</li> <li>c. Where possible this information is also shared on the school website or directly with visitors in advance.</li> </ul> </li> <li>3. <b>Communicating safety arrangements -</b> <ul style="list-style-type: none"> <li>a. Site signage has been reviewed</li> <li>b. Site changes such as entrances and exits will be identified where required</li> <li>c. Communication will include the use of recommended information on notice boards and throughout the school, for example, handwashing, key staff notices</li> <li>d. The arrangements that have been put in place have considered additional and inclusive support measures where needed, for example, routes have been marked in braille or with other meaningful symbols.</li> </ul> </li> </ol>	1.EPA 2. LDO 3.LDO/ TLO	1. Y prior to opening 2. Y prior to opening 3. Y prior to opening	Amber 8
5. Risks are not comprehensively assessed in every area of the school in light of COVID-19, leading to breaches of social distancing and hygiene guidance.	Red 25	Students, Employees, Visitors and Contractors	<ol style="list-style-type: none"> <li>1. <b>Specific activities may not be covered fully by a general risk assessment</b> <ul style="list-style-type: none"> <li>a. Risk assessments are updated or undertaken before the school reopens and mitigation strategies are put in place and communicated to staff covering: <ul style="list-style-type: none"> <li>i. Different areas of the school</li> <li>ii. When pupils enter and leave school</li> <li>iii. During movement around school</li> <li>iv. During break and lunch times</li> </ul> </li> <li>b. Site specific risk assessments are created prior to events as and when required.</li> </ul> </li> </ol>	1. EPA/LDO/ DLA	1. Y prior to opening	Amber 6
6. Staff and students returning from holiday destinations should check for the latest	Red 20	Students, Employees	<ol style="list-style-type: none"> <li>1. <b>Staff and students returning from a holiday may need to self-isolate.</b> <ul style="list-style-type: none"> <li>a. Anyone returning from a holiday abroad must check the latest guidance for areas where returnees are expected to self-isolate at <a href="https://www.gov.uk/guidance/coronavirus-covid-19-travel-corridors">https://www.gov.uk/guidance/coronavirus-covid-19-travel-corridors</a>.</li> <li>b. Staff having to isolate past the expected return date must notify school as quickly as possible.</li> <li>c. Parents should be reminded of the need to self-isolate after returning from certain holiday destinations outlined above.</li> </ul> </li> </ol>	1. EPA	1. Y prior to opening	



guidance on isolation.						
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## 2. Curriculum and Continuity



What are the hazards?	Risk rating prior to action (RAG, colour and number)	Who might be harmed	Existing risk controls	Action by whom	In place? (Yes/No)	Residual risk rating (RAG, colour and number)
1. Pupils will fall behind in their learning during school closures and achievement gaps will have widened	Red 20	Students	<p><b>1. Learning gaps may be inconsistent across pupil groupings</b></p> <ul style="list-style-type: none"> <li>a. All schools should have a recovery curriculum in place by September and this should be deployed over the autumn term. Gaps in learning are assessed and addressed in teachers' planning.</li> <li>b. Teachers ensure that some remote learning is continuing and is calibrated to complement in-school learning and address gaps identified.</li> <li>c. Plans for intervention are in place for those pupils who have fallen behind in their learning.</li> </ul> <p><b>2. School curricular may be disrupted.</b></p> <ul style="list-style-type: none"> <li>a. Schools should ensure that: <ul style="list-style-type: none"> <li>i. All pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.</li> <li>ii. The curriculum remains broad and ambitious and all pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.</li> <li>iii. Remote education, where needed, is high quality and aligns as closely as possible with in-school provision.</li> </ul> </li> <li>b. Local lockdowns may be enforced (see section 2.2.8 below). <ul style="list-style-type: none"> <li>i. All schools are expected to plan to ensure pupils educated at home receive high quality education.</li> <li>ii. Remote education should be integrated into school curriculum planning in the case of a local lockdown.</li> </ul> </li> </ul> <p><b>3. Due to COVID the school curriculum may become narrowed.</b></p> <ul style="list-style-type: none"> <li>a. Schools must ensure that they: <ul style="list-style-type: none"> <li>i. Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content:</li> <li>ii. Up to and including key stage 3, prioritisation within subjects of the most important components for progression is likely to be more effective than removing subjects, which pupils may struggle to pick up again later. All subjects should contribute to the filling of gaps in core knowledge, for example through an emphasis on reading</li> </ul> </li> <li>b. Planning is in place for a return to normal curriculum. <ul style="list-style-type: none"> <li>i. Aim to return to the school's normal curriculum in all subjects by summer term 2021.</li> <li>ii. Substantial modification to the curriculum may be needed at the start of the year. <i>Teaching time should be prioritised to address significant gaps in pupils' knowledge with the aim of returning to the school's normal curriculum content by no later than summer term 2021.</i></li> <li>iii. Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills while avoiding the introduction of unnecessary tracking systems.</li> </ul> </li> <li>c. Exam syllabi are covered, SLT ensure they keep updated with specification changes and also ensure middle leaders are briefed, prepared and given time to make necessary curriculum changes.</li> <li>d. Staff are updated and given departmental time to review any curriculum changes to exam classes in particular.</li> <li>e. Some students may have educational gaps too great to catch up with peers while engaging in a full curriculum. <ul style="list-style-type: none"> <li>i. Schools may consider it appropriate to suspend some subjects for some pupils in exceptional circumstances.</li> <li>ii. Schools should be able to show that this is in the best the interests of these pupils and this should be subject to discussion with parents during the autumn term.</li> <li>iii. Schools should have a coherent plan for returning to a normal curriculum for all pupils by the summer term 2021.</li> </ul> </li> </ul> <p><b>4. Schools may not engage with a full National Curriculum</b></p> <ul style="list-style-type: none"> <li>a. New areas of the curriculum are compulsory in September 2020. <ul style="list-style-type: none"> <li>i. Relationships, sex and health education (RSHE) for secondary aged pupils</li> <li>ii. Schools are expected to start teaching these subjects by at least the start of the summer term 2021.</li> </ul> </li> </ul> <p><b>5. Remote education should be integrated into school curriculum planning</b></p> <ul style="list-style-type: none"> <li>a. School should investigate root causes of students who were reluctant or unable to engage.</li> <li>b. Support should be offered to those with low levels of IT access</li> <li>c. Analysis of online offer to be evaluated</li> </ul>	<p>1. EPA/SFI/DMc/ HODs</p> <p>2.EPA/SFI/DMc</p> <p>3. SLT</p> <p>4. SLT</p> <p>5.. DLA/SENCO</p> <p>6. DLA/HODs/Pastoral</p>	<p>1. Y prior to opening</p> <p>2. Y prior to opening</p> <p>3. Y prior to opening</p> <p>4.Y</p> <p>5. Y prior to opening</p>	Green 3



			<p><b>6. Students with SEND may have had a greater impact from school closure</b></p> <ul style="list-style-type: none"> <li>a. Risk assessments may prove useful now and over the autumn term, in identifying what additional support children and young people with education, health and care plans need to make a successful return to full education.</li> <li>b. Risk assessments may also prove useful if children and young people have to self-isolate, or if a local outbreak of coronavirus (COVID-19) requires a school to return to more limited attendance, or temporarily close.</li> <li>c. Whether individual risk assessments are used to help plan for the autumn term or not, schools should, in the spirit of coproduction, contact parents and involve them in planning for their child's return to their school from the start of the autumn term.</li> <li>d. They should also contact and involve young people over 16 who have education, health and care plans. That might include visits to the school, social stories, and other approaches that specialist settings normally use to enable a child or young person with SEND, who has spent some time out of education, to return to full provision.</li> </ul>			
2. Schools may be unsure on stage specific priorities or guidance	Red 20	Students, Employees	<p><b>1. Specific points for Key stage 3</b></p> <ul style="list-style-type: none"> <li>a. For pupils in key stage 3: <ul style="list-style-type: none"> <li>i. The curriculum should remain broad from year 7 to year 9 so that the majority of pupils are taught a full range of subjects over the year, including sciences, languages, humanities, the arts, physical education/sport, religious education and relationships, sex and health education.</li> <li>ii. For pupils in year 7, it may be necessary to address gaps in English and maths by teaching essential knowledge and skills from the key stage 2 curriculum.</li> </ul> </li> </ul> <p><b>2. Specific points for Key Stages 4 and 5</b></p> <ul style="list-style-type: none"> <li>a. Pupils in key stage 4 and 5 will need extra support to catch up on any content they have missed.</li> <li>b. The vast majority of pupils in year 10 and 11 are expected to continue to study their examination subjects.</li> <li>c. <a href="#">Ofqual is currently consulting on proposals for next years</a> exams and assessments.</li> <li>d. In exceptional circumstances, it may be in the best interests of a year 11 pupil to discontinue an examined subject <ul style="list-style-type: none"> <li>i. This is most likely if the school judges that the student would achieve significantly better in their remaining subjects, especially in GCSE English and mathematics.</li> <li>ii. School leaders are expected to make such decisions in discussion with pupils and parents</li> <li>iii. These decisions should be informed by ongoing assessment of a pupil's progress and wellbeing</li> </ul> </li> <li>e. School will review any plans for early entry among year 10 pupils in summer 2021.</li> <li>f. The school adheres to and keeps up-to-date with the latest JCQ and exam board information.</li> </ul> <p><b>3. Marking of student books</b></p> <ul style="list-style-type: none"> <li>a. There is no definitive guidance from either DfE or PHE as to the marking of student books.</li> <li>b. Until such guidance becomes available schools should reinforce hand hygiene messages for staff and students.</li> <li>c. If books/worksheets are marked then staff should remember to hand sanitise before handling work, avoid touching their face etc during marking and hand sanitise after handling books.</li> <li>d. Marking should take place electronically where practical. Student work completed on paper or in books should be left for 48 hours on return before being physically marked. Staff should sanitise their hands before and after marking books.</li> <li>e. Teams is used to set homework remotely</li> </ul>	1. EPA/SFI/DMc 2.EPA/SFI/IST 3. EPA/SFI/DMc	1 Y 2 Y 3 Y prior to opening	Green 3
3. Some curriculum areas have additional concerns.	Red 20	Students, Employees	<p><b>1. Sharing of equipment</b></p> <ul style="list-style-type: none"> <li>a. For individual and frequently used equipment, e.g. Pens, it is recommended that staff and pupils have their own equipment that is not shared.</li> <li>b. Classroom based resources such as books and other resources can be used and shared within the bubble.</li> <li>c. Shared resources should be cleaned just like any other frequently touched surface.</li> <li>d. 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.</li> </ul> <p><b>2. Some curriculum areas require additional attention alongside their usual risk assessment</b></p> <ul style="list-style-type: none"> <li>a. <b>School Trips</b> <ul style="list-style-type: none"> <li>i. As at 2.3.21 no educational visits will take place</li> <li>ii. When visits are resumed, risk assessments for these trips should detail how good hygiene and social distancing will be maintained.</li> </ul> </li> </ul>	1. EPA/SFI/DMc/LDO 2. EPA/SFI/LDO/IST/GJO/TLO	1. Y prior to opening 2. Y prior to opening	Amber 6



			<p>b. <b>Music, Dance and Drama</b></p> <ul style="list-style-type: none"> <li>i. There may be an additional risk of infection in environments where singing, chanting, playing wind or brass instruments or shouting occurs. These have been moved to the section 2.3.2.c below.</li> <li>ii. This could happen even if social distancing of 2m is followed.</li> <li>iii. Teachers should avoid physical contact and aim to maintain social distancing at all times.</li> <li>iv. Background and accompanying music should be played at levels that reduce the need for teachers or other performers to raise their voices.</li> <li>v. If possible, microphones could be used to reduce the need for long periods of loud singing or speaking. Microphones should not be shared, if possible.</li> <li>vi. Shared instrument, equipment or microphone guidance: <ul style="list-style-type: none"> <li>1. <b>Handwashing</b> <ul style="list-style-type: none"> <li>a. Requiring increased handwashing before and after handling equipment, especially if being used by more than one person.</li> </ul> </li> <li>2. <b>Avoiding sharing instruments</b> <ul style="list-style-type: none"> <li>a. Avoid and equipment wherever possible. Place name labels on equipment to help identify the designated user, for example, percussionists' own sticks and mallets.</li> <li>b. If instruments and equipment have to be shared, disinfect regularly (including any packing cases, handles, props, chairs, microphones and music stands) and always between users, following government guidance on cleaning and handling equipment.</li> </ul> </li> <li>3. <b>Clean instruments</b> <ul style="list-style-type: none"> <li>a. Instruments should be cleaned by the pupils playing them, where possible</li> </ul> </li> <li>4. <b>Handling scores, parts and scripts</b> <ul style="list-style-type: none"> <li>a. Limit handling of music scores, parts and scripts to the individual using them.</li> </ul> </li> <li>5. <b>Suppliers</b> <ul style="list-style-type: none"> <li>a. Consider limiting the number of suppliers when hiring instruments and equipment.</li> <li>b. Schools should agree whose responsibility cleaning hired instruments is with the suppliers.</li> <li>c. Clean hire equipment, tools or other equipment on arrival and before first use.</li> <li>d. Equipment and instruments should be stored in a clean location if you take delivery of them before they are needed, and they should be cleaned before first use and before returning the instrument.</li> </ul> </li> <li>6. <b>Pick up and drop off points</b> <ul style="list-style-type: none"> <li>a. Pick up and drop off collection points should be created where possible, rather than passing equipment such as props, scripts, scores and microphones hand-to-hand.</li> </ul> </li> </ul> </li> <li>vii. Performances should follow the guidance from Department of Digital, Culture, Media and Sport (DCMS) at <a href="https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/performing-arts">https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/performing-arts</a>.</li> </ul> <p>c. <b>Additional music guidance</b></p> <ul style="list-style-type: none"> <li>i. When planning music provision for the next academic year, schools should consider additional specific safety measures.</li> <li>ii. Although singing and playing wind and brass instruments do not currently appear to represent a significantly higher risk than routine speaking and breathing at the same volume, there is now some evidence that additional risk can build from aerosol transmission with volume and with the combined numbers of individuals within a confined space.</li> <li>iii. This is particularly evident for singing and shouting, but with appropriate safety mitigation and consideration, singing, wind and brass teaching can still take place.</li> <li>iv. Measures to take include: <ul style="list-style-type: none"> <li>1. Playing outdoors <ul style="list-style-type: none"> <li>a. Playing instruments and singing in groups should take place outdoors wherever possible. If indoors, consider limiting the numbers in relation to the space.</li> </ul> </li> <li>2. Playing indoors <ul style="list-style-type: none"> <li>a. If indoors, use a room with as much space as possible, for example, larger rooms; rooms with high ceilings are expected to enable dilution of aerosol transmission.</li> <li>b. If playing indoors, limiting the numbers to account for ventilation of the space and the ability to social distance.</li> <li>c. 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>.</li> </ul> </li> </ul> </li> </ul>			
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<b>4. Catch up provision will incur additional costs to school budgets</b>		Students, Employees	<p><b>1. Catch up support funding will be available to schools</b></p> <ul style="list-style-type: none"> <li>a. One-off grant funding will be paid to all state-funded primary, secondary and special schools in the 2020 to 2021</li> <li>b. Headteachers will decide how the money is spent.</li> <li>c. Additional guidance on effective interventions is provided by the Education Endowment Foundation as <a href="#">guidance on effective interventions to support schools</a>.</li> <li>d. For pupils with complex needs, funds can be spent to address individual needs.</li> </ul> <p><b>2. External Support programmes will be available</b></p> <ul style="list-style-type: none"> <li>a. Plans are in place for funded <a href="#">National Tutoring Programme</a>.</li> <li>b. This initiative will focus on the most disadvantaged and vulnerable young people.</li> </ul>	1. EPA 1. EPA	1 + 2. Not released yet	<b>Green 3</b>
<b>5. Disruption to the running of school exams and accountability</b>	<b>Amber 12</b>	Students, Employees, Visitors and Contractors	<p><b>1. Exam disruption may continue beyond Summer 2020</b></p> <p><b>a. Secondary Schools</b></p> <ul style="list-style-type: none"> <li>i. GCSEs and A levels will take place in summer 2021 but with adaptations.</li> <li>ii. These adaptations have now been published and include: <ul style="list-style-type: none"> <li>1. Changes to how content in GCSE geography, history and ancient history is assessed.</li> <li>2. Changes to GCSE English literature to allow for some choice in the content to be covered.</li> <li>3. Should not, unless to accommodate subject specific decisions, make greater use of optional questions in exams</li> <li>4. Removed the requirement for centres to make a declaration to them confirming they provided all students with the opportunity to undertake a mandated number of days of fieldwork in GCSE, AS and A level geography. The non-exam assessment is retained at A level but the exam boards should consider how they can be flexible in their requirements for the non-exam assessment to use primary data.</li> <li>5. Should remove the requirement for centres to make a declaration to them confirming they provided all students with the opportunity to undertake a mandated number of days of fieldwork in GCSE, AS and A level geology and AS and A level environmental science. We have made this decision in light of responses to the consultation</li> <li>6. Should adjust the observational activity requirements for GCSE astronomy which would allow students to observe rather than carry out the activities themselves.</li> <li>7. Will not be required to change the length, number or format of the exam papers, except as necessary to accommodate specific changes to the exam and assessment arrangements</li> <li>8. Should, for GCSEs in modern foreign languages, report the assessment of spoken language as an endorsement alongside the 9 to 1 grade</li> <li>9. Should allow for a range of adjustments to the assessment arrangements in a number of subjects to accommodate potential public health requirements, for example, GCSE food preparation and nutrition, GCSE, AS and A level music and GCSE physical education</li> </ul> </li> <li>iii. Ofqual has published this information <a href="#">here</a>.</li> <li>iv. Exams sessions will occur in autumn 2020. <ul style="list-style-type: none"> <li>1. Students will have the opportunity to sit exams they would have from the Summer 2020 session.</li> <li>2. DfE guidance has been provided on <a href="#">Centre responsibility for autumn GCSE, AS and A level exam series</a>.</li> <li>3. This information was updated on 29/9/20.</li> </ul> </li> </ul>	1. SLT 2. EPA	1. Not released yet. 2. Y	<b>Green 3</b>



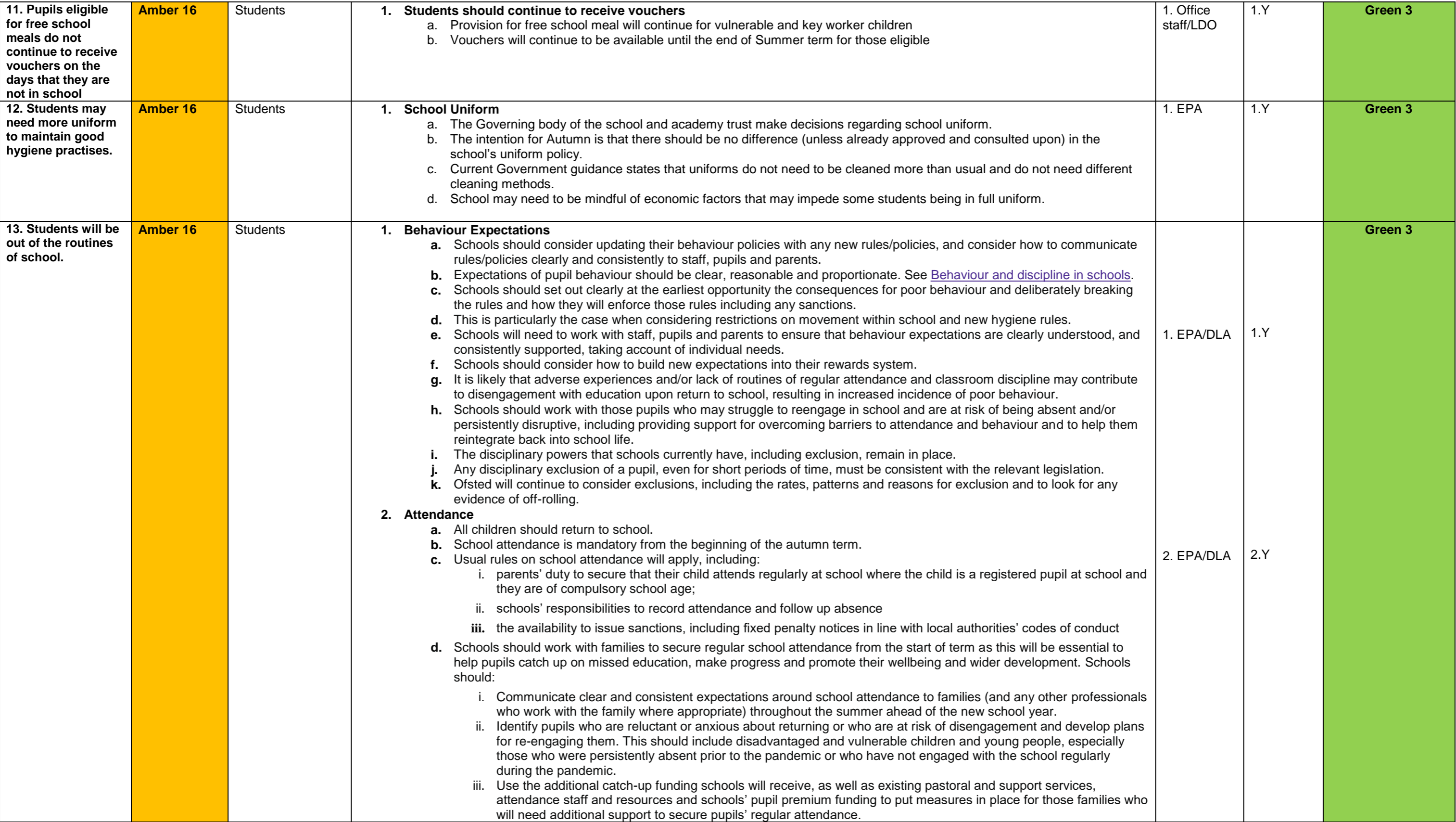
			<b>2. School Accountability</b> <ol style="list-style-type: none"> <li>Performance Tables <ol style="list-style-type: none"> <li>Performance tables are suspended for the 2019 to 2020 academic year.</li> <li>No school or college will be judged on data based on exams and assessments from 2020.</li> <li>All those working with schools, including Ofsted and DfE regional teams, should refer to the 2019 data.</li> <li>The Department for Education will use 2019 data as a starting point for any conversation about support for schools with Ofsted judgements below good.</li> </ol> </li> </ol>			
6. Preparations for COVID reopening may disrupt schools' usual running and impede preparations for inspection.			<b>1. Inspection routines will be altered.</b> <ol style="list-style-type: none"> <li>Ofsted inspections will remain suspended for the SPRING term.</li> <li>During the SPRING term, inspectors will visit a sample of schools to discuss how they are managing the return to education of all their pupils. <ol style="list-style-type: none"> <li>These will be collaborative discussions, taking into account the curriculum and remote education expectations</li> <li>They will not result in a judgement.</li> <li>A brief letter will be published following the visit.</li> <li>The insights that inspectors gather will also be aggregated nationally to share learning with the sector, the government and the wider public.</li> </ol> </li> </ol> <b>2. Ofsted has the power to inspect a school in response to any significant concerns, such as safeguarding.</b>	1. EPA 2. EPA	1. Y	Green 3
7. Transition arrangements have been disrupted	Amber 12	Students	<b>1. Transition from secondary school</b> <ol style="list-style-type: none"> <li>Students should continue to receive their usual transition arrangements.</li> <li>Offsite visits should be planned carefully, and all aspects of the visit should figure in the risk assessment. <ol style="list-style-type: none"> <li>This should be done in line with protective measures, e.g. keeping children in their group</li> <li>Risk assessments must be in line with the wider advice on visiting indoor or outdoor venues</li> <li><a href="#">Government health and safety guidance</a> should be consulted in the planning stage.</li> </ol> </li> <li>The SLT of the school should make a decision over the appropriateness of such visits.</li> </ol> <b>2. Transition to secondary school</b> <ol style="list-style-type: none"> <li>Communications with the parents of incoming pupils will continue into the new school year.</li> <li>SEND Transition for 2021/22 can be considered as normally or with suitable changes to working practices, e.g. attending meetings for Y6 EHCPs in the Autumn term remotely.</li> </ol>	1. EPA/DMc 2. EPA/DLA	1. Y 2. Y	Amber 6
8. There could be further future school closures – Post September 2020	Amber 12	Students, Employees, Visitors and Contractors	<b>1. In the event of future of extended lockdowns</b> <ol style="list-style-type: none"> <li>The school communicates with parents via letter, text or email as soon as possible about a school closure and the cancellation of any school trips or extra-curricular activities.</li> <li>Pupils are informed via small group/virtual assembly about the school closure and what is expected of them should they need to work from home.</li> <li>The headteacher puts a plan in place to manage staff workload in preparation for a school closure.</li> <li>Communication lines are kept open between staff during a school closure – staff know to report to their line manager if there is an issue.</li> <li>The headteacher ensures all pupils have access to school work and the necessary reading materials at home, prior to a school closure.</li> <li>The headteacher works with the on-site ICT team to ensure that all technology used is accessible to all pupils – alternative arrangements are put in place where required.</li> <li>The headteacher liaises with the relevant organisations to ensure adequate provision is in place for all pupils to be able to work from home, e.g. learning support.</li> <li>The site manager arranges for all or part the school to be deep cleaned if necessary, in the event of a school closure.</li> <li>The school manages the use of parents' and pupils' contact details in line with the Data Protection Policy and Records Management Policy, e.g. collecting emails to send school work to the pupil.</li> </ol> <b>2. Curricula learning should still occur in the event of a whole or partial school lockdown or isolation.</b> <ol style="list-style-type: none"> <li>Small group or individual isolations due to coronavirus <ol style="list-style-type: none"> <li>Remote education plans should be in place.</li> <li>Pupils isolating should have the same expectations as other pupils.</li> </ol> </li> </ol>	1. SLT 2. SLT 3. SLT	1. As required 2. As required 3. As required	Green 3



			<ul style="list-style-type: none"> <li>b. Local lockdown               <ul style="list-style-type: none"> <li>i. Schools must have the capacity to offer immediate remote education</li> <li>ii. This remote education should be of a similar quality to a normal offer</li> <li>iii. Contingency plans should be in place for remote education provision by the end of September 2020 and should assume large of pupils are required to remain at home. This may include a rota system, with students alternating with a fortnight attending school and a fortnight completing remote learning at home.</li> <li>iv. Contingency plans are assumed to include:                   <ul style="list-style-type: none"> <li>1. A curriculum sequence that allows access to high-quality online and offline resources and teaching videos</li> <li>2. Links to the school's curriculum expectations</li> <li>3. Access to high quality remote education resources</li> <li>4. Online tools that will be consistently used across the school in order to allow interaction, assessment and feedback, and make sure staff are trained in their use</li> <li>5. Printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access</li> </ul> </li> <li>v. Younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools should work with families to deliver a broad and ambitious curriculum.</li> <li>vi. When teaching pupils remotely, the expectations should be:                   <ul style="list-style-type: none"> <li>1. set assignments so that pupils have meaningful and ambitious work each day</li> <li>2. The work covers a number of different subjects</li> <li>3. The work is planned and well-sequenced curriculum so that knowledge and skills are built incrementally</li> <li>4. There is clarity about what is intended to be taught and practised in each subject</li> <li>5. Frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos</li> <li>6. Feedback to gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work</li> <li>7. Teachers to adjust the pace or difficulty of what is being taught in response to feedback</li> <li>8. Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers.</li> <li>9. Consideration is given in relation to the pupils' age, stage of development and/or special educational needs,</li> <li>10. To avoid an over-reliance on long-term projects or internet research activities.</li> </ul> </li> </ul> </li> </ul> <p><b>3. The Behavioural Policy and Staff Code of Conduct are adhered to at all times, even while working remotely.</b></p> <ul style="list-style-type: none"> <li>a. Protocols should be agreed for remote learning and shared with students, parents and staff.</li> <li>b. Suggested protocols could be:           <ul style="list-style-type: none"> <li>i. Access the meeting in a suitable communal environment (not a bedroom)</li> <li>ii. Be appropriately dressed in clothes that cover the top and bottom half of the body</li> <li>iii. All members of the household must be aware that the call is taking place</li> <li>iv. Ensure that your camera is turned off at all times</li> <li>v. Make sure you and other members of the household use appropriate language and behaviour when nearby</li> <li>vi. Be aware that the meeting is being recorded so that it can be shared with other students</li> <li>vii. Ensure that your camera is turned off at all times</li> </ul> </li> <li>c. Staff should be aware that school staff codes of conduct are still applicable when working remotely.</li> </ul>			
9. Students may not be able to access remote learning provision.	Amber 12	Students	<p><b>1. Schools may not be able to supply IT to those without equipment at home</b></p> <ul style="list-style-type: none"> <li>a. Laptops, tablets and 4G wireless routers have been made available to local authorities and academy trusts to support vulnerable and disadvantaged children           <ul style="list-style-type: none"> <li>i. These are defined as:               <ul style="list-style-type: none"> <li>1. care leavers</li> <li>2. children and young people with a social worker</li> <li>3. disadvantaged year 10 pupils</li> </ul> </li> <li>ii. Local authorities and academy trusts will continue to own and use these devices (including for catch up purposes) following pupils returning to school in the autumn term.</li> <li>iii. Schools will be responsible for loaning them in the event that a school is required to close temporarily due to coronavirus (COVID-19).</li> <li>iv. If required, the department will look to provide further device and connectivity support for disadvantaged pupils who would otherwise lack access during a school closure.</li> </ul> </li> </ul>	1. EPA/DLA 2. EPA/DLA	1.N/A 2.N/A	Green 3



			<p>v. These devices will be owned by the school.</p> <p><b>2. Students may have limited internet access at home</b></p> <p>a. The DfE is working to provide alternative access for those who require it. It is expected to include:</p> <ul style="list-style-type: none"> <li>i. 4G routers provided to local authorities and academy trusts,</li> <li>ii. Free access to BT WiFi hotspots for disadvantaged pupils.</li> <li>iii. An expanded offer to provide access to free additional data to families who rely on a mobile internet connection while the response to coronavirus requires pupils to learn from home and access social care services online.</li> <li>iv. See <a href="#">increasing internet access for vulnerable and disadvantaged children</a> for guidance.</li> </ul>			
<b>10. Vacant and partially open premises have not been maintained prior to Autumn opening</b>	<b>Red 20</b>	Students, Employees, Visitors and Contractors	<p><b>1. Sites should be maintained while not in use</b></p> <p>a. During partial or full closure, educational settings continue to be responsible for a range of health and safety measures and statutory compliance. Gov Guidance <a href="#">‘Managing school premises, which are partially open, during the coronavirus outbreak’</a>.</p> <p>b. External signage is visible to show that the school is closed and that access is restricted.</p> <p>c. Any hazards are reported to the headteacher as soon as possible and issues are resolved prior to staff and pupils returning to school.</p> <p>d. The headteacher ensures the school reopens only when it is safe and advisable to do so, in line with local and national advice.</p> <p>e. At all times guidance from the HSE and all statutory duties must be maintained.</p> <p><b>2. Schools may be unsure over preopening checks</b></p> <p>a. Areas not in use since March 2020</p> <ul style="list-style-type: none"> <li>i. Flushing the water system in accordance with the school's legionella risk assessment and policy.</li> <li>ii. Checking that there are no leaks in the water system and that there is provision of hot water.</li> <li>iii. Ensuring the safety and quality of the water by: <ul style="list-style-type: none"> <li>1. disinfecting the water system by raising the temperature of the heating of the system; or</li> <li>2. in schools which have cooling towers/AC systems, microbiologically testing the water and receiving a positive clearance.</li> </ul> </li> <li>iv. Testing the fire alarms/smoke alarms/panic and accessible-toilet alarms.</li> <li>v. Checking: <ul style="list-style-type: none"> <li>1. the fire-door mechanisms;</li> <li>2. gas supply;</li> <li>3. kitchen equipment;</li> <li>4. ventilation system;</li> <li>5. key holder information;</li> <li>6. the fixed wiring (if the scheduled tests required by regulations have not taken place in the last sixth months);</li> <li>7. emergency lighting;</li> </ul> </li> <li>vi. Inspection of lifts (if the scheduled tests required by the regulations have not taken place in the last six months);</li> <li>vii. Inspection of all known asbestos sites as these may have been damaged by rodent activity during the closure.</li> <li>viii. Inspection for rodent activity and/or infestations <ul style="list-style-type: none"> <li>1. Commissioning of pest control may be required.</li> </ul> </li> <li>ix. Cleaning of the premises: <ul style="list-style-type: none"> <li>1. Deep cleaning is not required if no-one has been into the premises during the time of closure.</li> <li>2. However, if someone goes into the premises within five days before the date of reopening, any areas accessed by that person must have a deep clean of touch surfaces.</li> </ul> </li> <li>x. Servicing of reprographic and other equipment in accordance with the manufacturer's/provider's requirements.</li> </ul> <p><b>b. Schools which have been partially open for certain pupils and staff</b></p> <ul style="list-style-type: none"> <li>i. If only part of the school premises has been open, the checks in the above section (2.10.2.a) must be carried out for all parts of the building and any other buildings on the site which have been closed for any period of time.</li> <li>ii. If the school has been partially opened, then a full deep clean of the premises should not be necessary unless it has been required by Public Health Authorities.</li> <li>iii. All touch surfaces should be given priority for cleaning prior to full opening.</li> </ul>	1.LDO/TLO 2.LDO/TLO	1. Y 2. Y	<b>Green 3</b>





			<p>iv. Work closely with other professionals as appropriate to support the return to school, including continuing to notify the child's social worker, if they have one, of non-attendance</p>			
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### 3. Health Arrangements and Management of Infectious Disease



What are the hazards?	Risk rating prior to action (RAG, colour and number)	Who might be harmed	Existing risk controls	Action by whom	In place? (Yes/No)	Residual risk rating (RAG, colour and number)
1. Staff are unaware of new routines in management of infections school	Red 25	Employees	<b>1. All staff instructions</b> <ol style="list-style-type: none"> <li>Staff are informed of the symptoms of possible coronavirus infection, e.g. a new persistent cough, difficulty in breathing, loss of sense of smell and high temperature; and are kept up-to-date with NHS guidance '<a href="#">Coronavirus (COVID - 19)</a>' about the signs, symptoms and transmission of coronavirus.</li> <li>All staff should confirm that they are confident in applying the control measures identified in this assessment.</li> <li>Staff should receive appropriate instructions in relation to the specific measures that have been put in place in the school (as detailed in this assessment).</li> <li>Staff should be involved in the practical implementation of this guidance.</li> <li>Staff to advise SLT of any concerns they may have. All concerns will be dealt with on a confidential basis.</li> <li>Vulnerable staff who are at a higher risk to be identified and given special consideration.</li> <li>Staff are instructed to monitor themselves and others and look out for similar symptoms if a pupil or staff member has been sent home with suspected coronavirus.</li> <li>The school is consistent in its approach to the management of suspected and confirmed cases of coronavirus.</li> <li>Staff inform the headteacher when they plan to return to work after having coronavirus.</li> <li>Staff should be familiarised with new evacuation and fire routines.</li> </ol>	1. EPA/SFI/LDO	Y – prior to every in school session via daily safety briefing	Amber 4
2. Pupil health issues make them vulnerable	Red 25	Students and Employees	<b>1. Shielding and clinically vulnerable children and young people</b> <ol style="list-style-type: none"> <li><b>Current advice – from 25.2.21</b> <ol style="list-style-type: none"> <li>Very few children and young people are at highest risk of severe illness due to the virus. Doctors have therefore been reviewing all children and young people who were initially identified as clinically extremely vulnerable to confirm whether they are still thought to be at highest risk.</li> <li>The students GP will confirm whether they are still considered clinically extremely vulnerable and therefore required to follow shielding advice.</li> <li>Clinically extremely vulnerable children and young people should not attend school or other educational setting, because the risk of exposure to the virus in the community is now very high. Remote learning will be put in place for these students.</li> </ol> </li> </ol> <b>2. Symptoms</b> <ol style="list-style-type: none"> <li>Pupils know what the main symptoms are and who to report to if they develop symptoms, no matter how mild</li> <li>Staff should check with pupils regarding symptoms on their arrival and remain vigilant for developing symptoms throughout the day</li> <li>Arrangements are in place for the management of a very small number of pupils who are not able to communicate their symptoms and staff are aware of these arrangements e.g. temperature checks</li> </ol> <b>3. Increased supportive measures for pupils/psychological needs -</b> <ol style="list-style-type: none"> <li>Individual pupil risk assessments have been undertaken where required and management plans reviewed. These should be communicated to all staff.</li> <li>Pupils are encouraged to understand that it is normal to experience different reactions and are encouraged to discuss their questions and concerns</li> <li>Available resources are used to identify and support students and staff who exhibit signs of distress.</li> <li>Staff should be mindful when using PPE that their appearance may make students feel uneasy.</li> <li>Vulnerable students who are at a higher risk to be identified and given special consideration. It may be in the students' best interest to attend face to face catch up rather than group lessons.</li> <li>Bereavement counselling to be provided on a bespoke basis.</li> </ol> <b>4. Resources to support Pupil Well-Being</b> <ol style="list-style-type: none"> <li>Pupils may be experiencing a variety of emotions in response to the coronavirus (COVID-19) outbreak, such as anxiety, stress or low mood. <ol style="list-style-type: none"> <li>This may particularly be the case for vulnerable children, including those with a social worker and young carers. It is important to contextualise these feelings as normal responses to an abnormal situation.</li> </ol> </li> </ol>	1. EPA/DLA 2. DLA/Pastoral leads 3. DLA/Pastoral leads 4. N/A	1. Y 2. Y 3. Y	Amber 8



		<ul style="list-style-type: none"> <li>ii. Some may need support to re-adjust to school, others may have enjoyed being at home and be reluctant to return, a few may be showing signs of more severe anxiety or depression.</li> <li>iii. Others will not be experiencing any challenges and will be keen and ready to return to school.</li> </ul> <ul style="list-style-type: none"> <li>b. The return to school allows social interaction with peers, carers and teachers, which benefits wellbeing.</li> <li>c. The government has recently launched the <a href="#">Wellbeing for Education Return programme</a>, which will provide training and resources for teachers and staff in all state-funded schools to respond to the wellbeing and mental health needs of children and young people as a result of coronavirus (COVID-19).</li> <li>d. Local authorities have received funding to employ skilled staff to deliver the training to schools and provide ongoing advice and support from the autumn until March 2021.</li> <li>e. Schools can prepare by nominating a lead to receive the training, and who will then have the capability to disseminate the learning and practice to staff and pupils within the school. The training will be available in the autumn term.</li> <li>f. DfE, Public Health England and NHS England hosted a free webinar for school and college staff on 9 July 2020 to set out how to support returning pupils and students. A recording of this is available: <a href="#">View webinar</a></li> <li>g. The Whole School SEND (WSS) consortium will be delivering some training and how-to ideas for mainstream school teachers (including free insets and webinars) on supporting pupils with SEND to return to their mainstream school after the long absence, and on transition to other settings.</li> <li>h. WSS have co-produced 2 leaflets, funded by DfE, to support young people with SEND and their families to have conversations with schools about <a href="#">successful returns following a period of absence</a> and about <a href="#">transition planning for post-year 11 destinations</a>. WSS have also produced resources to support the schools' workforce to prepare for the return, such as the <a href="#">COVID-19 SEND review guide</a> which settings can use to reflect on their provision and a <a href="#">handbook</a> to support teachers to take a whole school approach to supporting pupils following a traumatic event.</li> <li>i. You can access WSS resources on the <a href="#">Whole School SEND Resource page</a> of the SENDGateway and professionals in the schools' workforce can <a href="#">sign up to the Community of Practice</a> to be kept up to date with further information.</li> <li>j. DfE has also published the first of the relationships, sex and health education training modules for teachers to support them in preparation to deliver content on mental health and wellbeing. The training module on <a href="#">teaching about mental wellbeing</a>, which has been developed with clinical experts and schools, will improve teacher confidence in talking and teaching about mental health and wellbeing in the classroom. It has been published early given the importance of supporting pupils' mental health and wellbeing at this time.</li> </ul> <p><b>5. Using extracurricular provision to support students.</b></p> <ul style="list-style-type: none"> <li>a. Schools should consider the provision of pastoral and extra-curricular activities to all pupils designed to: <ul style="list-style-type: none"> <li>i. support the rebuilding of friendships and social engagement</li> <li>ii. address and equip pupils to respond to issues linked to coronavirus (COVID-19)</li> <li>iii. support pupils with approaches to improving their physical and mental wellbeing</li> </ul> </li> <li>b. Schools should also provide more focused pastoral support where issues are identified that individual pupils may need help with, drawing on external support where necessary and possible.</li> <li>c. Schools should also consider support needs of particular groups they are already aware need additional help (for example, children in need), and any groups they identify as newly vulnerable on their return to school.</li> <li>d. To support this, teachers may wish to access the free <a href="#">MindEd learning platform for professionals</a>, which contains materials on peer support, stress, fear and trauma, and bereavement. MindEd have also developed a <a href="#">coronavirus (COVID-19) staff resilience hub</a> with advice and tips for frontline staff.</li> <li>e. Where there is a concern a child is in need or suffering or likely to suffer from harm, the school (generally led by the Designated Safeguard Lead or deputy) should follow their child protection policy and part 1 of the statutory safeguarding guidance <a href="#">keeping children safe in education</a> and consider any referral to statutory services (and the police) as appropriate.</li> <li>f. Schools should consider how they are working with school nursing services to support the health and wellbeing of their pupils; school nursing services have continued to offer support as pupils return to school – school nurses as leaders of the <a href="#">healthy child programme</a> can offer a range of support including: <ul style="list-style-type: none"> <li>i. support for resilience, mental health and wellbeing including anxiety, bereavement and sleep issues</li> <li>ii. support for pupils with additional and complex health needs</li> <li>iii. supporting vulnerable children and keeping children safe</li> </ul> </li> </ul> <p><b>6. Where the setting is not the 'usual setting' for the pupil</b></p>			
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			a. Relevant information including emergency contact details, dietary requirements and medical needs have been provided and relevant controls put in place on an individual basis.			
<b>3. Staff health issues make them vulnerable</b>	<b>Red 25</b>	Students and Employees	<p><b>1. School workforce</b></p> <ul style="list-style-type: none"> <li>a. School leaders are best placed to determine the workforce that is required in school, taking into account the updated advice set out in this section of the guidance for those staff who are CEV. The expectation is that those staff not attending school who are still able to work should do so from home where possible.</li> <li>b. Some roles, such as some administrative roles, may be conducive to home working, and you should consider what is feasible and appropriate.</li> <li>c. All staff must follow the system of controls to minimise the risks of transmission. Following the system of controls will reduce the risks to all staff significantly.</li> <li>d. You must explain to staff the measures you are putting in place to reduce risks and should discuss any concerns individuals may have.</li> </ul> <p><b>2. Staff who are clinically extremely vulnerable</b></p> <ul style="list-style-type: none"> <li>a. CEV staff are advised not to attend the workplace. Staff who are CEV will previously have received a letter from the NHS or their GP telling them this (no new letter is required), and there is <a href="#">guidance for everyone in this group</a>. It provides advice on what additional measures individuals in this group can take.</li> <li>b. Employers should talk to their staff about how they will be supported, including to work from home.</li> <li>c. You should continue to pay CEV staff on their usual terms.</li> <li>d. Those living with someone who is CEV can still attend work where home-working is not possible and should ensure they maintain good prevention practice in the workplace and home settings.</li> <li>e. The shielding guidance is reviewed regularly. CEV individuals will be advised in advance of any extension or end date to inform them of changes or continuation of the guidance.</li> <li>f. CEV individuals (over 18) have been prioritised for vaccination in phase 1 before the general population and in line with the priority ordering set by the Joint Committee on Vaccination and Immunisation.</li> <li>g. Current DHSC guidance, informed by PHE, currently advises that CEV individuals should continue to shield even after they have been vaccinated. This may change as we get further data on the effects of vaccination.</li> </ul> <p><b>3. Staff who are clinically vulnerable</b></p> <ul style="list-style-type: none"> <li>a. CV staff can continue to attend school. While in school they must follow the system of controls to minimise the risks of transmission.</li> <li>b. Staff who live with those who are CV can attend the workplace but should ensure they maintain good prevention practice in the workplace and at home.</li> </ul> <p><b>4. Pregnancy</b></p> <ul style="list-style-type: none"> <li>a. You will need to follow the specific guidance for <a href="#">pregnant employees</a> because pregnant women are considered CV. In some cases pregnant women may also have other health conditions that mean they are considered CEV, where the advice for clinically extremely vulnerable staff will apply. <a href="#">COVID-19 vaccination: a guide for women of childbearing age, pregnant or breastfeeding</a> contains vaccination advice.</li> <li>b. Your workplace risk assessment should already consider any risks to female employees of childbearing age and, in particular, risks to new and expectant mothers. If you are notified that an employee is pregnant, breastfeeding, or has given birth within the last 6 months, you should check the workplace risk assessment to see if any new risks have arisen. An assessment may help identify any additional action that needs to be taken to mitigate risks.</li> <li>c. Any risks identified at that point, or later during the pregnancy, in the first 6 months after birth, or while the employee is still breastfeeding, must be included and managed as part of the general workplace risk assessment. You must take appropriate sensible action to reduce, remove or control the risks.</li> <li>d. As part of your risk assessment, you should consider whether adapting duties and/or facilitating home working may be appropriate to mitigate risks.</li> <li>e. You should be aware that pregnant women from 28 weeks' gestation, or with underlying health conditions at any point of gestation, may be at greater risk of severe illness if they catch coronavirus (COVID-19). This is also the case for pregnant women with underlying health conditions that place them at greater risk of severe illness if they catch coronavirus (COVID-19).</li> <li>f. We recommend that schools follow the same principles for pregnant pupils, in line with their wider health and safety obligations.</li> <li>g. Read more <a href="#">guidance and advice on coronavirus (COVID-19) and pregnancy from the Royal College of Gynaecologists</a>.</li> </ul>	<p>1. EPA/SFI 2. SFI 3. SFI 4. SFI/LDO 5. EPA/SFI 6. SFI 7. EPA/SFI</p>	<p>1. Y 2-5. Y – prior to opening</p>	<b>Amber 8</b>



			<p><b>5. Staff who may otherwise be at increased risk from coronavirus (COVID-19)</b></p> <ul style="list-style-type: none"> <li>a. Current evidence shows that a range of factors mean that some people may be at comparatively increased risk from coronavirus (COVID-19). Those at particularly high risk from a range of underlying health conditions should now have been included in the CEV group and will be receiving a letter to confirm this.</li> <li>b. For others who feel they may be at increased risk, where it is not possible to work from home, these staff can attend school as long as the system of controls set out in this guidance are in place. You should continue with an equitable approach to risk management for your workforce, recognising that staff may have a variety of baseline risks. Work continues to build our understanding of what these baseline factors are and the increased risks they pose.</li> <li>c. There is further information available on <a href="#">who is at higher risk from coronavirus</a>.</li> <li>d. Staff who live with those who may have comparatively increased risk from coronavirus (COVID-19) can attend the workplace where it is not possible to work from home</li> </ul> <p><b>6. Wellbeing</b></p> <ul style="list-style-type: none"> <li>a. Suitable supportive measures have been put in place for staff, for example, how to obtain well-being support</li> <li>b. Bereavement counselling to be provided on a bespoke basis</li> </ul> <p><b>7. Symptoms</b></p> <ul style="list-style-type: none"> <li>a. Staff will go home as soon as possible if they develop symptoms</li> <li>b. They will be asked to ring 119 as soon as possible and arrange a test</li> <li>c. They will be instructed to notify school of all test outcomes as soon as possible.</li> <li>d. School should contact the local PHT as soon as possible in the outcome of a positive test.</li> </ul>			
<b>4. Actions if a person becomes unwell with COVID-19 symptoms -</b>	<b>Red 25</b>	Students, Employees, Visitors and Contractors	<p><b>1. Monitoring of health</b></p> <ul style="list-style-type: none"> <li>a. Staff are instructed to monitor themselves and others, especially and look out for similar symptoms if a pupil or staff member has been sent home with suspected coronavirus.</li> <li>b. Staff are vigilant and report concerns about their own, a colleague's or a pupil's symptoms to their line manager or headteacher</li> <li>c. The school is consistent in its approach to the management of suspected and confirmed cases of coronavirus.</li> <li>d. The school is informed by pupils' parents when pupils return to school after having coronavirus – the school informs the relevant staff.</li> <li>e. Staff inform the headteacher when they plan to return to work after having coronavirus.</li> </ul> <p><b>2. Actions if a person becomes unwell with COVID-19 symptoms -</b></p> <ul style="list-style-type: none"> <li>a. A suitable room should be identified to wait in and is large enough to keep a 2-metre distance between the ill person and any supervising staff (close to a toilet where possible) and with a closed door. Ideally, a window should be open and the room well ventilated.</li> <li>b. The room should be emptied of unnecessary items.</li> <li>c. Tissues and a waste bag should be provided in the room.</li> <li>d. There should be a separate toilet for symptomatic children and staff, solely for their use.</li> <li>e. If a pupil develops symptoms, they should wait in the room that has been identified as soon as possible</li> <li>f. The relevant member of staff calls for emergency assistance immediately if pupils' symptoms worsen.</li> <li>g. In the unlikely event that a pupil spent a significant amount of time in a classroom or other area after they developed symptoms, arrangements should be made to move pupils and staff while that area is cleaned.</li> <li>h. Staff who look after a symptomatic person must wear PPE if they are supervising the person in the same room while waiting for collection in accordance with the PPE guidance and must wash their hands thoroughly if they have contact with the person and after they have left.</li> <li>i. If a member of staff has helped someone who was taken unwell with coronavirus (COVID-19) symptoms, they do not need to go home unless they develop symptoms themselves</li> <li>j. Staff should ensure they <a href="#">follow guidance for the application and removal of PPE</a>.</li> <li>k. Appropriate cleaning materials are available to clean areas a symptomatic person has been in after they developed symptoms as detailed in the guidance.</li> <li>l. If unwell pupils and staff are waiting to go home, they are instructed to use different toilets to the rest of the school to minimise the spread of infection. These toilets should be labelled as solely for this purpose.</li> <li>m. Any pupils who display signs of infection are taken home immediately, or as soon as practicable, by their parents – the parents are advised to contact NHS 111 immediately or call 999 if the pupil becomes seriously ill or their life is at risk.</li> </ul>	<p>1. All staff 2. EPA/LDO/TLO 3. EPA/DLA 4.EPA/DLA 5. EPA/DLA 6.EPA/SLT 7. TLO</p>	<p>1. Y 2. Y prior to opening 3.-6 as required 7. Y</p>	<b>Amber 8</b>



			<ul style="list-style-type: none"> <li>n. Where contact with a pupil's parents cannot be made, appropriate local operating procedures are followed in order to make contact as soon as possible.</li> <li>o. Any members of staff who display signs of infection are sent home immediately and are advised to contact NHS 111 immediately or call 999 if they become seriously ill or their life is at risk.</li> <li>p. Areas used by unwell staff and pupils who need to go home are appropriately cleaned as per Gov guidance '<a href="#">COVID-19: cleaning of non-healthcare settings</a>' once vacated.</li> <li>q. The headteacher (or other senior member of staff under direction) contacts the local HPT immediately about any suspected cases of coronavirus, even if they are unsure, and discusses if any further action needs to be taken</li> <li>r. 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 <ul style="list-style-type: none"> <li>i. they develop symptoms themselves (in which case, they should arrange a test)</li> <li>ii. If the symptomatic person subsequently tests positive</li> <li>iii. They are requested to do so by NHS Test and Trace.</li> </ul> </li> <li>s. 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.</li> <li>t. 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</li> </ul> <p><b>3. Actions after sending a child or member of staff home with COVID -19 Symptoms</b></p> <ul style="list-style-type: none"> <li>a. When a child, young person or staff member develops symptoms compatible with coronavirus (COVID-19), they should be sent home and advised to self-isolate for 10 days and arrange to have a test to see if they have COVID-19.</li> <li>b. A COVID -19 test must be arranged visiting NHS.UK to arrange or contact NHS 119 via telephone if they do not have internet access.</li> <li>c. If the person tests positive then their fellow household members should seek to be tested and self-isolate for 14 days or until a test result is returned.</li> <li>d. All staff and students who are attending an education or childcare setting will have access to a test if they display symptoms of coronavirus (COVID-19).</li> <li>e. Staff and students should be encouraged to get tested in this scenario.</li> <li>f. Procedures in place earlier in this document should then be followed.</li> </ul> <p><b>4. Actions if a student or member of staff tests negative</b></p> <ul style="list-style-type: none"> <li>a. Where the child, young person or staff member tests negative, they can return to school and the fellow household members can end their self-isolation.</li> </ul> <p><b>5. Actions if a student or member of staff test positive</b></p> <ul style="list-style-type: none"> <li>a. See section 1.3.5 earlier in this document</li> </ul> <p><b>6. Test and trace</b></p> <ul style="list-style-type: none"> <li>a. 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.</li> <li>b. 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.</li> <li>c. 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.</li> </ul> <p><b>7. Management of waste</b></p> <ul style="list-style-type: none"> <li>a. If a person is symptomatic on the premises the cleaning cloths used and tissues etc are double bagged and tied and kept separately for 72 hours (secured from pupil access) before being disposed of with normal waste.</li> </ul>			
<b>5. Poor hygiene practices are followed</b>	<b>Red 20</b>	Students, Employees, Visitors and Contractors	<p><b>1. Students do not know how to maintain good hygiene</b></p> <ul style="list-style-type: none"> <li>a. Coronavirus (COVID-19) is an easy virus to kill when it is on skin. This can be done with soap and water or hand sanitiser. You must ensure that pupils/staff clean their hands regularly, including: <ul style="list-style-type: none"> <li>i. when entering or exiting the building</li> <li>ii. before and after breaks</li> <li>iii. when they change rooms eg staff room, offices, classrooms</li> </ul> </li> </ul>	1.All Staff/LDO/DL A 2. All Staff/LDO 3. SLT	1. Y prior to opening 2. Y prior to opening 3. Y prior to opening	<b>Amber 4</b>



			<p>iv. before and after eating/lunch</p> <p>It is essential that everyone does this</p> <ul style="list-style-type: none"> <li>b. Consider how often pupils and staff will need to wash their hands and incorporate time for this in timetables or lesson plans.</li> <li>c. Staff working with pupils who spit uncontrollably may want more opportunities to wash their hands than other staff.</li> <li>d. Pupils who use saliva as a sensory stimulant or who struggle with 'catch it, bin it, kill it' may also need more opportunities to wash their hands.</li> <li>e. Continue to help pupils with complex needs to clean their hands properly.</li> <li>f. Frequent and thorough hand cleaning should now be regular practice. You should consider: <ul style="list-style-type: none"> <li>i. whether you have enough hand washing or hand sanitiser stations available so that all pupils and staff can clean their hands regularly</li> <li>ii. if you need to supervise hand sanitiser use given the risks around ingestion – skin friendly skin cleaning wipes can be used as an alternative</li> <li>iii. building these routines into school culture, supported by behaviour expectations and helping ensure younger pupils and those with complex needs understand the need to follow them</li> </ul> </li> <li>g. Posters are displayed throughout the school reminding pupils, staff and visitors to wash their hands, e.g. before entering and leaving the school.</li> <li>h. Tutors should remind students of good practices at the start of every day</li> </ul> <p><b>2. Hygiene is effective</b></p> <ul style="list-style-type: none"> <li>a. Pupils, staff and visitors are encouraged to wash their hands with soap or alcohol-based sanitiser (that contains no less than 60 percent alcohol) and follow infection control procedures in accordance with the Gov guidance <a href="#">'Coronavirus (COVID-19): implementing protective measures in education and childcare settings'</a></li> <li>b. Supervision arrangements are in place to support pupils with handwashing where it is needed and avoid ingestion.</li> <li>c. Sufficient amounts of soap (or hand sanitiser where applicable), clean water and paper towels are supplied in all toilets and kitchen areas.</li> <li>d. Hand dryers to be turned off. Paper towels and bins to be provided as an alternative.</li> </ul> <p><b>3. Good respiratory hygiene is followed</b></p> <ul style="list-style-type: none"> <li>a. The 'catch it, bin it, kill it' approach should be promoted within school</li> <li>b. Schools must ensure there are enough tissues and bins available in the school to support pupils and staff to follow this routine.</li> <li>c. 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.</li> <li>d. 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.</li> <li>e. Public Health England does not (based on current evidence) recommend the use of face coverings in schools. 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. However, there may be exceptions to this, i.e. any TAs providing intimate care to a student, a member of staff administering First Aid etc. These staff should wear face visors as appropriate. However as at 1.12.20 staff have been advised that visors and/or face masks can be worn in classrooms or anywhere else in order to reduce some staff anxiety. This decision will be reviewed at the end of the Autumn term.</li> <li>f. Face coverings are required at all times on public transport (for children over the age of 11).</li> </ul> <p><b>4. Guidance is appropriate</b></p> <ul style="list-style-type: none"> <li>a. Age and developmentally appropriate ways are being used to encourage pupils to follow requirements.</li> <li>b. Cleaners are employed by the school (via the local authority SLA arrangement) to carry out daily, thorough cleaning that follows Local Authority and Government guidance <a href="#">'COVID-19: cleaning of non-healthcare settings'</a></li> </ul>	4. SLT	4. Y prior to opening	
6. Some areas of site may not be hygienic	Red 20	Students and Employees	<p><b>1. Monitoring of site cleanliness</b></p> <ul style="list-style-type: none"> <li>a. The director of finance &amp; support services arranges enhanced cleaning to be undertaken where required</li> <li>b. The director of finance &amp; support services monitors the cleaning standards of school cleaning staff/contractors and discusses any additional measures required with regards to managing the spread of coronavirus.</li> </ul>	1. GJO/LDO 2. LDO/GJO/TLO 3. LDO/TLO/GJO	1. Y 2. Y prior to opening 3. Y prior to opening	Amber 8



		<p>c. A review of the current cleaning arrangements should be carried out in order to identify the existing cleaning and disinfection arrangements to inform the additional cleaning required as outlined in Gov guidance <a href="#">‘COVID-19: cleaning of non-healthcare settings’</a></p> <p><b>2. Shared and high contact areas</b></p> <p>a. Where the same space or equipment is used by different groups or cohorts of children cleaning should take place between each group's occupation or use</p> <p>b. All contact surfaces which are fixed to the premises should be identified and disinfected on a daily basis e.g. door handles, toilets, taps, handrails, external gates and dining room equipment.</p> <p>c. Frequently touched surfaces are cleaned more than usual.</p> <p>d. Learning equipment such as computers and tablets should be cleaned with a disinfectant wipe prior to use. This also applies to the teacher's desk. All staff need to wipe down the keyboard, mouse, interactive whiteboard pens and desk area with a sanitising wipe before every lesson and once they have finished</p> <p>e. Handheld and frequently touched sports/PE equipment should be disinfected prior to use</p> <p>f. Staff and pupil shared workstations should be cleaned with a disinfectant wipe prior to use</p> <p>g. Disinfectant wipes should be available for staff to use where required.</p> <p>h. Staff workroom – hands need to be sanitised when entering and leaving the area. Do not move furniture. Wipe down keyboards/works areas before and after use. If all seats are taken the area is at full occupancy and no entry is permitted. The windows in the staff work room need to be kept open to maintain ventilation.</p> <p>i. Staff Room – the staff room will be closed from 8.3.21 until 1.4.21 and reviewed after that time. Refreshments will be made available in staff departments. Staff need to sanitise hands before and after using the flasks and must not share cups, boxes of biscuits, sweets etc</p> <p><b>3. Toilet areas</b></p> <p>a. Different bubbles do not need to be allocated their own toilet areas</p> <p>b. Toilet areas will need to be cleaned regularly</p> <p>c. Children must be encouraged to clean their hands thoroughly after using the toilet</p> <p>d. Toilets should include guidance on how to clean hands.</p> <p>e. Staff toilets – there should only be one member of staff in the staff toilets at any one time.</p> <p><b>4. Spillages of bodily fluids</b></p> <p>a. Any bodily fluids e.g. respiratory and nasal discharges, are cleaned up immediately in line with Gov guidance <a href="#">‘COVID-19: cleaning of non-healthcare settings’</a>.</p>	4. TLO/GJO	4. Y	
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## 4. General School Routines



What are the hazards?	Risk rating prior to action (RAG, colour and number)	Who might be harmed	Existing risk controls	Action by whom	In place? (Yes/No)	Residual risk rating (RAG, colour and number)
1.Travel to school and parents parking	Red 20	Students, Employees, Visitors and Contractors	<ol style="list-style-type: none"> <li><b>General -</b> <ol style="list-style-type: none"> <li>The school have assessed that any additional vehicles and vehicle movements can be carried out safely (a vehicle movement assessment has been carried out where required)</li> </ol> </li> <li><b>Cycling</b> <ol style="list-style-type: none"> <li>Pupils are instructed to use bike racks one at a time – ground markings will be provided to assist with this</li> <li>Students on cycles should store cycles at least two meters apart.</li> </ol> </li> <li><b>Car journeys -</b> <ol style="list-style-type: none"> <li>Parents, staff and pupils have been advised not to gather in parking areas.</li> <li>Parents and staff have been advised that only the same household members should travel together by car</li> </ol> </li> <li><b>On Foot -</b> <ol style="list-style-type: none"> <li>Pupils and parents have been advised that it is preferable that members of the household should walk to the school together where possible</li> <li>Pupils and parents have been advised that they should not walk together in large groups</li> </ol> </li> <li><b>Public Transport -</b> <ol style="list-style-type: none"> <li>Pupils, parents and staff have been advised not to use school transport if they have symptoms</li> <li>Pupils, parents and staff have been advised to wash their hands before and after using transport services</li> <li>Pupils, parents and staff have been advised of the government advice to wear face coverings when travelling on public transport</li> <li>Pupil attendance times have considered reduced numbers associated with public transport where possible.</li> <li>Windows are opened during journeys where it is safe to do so</li> <li>Parents have been directed to check <a href="#">local transport websites</a> to ensure timetables are running as required.</li> </ol> </li> <li><b>School Transport</b> <ol style="list-style-type: none"> <li>Pupils on dedicated school services do not mix with the general public on those journeys and pupil groups will tend to be consistent under return to school measures. Therefore wider transmission risks are likely to be lower.</li> <li>From the autumn term, local authorities will not be required to uniformly apply the social distancing guidelines for public transport, on dedicated school or college transport. However, distancing should still be put in place within vehicles wherever possible. This will help to both minimise disease transmission risks and maintain consistent reinforcement of public health messaging to children and staff, particularly at the point where they are leaving school and heading back into the community each day.</li> <li>The approach to dedicated transport should align wherever 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, wherever it is possible, that: <ol style="list-style-type: none"> <li>social distancing should be maximised within vehicles</li> <li>children either sit with their 'bubble' on school transport, or with the same constant group of children each day</li> <li>children should clean their hands before boarding transport and again on disembarking</li> <li>additional cleaning of vehicles is put in place</li> <li>organised queuing and boarding is put in place</li> <li>through ventilation of fresh air (from outside the vehicle) is maximised, particularly through opening windows and ceiling vents</li> </ol> </li> <li>Children must not board home to school transport if they, or a member of their household, has symptoms of coronavirus (COVID-19).</li> <li>In accordance with advice from PHE, from the autumn term, it is recommended that young people aged 11 and over wear a face covering when travelling on dedicated transport. This does not apply to people who are exempt from wearing a face covering on public transport. More information on this can be found at the <a href="#">safer travel guidance for passengers</a>.</li> <li>Prior advice was that children and young people have not been expected to wear face coverings on dedicated transport, although they have been able to if they wish. This has been adapted in light of all children returning to education full-time as well as the fact that it will not always be possible to apply the same social distancing measures as apply on public transport.</li> <li>The precise approach taken will need to reflect the range of measures that are reasonable in the different circumstances.</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>EPA/LDO/TLO</li> <li>EPA/LDO/TLO</li> <li>EPA/LDO/DLA</li> <li>EPA/DLA/LDO</li> <li>EPA/DLA/LDO</li> <li>EPA/DLA/LDO</li> <li>EPA/DLA/LDO</li> </ol>	1 – 7 – Y PRIOR TO OPENING	Amber 12



			<b>7. Minibus Journeys</b> <ol style="list-style-type: none"> <li>If circumstances dictate that a minibus should be used, social distancing guidelines should apply within. The driver's window should remain open throughout the journey.</li> <li>Bubbles should not mix during journeys.</li> <li>Hands should be washed by all parties at the end of a journey.</li> <li>Alcohol hand gel is to be available in vehicle glove boxes.</li> <li>Touch points on school minibuses/vehicles are wiped down with disinfectant wipes after use</li> <li>Staff do not transport a symptomatic pupil</li> </ol>			
<b>2. Arriving at and leaving the School site</b>	<b>Red 20</b>	Students, Employees, Visitors and Contractors	<ol style="list-style-type: none"> <li><b>Parents and pupils</b> – arriving and leaving the premises - <ol style="list-style-type: none"> <li>All site movements will be supervised by staff members who will ensure that social distancing measures are being followed</li> <li>Parent/carer pick up and pick up protocols have been developed to minimise adult to adult contact and avoiding gatherings.</li> </ol> </li> <li><b>Managing peak times</b> - <ol style="list-style-type: none"> <li>Additional entrances, if appropriate, are used and supervised to reduce gatherings at the school entrance (hand sanitiser has been provided at these points).</li> <li>Where alternative entrances cannot be provided, times have been staggered to prevent queuing.</li> <li>Where building design allows, students should enter the classroom directly via the external door so as to avoid the use of corridors.</li> <li>Staff supervise at peak times.</li> </ol> </li> <li><b>Arrival in the school building</b> <ol style="list-style-type: none"> <li>On entering the building students should go directly to the teaching area, after washing their hands, rather than congregating in collection /meeting areas.</li> <li>Students who have arrived by public or school transport will need facilities to remove their face coverings. This will include <ol style="list-style-type: none"> <li>Being able to wash or sanitise hands before removing face coverings</li> <li>Disposal facilities for temporary face coverings in a covered bin.</li> <li>Placing reusable face coverings in a plastic bag to take home with them.</li> <li>Washing/sanitising hands after removing a Face covering</li> <li>Instructions on how to follow these routines.</li> </ol> </li> <li>All building users are to wash hands once in the building, frequently throughout the day, especially before eating, and again before leaving the building. Appropriate signage to be visible in wash and key areas.</li> <li>Staff and support services to be signed in and out of the building. Signing in sheet to be completed by Reception Staff rather than the individual so as to avoid pen sharing.</li> </ol> </li> <li><b>Bags and coats</b> - <ol style="list-style-type: none"> <li>Students should bring the minimal amount of materials into school, e.g. bags, pens, packed lunch box, water, bottles, phone and not share them with others.</li> </ol> </li> </ol>	1.EPA/DLA/LDO 2. EPA/DLA/LDO 3. EPA/DLA/LDO 4.a-c N/A . d DLA	1 – 2 – Y 3 – N/A 4 – .Y prior to opening 5d- Y prior to opening	<b>Amber 6</b>
<b>3. Breakfast and after school clubs</b>	<b>Red 20</b>	Students and Employees	<ol style="list-style-type: none"> <li><b>School clubs that are essential</b> - <ol style="list-style-type: none"> <li>An assessment of activities (e.g. breakfast clubs, after school clubs as part of wrap around care) should be carried out applying the control measures that are detailed in this risk assessment.</li> <li>Where findings differ from this assessment, they should be recorded on a separate risk assessment form using this format.</li> </ol> </li> </ol>	N/A	N/A	<b>Amber 6</b>
<b>4. Students will need to gather for daily briefings or collective worship</b>	<b>Red 20</b>	Students and Employees	<ol style="list-style-type: none"> <li><b>Assembly</b> <ol style="list-style-type: none"> <li>Collective worship is held within the classroom where possible.</li> <li>Students to be briefed daily about social distancing and the importance of hand washing.</li> <li>Multiple bubbles should not meet for collective worship, assemblies etc.</li> </ol> </li> </ol>	1. EPA/DLA	Y on return	<b>Green3</b>
<b>5. Educational activities may not encourage social distancing</b>	<b>Red 25</b>	Students and Employees	<ol style="list-style-type: none"> <li><b>Classrooms and other learning environments</b> - <ol style="list-style-type: none"> <li><b>Measures within the classroom</b> <ol style="list-style-type: none"> <li>Maintaining a distance between people while inside and reducing the amount of time they are in face-to-face contact lowers the risk of transmission.</li> </ol> </li> </ol> </li> </ol>	1. LDO/TLO 2.SFI/DLA/LDO 3. SFI/DLA/LDO	1. Y prior to opening 2. Y prior to opening	<b>Amber 8</b>



			<ul style="list-style-type: none"> <li>ii. There 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.</li> <li>iii. Ideally, adults should maintain 2 metre distance from each other and from children.</li> <li>iv. We know that this is not always possible, particularly when working with pupils with complex needs, or those who need close contact care. <ul style="list-style-type: none"> <li>1. Provide educational and care support for these pupils as normal, with other increased hygiene protocols in place to minimise the risk of transmission.</li> <li>2. Where possible, for example with older pupils with less complex needs who can self-regulate their behaviours without distress, they should also be supported to maintain distance and not touch staff and their peers.</li> <li>3. This will not be possible for the youngest children, and some children and young people with complex needs. It may also not be feasible where space does not allow.</li> <li>4. Doing this where you can, even some of the time, will help.</li> </ul> </li> <li>v. When staff and pupils cannot maintain distancing, the risk can be reduced by keeping pupils in the smaller, class-sized groups.</li> <li>vi. You should make small adaptations to the classroom to support distancing where possible. That should include seating pupils side by side and facing forwards, rather Schools should make small adaptations to classrooms to support social distancing. This could include: <ul style="list-style-type: none"> <li>1. Seating pupils side by side</li> <li>2. Sitting facing forward rather than facing each other</li> <li>3. Unnecessary furniture could be removed</li> </ul> </li> <li>vii. Each classroom should be assessed in the light of the points above.</li> <li>viii. Messages should be reinforced e.g. through the use of posters</li> <li>ix. Classroom based activities have been reviewed and modified to support social distancing as detailed above.</li> <li>x. Consideration has been given to use alternative larger or outdoor spaces if possible.</li> <li>xi. Sanitisation facilities and tissues are to be available in all areas.</li> <li>xii. Classroom windows to follow guidance 4.5.9. Ventilation systems which recirculate internal air are to be turned off.</li> </ul> <p>b. Sanitisation wipes to be available for student /staff keyboard cleaning. Wipes should be safe to use on hands.</p> <p><b>2. Other classroom considerations:</b></p> <ul style="list-style-type: none"> <li>a. Students should have the own equipment e.g. pens.</li> <li>b. Text books should be used within bubbles only.</li> <li>c. Sport/art/science equipment can be used within bubbles and rotated/clean/left out for 48 hours (72 if plastic) between bubbles.</li> <li>d. Students should limit what they bring into school to essentials only e.g. bags mobiles lunchboxes coats or books.</li> <li>e. Pupils and teachers can take exercise books home BUT THESE SHOULD BE QUARANTEINED FOR 48 HOURS IN SCHHOL AND CARE SHOULD TAKEN USUING SANITISRER</li> <li>f. Students should be encouraged to not touch their peers or staff (younger) and maintain social distancing (older) and ideally a combination of both.</li> <li>g. Where possible students should remain in the same room for all lessons. The subject teacher should come to the students.</li> <li>h. Students are to have their designated seat for all lessons, if possible.</li> <li>i. Students should remain seated once in the classroom.</li> <li>j. Additional classroom bins to be considered.</li> </ul> <p><b>3. Measures elsewhere</b></p> <ul style="list-style-type: none"> <li>a. You should avoid large gatherings such as assemblies or collective worship with more than one group.</li> <li>b. When timetabling, groups should be kept apart and movement around the school kept to a minimum. While passing briefly in the corridor or playground is low risk, avoid creating busy corridors, entrances and exits.</li> <li>c. Consider staggered break times and lunch times.</li> <li>d. Make sure you allow time for cleaning surfaces in the dining hall between groups.</li> <li>e. Group interactions have been reviewed by staff and eliminated where possible by providing alternative arrangements or temporarily stopping this activity.</li> <li>f. Times for using stairs and corridors have been planned to ensure that use of common areas does not encourage gatherings.</li> <li>g. Where large numbers of pupils still need to move around the school, alternative external routes have been provided where available and consideration is given to implementing a one-way system where this is possible</li> <li>h. Where appropriate one-way circulation and central dividers have been placed in the middle or corridors to keep groups apart.</li> <li>i. Movements around school are supervised.</li> </ul> <p><b>4. Shared Staff Spaces</b></p>	<p>4. SFI/LDO 5. DLA/IST/ NMA 6. CRO 7. DLA/IST/ NMA 8. N/A for students 9. DLA/LDO/TL O</p>	<p>3. Y prior to opening. 4. Y prior to opening 5. Y prior to opening 6. Y prior to opening 7 Y prior to opening 8.N/A</p>	
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6. Lunchtimes may not encourage social distancing	Red 20	Students, Employees, and Visitors	<p><b>1. General Hygiene</b></p> <ul style="list-style-type: none"> <li>a. Sanitisation stations to be set up for lunch period with appropriate signage. Hygiene to be encouraged by duty staff.</li> <li>b. Hygiene should be maintained before the use of finger scanners, e.g. by hand sanitising immediately before use.</li> <li>c. Cutlery at lunch to be set up by staff wearing food compliant gloves, for collection by students. This is to deter students from putting hands in the cutlery trays.</li> </ul> <p><b>2. Physical Layout</b></p> <ul style="list-style-type: none"> <li>a. Ideally children and staff should maintain distances of 2m.</li> <li>b. Where this is not possible other protective measures should be considered, e.g. Perspex screens, PPE.</li> <li>c. Social distancing is employed at meal collection points (the use of floor tape to demarcate areas may be useful) where this is not possible alternate arrangements (e.g. screens/PPE) are used to ensure suitable distances between pupils and serving staff</li> <li>d. Tables and seating are moved apart, with seats all facing one way, and reflect the maximum capacity to allow as much social distancing as possible.</li> <li>e. Where furniture is fixed and cannot be moved space could be created by taping off/taking out of use alternate seating.</li> </ul> <p><b>3. Entry and Exit Routines</b></p> <ul style="list-style-type: none"> <li>a. Students to be directed by duty staff to their seating area.</li> <li>b. Lunches to be staggered so as to avoid bubbles overlapping. Seating and benchings should be cleaned at the end of each sitting.</li> <li>c. So as to maintain social distancing, seats not to be used on bench type seating are to be identified through the use of marker tape.</li> <li>d. Student dismissal from the dining hall should be staggered so as to avoid congestion in corridors.</li> <li>e. A different entry and exit route are being used at dinner times where more than one door is available</li> </ul> <p><b>4. Hygiene considerations</b></p> <ul style="list-style-type: none"> <li>a. Different bubbles mixing together should be avoided through staggered times and/or use of additional areas.</li> <li>b. Outside spaces or classrooms may be used to eat packed lunches to reduce the demand on hall space</li> <li>c. Pupils are told to not share cutlery, cups or food.</li> <li>d. All cutlery and trays are cleaned before and after use.</li> </ul> <p><b>5. Food Preparation</b></p> <ul style="list-style-type: none"> <li>a. The School should work with the canteen staff to ensure their arrangements meet with the above requirements.</li> <li>b. Schools should follow <a href="#">appropriate guidance</a> in their canteens and preparation areas..</li> </ul>	1.LDO/TLO/LSM 2. LDO/TLO 3. DLA/LDO/LSM 4. DLA/LDO/LSM 5. LDO/LSM	1. Y prior to opening 2. Y prior to opening 3. Y prior to opening 4. Y prior to opening 5. Y prior to opening	Amber 4
7.Break times and toilets may not encourage social distancing	Red 20	Students and Employees	<p><b>1. Breaks -</b></p> <ul style="list-style-type: none"> <li>a. Breaks are staggered to reduce the numbers of pupils who take a break at the same time</li> <li>b. Pupils take it in turns to leave the class and at the end of break times and socially distance while they are waiting</li> <li>c. Markings have been added to outside spaces to assist with queues when coming back into the building.</li> <li>d. Additional staff supervision is employed to ensure social distancing takes place.</li> </ul> <p><b>2. Toilet arrangements</b></p> <ul style="list-style-type: none"> <li>a. Times are staggered where possible and consider the increased handwashing times that have been introduced.</li> <li>b. Distancing for queuing has been introduced e.g. through floor markings</li> <li>c. Where the school is in part use, additional toilets are being used in other areas of the building to reduce use and queuing where possible.</li> <li>d. Where there are no suitably located hand wash basins, hand sanitiser points have been provided e.g. in classrooms, at building entrance points, learning environments, in dining areas.</li> <li>e. Hand dryers to be turned off. Paper towels and bins to be provided as an alternative.</li> <li>f. Hand sanitiser is stored appropriately and safely according to pupil age and individual risks. (see section 5.3.1)</li> </ul>	1.DLA/LDO/TLO 2. DLA/LDO/TLO	1. Y prior to opening 2. N/A 3. Y prior to opening	Amber 4
8.Meetings and other events may still be scheduled	Red 25	Students, Employees, Visitors and Contractors	<p><b>1. Staff spaces and meetings</b></p> <ul style="list-style-type: none"> <li>a. Whole school meetings will need to take place with appropriate social distancing.</li> <li>b. If possible, alternative arrangements should be used, for example, smaller staff meetings or online meetings.</li> <li>c. Additional staff room/work areas may be provided in order to avoid large gatherings at peak times</li> <li>d. Furniture has been arranged to encourage distancing</li> <li>e. PPA areas to be set up if normal classrooms are out of bounds</li> </ul>		2. Y prior to opening 3. Y prior to opening 4. Y prior to opening	Amber 4



			<p>f. Staff to be instructed over secure storage of personal belongings, especially if normal teaching room is off-limits</p> <p>2. <b>Parental meetings</b></p> <p>a. Where possible meetings should be undertaken by telephone or internet.</p> <p>3. <b>Urgent meetings</b></p> <p>a. Unplanned meetings should be avoided in unless they are essential e.g. safeguarding, health related.</p> <p>4. <b>School clubs and community sports (non-curriculum)</b></p> <p>a. Initially, the premises will not be used for community sports and school clubs will be minimised</p> <p>5. <b>Trips and work experience</b></p> <p>a. Trips and work experience will not be planned until further advice is provided from PHE.</p> <p>6. <b>Hire and use of school premises</b></p> <p>a. Additional hire and use will not be planned until further notice.</p>	<p>1. EPA/SFI</p> <p>2. SLT</p> <p>3. SLT</p> <p>4. LDO/DLA/NMA</p> <p>5. EPA/SFI</p> <p>6. EPA/LDO</p>		
9. The lack of availability of designated First Aiders and Designated Safeguarding Leads puts children's safety at risk	Amber 9	Students, Employees and Visitors	<p>1. <b>First Aid considerations are included in planning</b></p> <p>a. Nearly all staff should be present on site.</p> <p>b. When allowing for working from home school leaders should consider:</p> <p>i. First aider levels</p> <p>ii. Fire marshal levels</p> <p>iii. Safeguarding team availability within school.</p> <p>c. First Aid certificates were extended for three months but may need renewal.</p> <p>d. First aiders will have minimal contact with students and be away from areas of student activity.</p> <p>e. First Aiders have PPE and instructions on how to use it safely.</p> <p>f. DSLs and Deputy DSLs are available remotely when not in school.</p>	1. EPA/DLA/LDO	1. Y prior to opening. (b N/A)	Green 3
10. Staff and students will not know emergency routines.	Red 25	Students, Employees, Visitors and Contractors	<p>1. <b>Fire evacuation</b></p> <p>a. Fire assembly points have been reviewed to ensure that pupils do not gather in groups, where required, separate assembly points have been introduced in order to prevent large gatherings in one place.</p> <p>b. Fire drills that are carried out encourage social distancing.</p> <p>c. Staff and pupils understand that in an emergency they must leave without delay</p> <p>2. <b>First aid</b></p> <p>a. Pupils with specific first aid requirements only attend where the appropriate first aid can be provided.</p> <p>b. First Aid arrangements have been checked and meet risk assessment training level and ratio requirements for the number of staff and pupils in attendance (including trained staff whose certification expired on or after 16 March and is now extended for 3 months).</p> <p>c. Appropriate PPE is in place for staff who be giving first aid following guidance from <a href="#">'Coronavirus (COVID-19): implementing protective measures in education and childcare settings'</a></p> <p>d. If this is not possible the following steps have been taken:</p> <p>i. Higher risk activities are avoided where it is possible e.g. use of D &amp; T machinery</p> <p>ii. The previous 3 months accident history has been reviewed and all previous investigations have been completed with control measures in place to reduce future risk.</p> <p>iii. There are arrangements in place to respond to a first aid event, e.g. two people respond to provide instructions from a trained responder by calling 999.</p> <p>iv. A member of staff has been nominated to check and maintain first aid kit contents</p> <p>v. First aid boxes are located in prominent places</p> <p>vi. The location of the automatic defibrillator is known to all staff</p> <p>vii. Staff who do not have training have been provided with Basic First Aid Skills information and familiarised themselves with the relevant areas they may be required to use.</p> <p>viii. Changes to first aid arrangements are communicated to all staff</p> <p>ix. To support social distancing, staff will instruct an injured person about what to do for minor injuries if it is age appropriate</p> <p>x. Where close contact is required the first aider uses PPE as outlined above ie to wear face mask, visor, and gloves when two metres distance cannot be observed.</p>	<p>1. EPA/LDO</p> <p>2. EPA/LDO</p> <p>3. SFI/LDO</p>	<p>1. Y prior to opening</p> <p>2. Y prior to opening</p> <p>3. Y prior to opening</p>	Amber 6



			<b>3. Contacting Home</b> <ol style="list-style-type: none"> <li>All staff and pupils' emergency contact details are up-to-date, including alternative emergency contact details, where required.</li> <li>Pupils' parents are contacted as soon as practicable in the event of an emergency.</li> <li>Staff and pupils' alternative contacts are contacted where their primary emergency contact cannot be contacted.</li> </ol>			
11.Students may want greater involvement in hygiene routines	Amber 4	Students and Employees	<b>1. Championing COVID-19 measures</b> <ol style="list-style-type: none"> <li>Schools should consider using Pupil Social Distancing and Hygiene Champions in order to promote and reinforce the requirements, alongside supporting staff and peers in line with the guidance in <u>Coronavirus (COVID-19): implementing protective measures in education and childcare settings</u>.</li> <li>School champions would need to understand the universal hygiene arrangements in the school, why they are important and how to promote them.</li> </ol>	1. DLA/Pastoral team	1. Tbc on return	Green 3

## 5. Site and Operational Issues



What are the hazards?	Risk rating prior to action (RAG, colour and number)	Who might be harmed	Existing risk controls	Action by whom	In place? (Yes/No)	Residual risk rating (RAG, colour and number)
1. Some social distancing procedures are not usual practice in the building	Red 20	Students, Employees, Visitors and Contractors	<b>1. Ventilation is required throughout site</b> <ol style="list-style-type: none"> <li>Internal doors should remain open wherever possible so as to avoid the use of push plates and door handles. <ol style="list-style-type: none"> <li>Corridor fire breaks to be held open using electronic closers; no door chucks to be used.</li> <li>Classroom doors to remain open, this will also assist with ventilation. This applies even if they are fire doors, while the classroom is occupied. But they must be shut if the classroom is empty.</li> <li>Fire doors that do not close automatically should remain closed outside of classroom areas.</li> </ol> </li> </ol> <b>2. High contact surfaces will require more attention</b> <ol style="list-style-type: none"> <li>Frequently touched surfaces to be sanitised periodically with a suitable cleaner such as Clinell Universal Wipes, Clinell Universal Spray, Vita Anti-Viral Wet Wipes, or other suitable product as available. (Computer keyboards, remote controls photocopiers etc.)</li> <li>Where computer headphones are to be used, the set should be specific to the user and not shared. A user's equipment should be labeled for easy identification</li> </ol>	1. LDO/TLO 2. LDO/GJO	1. Y prior to opening 2. Y prior to opening	Amber 6
2. Visitors to school may not demonstrate suitable levels of hygiene	Red 25	Students, Employees, Visitors and Contractors	<b>1. Reception Area is adapted</b> <ol style="list-style-type: none"> <li>Essential visitors should be identified (including maintenance and repairs), staff will seek agreement with the most senior person on site if they are in doubt about an unplanned visit</li> <li>The School has determined meeting times on site which are scheduled to avoid the times of peak activity.</li> <li>Visitors are asked to use sanitiser before using the pen on reception to sign in.</li> <li>Ideally, the reception is operating on a one in and one out basis for essential visitors. Any visitor waiting areas are spaced 2 metres apart.</li> <li>Where reception desks are open, staff maintain a 2-metre distance from visitors, (the use of floor markings may be considered useful). Where this is not possible the installation of screens to protect staff should be considered.</li> <li>Visitors will confirm that they do not have symptoms (no matter how mild) before entering the premises.</li> <li>Visitors will wash their hands on arrival (hand gel is provided for situations where visitors cannot wash their hands on arrival). <ol style="list-style-type: none"> <li>Sanitisation stations with appropriate signage will be set up at all entrances.</li> </ol> </li> </ol> <b>2. Delivery of goods to site</b> <ol style="list-style-type: none"> <li>Arrangements must be made to receive general deliveries without close contact (including food deliveries which may be received at an alternative location)</li> <li>Deliveries are to be left in the Reception area by delivery drivers. Delivery drivers should not enter the building beyond. Deliveries are not to be signed for.</li> <li>Kitchen deliveries are to be delivered directly to the Kitchen entrance.</li> <li>Gloves should be employed when handling deliveries, packaging disposed of and hands washed immediately after the activity.</li> <li>Use of 'Inventory' signing in system to be suspended.</li> </ol> <b>3. Parents on Site</b> <ol style="list-style-type: none"> <li>Parents must be advised that they should only come into the school for essential reasons e.g. illness or safeguarding factors and information about contacting by phone instead of having face to face meetings.</li> <li>Only one parent should be allowed to visit the school in these circumstances.</li> </ol> <b>4. Visitors beyond reception</b> <ol style="list-style-type: none"> <li>No visitors to be admitted beyond the Reception area without the prior authorisation of the Headteacher or their representative.</li> </ol>	1. EPA/LDO/TL O 2. TLO 3. EPA/DLA 4. EPA	1. Y prior to opening 2. Y prior to opening 3. Y prior to opening 4. Y prior to opening	Amber 6
3. Fire hazard resulting from ethanol-based hand sanitiser on site.	Red 20	Employees	<b>1. Alcohol is highly flammable</b> <ol style="list-style-type: none"> <li>Stock to be stored in a metal locker in an area with restricted access. The locker should be labeled to advise of potential fire risk. Area should be kept cool and ventilated.</li> <li>Dispensers in classrooms to be stored away from heat sources, sources of ignition and out of direct sunlight.</li> </ol>	1. LDO/TLO	1. Y prior to opening	Amber 4



			<ul style="list-style-type: none"> <li>c. All staff to be advised of potential fire risk and precautionary measures.</li> <li>d. Classroom dispensers to be managed by the teacher in charge of that room.</li> <li>e. Areas where there are heat sources e.g. food preparation areas, food technology rooms, science labs should not have alcohol hand gel present in the room and should instead use soap.</li> </ul>			
<b>4. Contractors on-site whilst school is in operation may pose a risk to social distancing and infection control</b>	<b>Amber 12</b>	Students, Employees, Visitors and Contractors	<p><b>1. Pre-approved Project/ Building works</b></p> <ul style="list-style-type: none"> <li>a. If possible, access should be made available for contractors to enter the site to carry out pre-approved project or building work. To do this we need to ensure that the following criteria are met; <ul style="list-style-type: none"> <li>i. Students and staff should not be exposed to any additional or increased risk of exposure.</li> <li>ii. Access should only be granted to areas on site not currently used to support students and/or staff.</li> <li>iii. Large sites should only grant access to contractors where the areas to be worked are sufficiently segregated from other site users.</li> <li>iv. Contractors entering the site should be made aware of the advice issued by the Construction Leadership Council (CLC) <a href="https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/construction-and-other-outdoor-work">https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/construction-and-other-outdoor-work</a>.</li> <li>v. Contractors are to abide by all normal operating requirements in addition to those stated in the CLC advice guidelines. Risk assessments should be provided by contractors, especially COVID 19 related. H&amp;S should be adhered too and, in larger sites open to key worker students, DBS requirements should be confirmed.</li> <li>vi. The school should still provide guidance of on-site hazards to contractors, e.g. asbestos management</li> </ul> </li> <li>b. Whilst we are content to allow entry to contractors to enable pre-arranged project/ building work to progress the decision to attend rests solely with the contractor involved. If they feel they cannot meet the guidelines stated by the CLC it is their prerogative.</li> </ul> <p><b>2. Compliance inspections, servicing &amp; testing</b></p> <ul style="list-style-type: none"> <li>a. Compliance checks should be afforded a higher priority consideration in the schools currently open for key worker support. It should be considered that failing to complete compliance checks could have an impact on insurance cover and provide a negative reputation impact should an incident occur.</li> <li>b. Students and staff should not be exposed to any additional or increased risk of exposure.</li> <li>c. Access to sites currently closed should be agreed with the contractor prior to arrival where possible and the site should be open for the minimal time required and closed immediately after.</li> <li>d. Access to sites currently open for key worker support should be arranged for a time when students and staff numbers are at a minimum (E.g. post 15:00). Should this not be possible access to the site is at the discretion of the person in charge and all efforts are to be made to ensure sufficient segregation can be maintained should access be granted.</li> <li>e. Only one contractor (company) is permitted on site at any one time to keep numbers on site as low as possible. It is the contractor's responsibility to maintain social distancing requirements as per HM Gov advice.</li> </ul> <p><b>3. Contractor Guidance</b></p> <ul style="list-style-type: none"> <li>a. Contractors should be expected to follow guidance issued and approved by HM Gov delivered by the <a href="#">Construction Leadership Council: Site Operating Procedures - Protecting Your Workforce</a>.</li> </ul>	<p>1. LDO/TLO 2. LDO/TLO 3. LDO</p>	<p>1. Y prior to opening 2. Y prior to opening 3. Y prior to opening</p>	<b>Green 2</b>
<b>5. Statutory compliance has not been completed due to the availability of contractors during lockdown</b>	<b>Amber 12</b>	Students, Employees, Visitors and Contractors	<p><b>1. The HSE has stated that statutory compliance has not been suspended</b></p> <ul style="list-style-type: none"> <li>a. All statutory compliance is up to date.</li> <li>b. Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged.</li> </ul>	1. TLO	1. Y	<b>Green 2</b>
<b>6. Provision of PPE for staff where required is not in line with government guidelines/Sanitiser becomes scarce</b>	<b>Red - 20</b>	Students, Employees and Visitors	<p><b>1. Some members of staff require PPE</b></p> <ul style="list-style-type: none"> <li>a. Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured.</li> <li>b. Those staff required to wear PPE (e.g. SEND intimate care; receiving/handling deliveries; cleaning staff) have been instructed on how to put on and how to remove PPE carefully to reduce contamination and also how to dispose of them safely.</li> <li>c. Staff are reminded that wearing of gloves is not a substitute for good handwashing.</li> </ul> <p><b>2. Large supplies of scarce items are required</b></p> <ul style="list-style-type: none"> <li>a. The LA has been used to procure some items</li> <li>b. Large stocks were bought early on in the pandemic</li> <li>c. Multiple suppliers are used</li> </ul>	<p>1. LDO/GLO/LSM/TLO 2. LDO</p>	<p>1. Y prior to opening 2. Y</p>	<b>Green 4</b>

## 6. Finance



What are the hazards?	Risk rating prior to action (RAG, colour and number)	Who might be harmed	Existing risk controls	Action by whom	In place? (Yes/No)	Residual risk rating (RAG, colour and number)
1. The costs of additional measures and enhanced services to address COVID-19 when reopening places the school in financial difficulties	Amber 10	Students and Employees	<b>1. Financial projections have been amended.</b> <ol style="list-style-type: none"> <li>Additional cost pressures due to COVID-19 identified and an end-of-year forecast which factors them in has been produced.</li> <li>Trust finance team has been consulted to identify potential savings in order to work towards a balanced budget.</li> <li>Additional COVID-19 related costs are under monitoring and options for reducing costs over time and as guidance changes are under review.</li> <li>Additional sources of income are under exploration.</li> <li>The school's projected financial position has been shared with governors and Trust.</li> </ol>	1. EPA/LDO	Y prior to opening	Green 2

## 7. Governance

What are the hazards?	Risk rating prior to action (RAG, colour and number)	Who might be harmed and how	Existing risk controls	Action by whom	In place? (Yes/No)	Residual risk rating (RAG, colour and number)
1. Lack of Trustee oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements.	Amber 10	Students and Employees	<b>1. Governance continues at Trust level</b> <ol style="list-style-type: none"> <li>The governing body continue to meet regularly via online platforms.</li> <li>Agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation.</li> <li>The Headteachers report to governors includes content and updates on how the school is continuing to meet its statutory obligations in addition to covering the school's response to COVID-19.</li> <li>Dialogue with the Chair of Governors and those governors with designated responsibilities is in place.</li> <li>Minutes of Board meetings are reviewed to ensure that they accurately record governors' oversight and holding leaders to account for areas of statutory responsibility.</li> <li>Governors and Directors are allowed to visit schools, especially to carry out governance duties.</li> </ol>	1. EPA	Y	Green 2



## New Strains of COVID

This risk assessment has been amended in light of the new strain of COVID-19

For a more detailed description of the new strain see: <https://www.bbc.co.uk/news/health-55388846>

The new strain appears to be *more infectious but with the same symptoms and impact as the original* strain of the virus that infected the UK earlier in the year.

This risk assessment has been reviewed in light of this new infection.

As general guidance *a reemphasis on awareness for the need to distance and maintain both hand and respiratory hygiene should be reinforced* to both staff and students. Health and safety protocols have been reviewed and updated and issued to all staff.

These areas have been highlighted throughout the document.

Advice from the November – December lockdown still applies. Sports, extra-curricular activities and other out of hours provision in secondary schools should be halted until January 18<sup>th</sup> at the earliest.



What are the hazards?	Risk rating prior to action (RAG, colour and number)	Who might be harmed	Existing risk controls	Action by whom	In place? (Yes/No)	Risk after controls (RAG, colour and number)
Staff may not be trained to deliver onsite testing	Red 20	Students, Employees,	<b>1. On - Line Training is available:</b> <ol style="list-style-type: none"> <li>All staff should be fully trained by the online NHS training modules.</li> <li>The school should ensure via the Quality Lead/Team leader that all staff complete the training that is mandatory for their role and that a record that the training has been completed is saved.</li> <li>The opportunity for repeated low-level trials should be offered before any form of testing begins.</li> <li>Any practice that does not seem appropriate should be monitored by the Team Leader</li> <li>The number of invalid tests should be monitored to check for expertise.</li> </ol>	LDO	Yes	Green 1
Test Sites must be COVID secure	Red 25	Students, Employees,	<b>1. Centre-specific Risks</b> <ol style="list-style-type: none"> <li>A centre specific risk assessment must be produced by each school detailing the measures taken to ensure a safe working environment is produced.</li> <li>The NHS template can be used as a guide but each school will have issues unique to the location and running of the test centre that will need site specific evaluations.</li> </ol> <b>2. Dealing with waste</b> <ol style="list-style-type: none"> <li>Cleaning and hygiene measures within the testing site will need to be revised.</li> <li>Samples and waste to be disposed of in accordance with guidance DFE/NHS document "How to Guide – Rapid Testing in Schools and Colleges" and associated documents/guidance</li> <li>Cleaning contracts should be checked to appropriate, regular removal of waste from school in accordance with general and healthcare waste protocols</li> <li>The testing room will need a cleaning at the end of each testing session</li> </ol>	LDO	Yes	Green 1
Consent may not be in place for all being tested	Red 20	Students, Employees, Visitors and Contractors	<b>1. Consent must be obtained from all who wish to be tested</b> <ol style="list-style-type: none"> <li>The NHS handbook includes guidance on obtaining consent.</li> <li>A consent template is provided to cover consent for testing, use of personal information to register students, and visibility/communication of positive results to students.</li> <li>Consent can be removed by the student/adult at any time in the process.</li> <li>Due to the large volumes of consent required schools may wish to start obtaining consent early.</li> <li>All data collected must be treated with the appropriate GDPR guidance.</li> <li>Due to the nature of obtaining consent, schools may wish to ask students to either opt in or opt out rather than assuming no returns may mean an opt out.</li> </ol> <b>2. Testing of other staff on the school site.</b> <ol style="list-style-type: none"> <li>Supply staff <ol style="list-style-type: none"> <li>Supply staff if they are on long term assignments should be included in the testing arrangements for all staff.</li> <li>When working on a daily basis, they could be offered testing on arrival and on subsequent days. This arrangement would offer more protection than no testing.</li> <li>Schools may wish to check contracts for supply staff who may test positive prior to offering tests to check that they will not have to pay longer term fees in the event of a positive test.</li> </ol> </li> <li>Other externally contracted support staff <ol style="list-style-type: none"> <li>Schools might not employ everyone who comes into school regularly, e.g. caretaking staff, cleaners.</li> <li>At the moment, if a school wished to test these workers they can do so but should seek permission from the contractor's employer.</li> <li>City Council Facilities have strong risk mitigations in place already. At the moment, NCC and other Councils are seeking a city-wide approach.</li> </ol> </li> <li>Visitors to a site <ol style="list-style-type: none"> <li>Visitors do not have to be tested before arriving on site and should continue to follow other mitigations.</li> </ol> </li> </ol>	LDO/DLA	Yes	Green 1
Results may change staff and student	Red 20	Students, Employees and Contractors	<b>1. Negative test results</b> <ol style="list-style-type: none"> <li>On site testing is a further mitigation against the transmission of COVID-19.</li> <li>It works alongside all other measures outlined in this risk assessment and does not replace them.</li> </ol>	SFI/LDO		Green 1



behaviour on site.			<p>c. Staff and students will need to be made aware of the need for continued vigilance.</p> <p>d. This is especially important in staff shared working, office and social areas. Research indicates that staff-staff transmission is one of the most likely routes in spreading COVID.</p> <p><b>2. Positive test results</b></p> <p>a. Positive LFD result - As of 28/1/21</p> <ul style="list-style-type: none"> <li>i. Following new advice, NHS Test and Trace and Public Health England are temporarily pausing the need for a confirmatory PCR test following a positive result with a lateral flow test in secondary schools and colleges.</li> <li>ii. In line with clinical advice, confirmatory PCR testing will remain in place for primary school staff as testing is done at home.</li> <li>iii. Following a positive lateral flow test result, an individual will need to self-isolate in line with <a href="#">government guidance</a>, and contact tracing will need to be undertaken. It will also be the trigger for self-isolation payments.</li> <li>iv. Confirmatory PCR testing was introduced to minimise the chance of false positive results with lateral flow tests. When coronavirus (COVID-19) prevalence rates are high, however, Public Health England has advised that the performance of lateral flow devices and PCR tests are broadly comparable for infectivity and expected to be indistinguishable when used at test sites, significantly reducing the need for routine confirmatory testing.</li> <li>v. The member of staff or student will need to self-isolate and the school should pursue its usual close contact identification and advise close contacts to self-isolate on a precautionary basis as well.</li> <li>vi. Schools technically can only "advise". Legally, a school can not enforce self-isolation of close contacts on the basis of a Lateral Flow Test result. A parent could insist that their child attends until the result is confirmed.</li> </ul> <p>b. LFT Testing of Staff after a positive PCR confirmation</p> <ul style="list-style-type: none"> <li>i. Staff who have had a confirmed positive PCR test need to self-isolate for the required period of time, then return to work when they feel well enough.</li> <li>ii. There is conflict between the advice from DfE and from NHS as to whether these staff need to have a regular LFT within 90 days of the positive test.</li> <li>iii. Public health team advice is to continue the lateral flow testing once the member of staff returns, rather than wait 90 days.</li> </ul>			
Symptomatic students and staff may come in to school for a test as an alternative	Red 25	Students, Employees	<ol style="list-style-type: none"> <li>1. Schools must reinforce that testing on the school site is for asymptomatic individuals.</li> <li>2. Any symptomatic individuals should not attend school and isolation procedures should be followed as usual for that setting.</li> </ol>	EPA/SFI/LDO		Green 1

## Material from previous lockdowns

### Current DfE Timeline for Schools (as of 10 a.m. 4<sup>th</sup> January 2021)



#### *Secondary schools*

- The previously announced staggered start has been revised to “allow more time so that every school and college is able to fully roll out mass testing of all pupils and students”.
- In the week beginning 4 January:
  - Only vulnerable children and children of key workers should be on site.
  - Remote education should be provided for exam year groups and “to all other years as resources permit”.
  - Any scheduled vocational exams should go ahead as planned.
  - Schools and colleges “will prepare to test as many staff and students as possible”.
- In the week beginning 11 January:
  - Vulnerable children, children of key workers and students in exam years should be on site.
  - Remote education should be provided for all other students.
  - Any scheduled vocational exams should go ahead as planned.
  - Testing “will begin in earnest”, prioritising staff, students on site and exam cohorts.
- In the week beginning 18 January:
  - All students should be on site
  - Any scheduled vocational exams should go ahead as planned.

## Advice for education settings for Lockdown 2 (5 November – 2 December 2020) that still applies



What are the hazards?	Risk rating prior to action (RAG, colour and number)	Who might be harmed	Existing risk controls	Action by whom	In place? (Yes/No)	Risk after controls (RAG, colour and number)
Clinically Extremely vulnerable adults may not understand how their access to school has changed in Lockdown 2	Red 25	Students, Employees, Visitors and Contractors	<b>1. Advice to clinically extremely vulnerable adults only</b> <ol style="list-style-type: none"> <li>You are strongly advised to work from home. If you cannot work from home, you should not attend work for this period of restrictions.</li> <li>Other people who live with clinically extremely vulnerable but are not clinically extremely vulnerable themselves can still attend work if they cannot work from home.</li> </ol>			Green 1
Clinically Extremely vulnerable students may not understand how their access to school has changed in Lockdown 2	Red 25	Students, Employees, Visitors and Contractors	<b>1. Advice to clinically extremely vulnerable students only</b> <ol style="list-style-type: none"> <li>More evidence has emerged that shows there is a very low risk of children becoming very unwell from COVID-19, even for children with existing health conditions.</li> <li>Most children originally identified as clinically extremely vulnerable no longer need to follow this advice.</li> <li>Parents should speak to their GP or specialist clinician to understand whether their child should still be classed as clinically extremely vulnerable.</li> <li>Those children whose doctors have confirmed they are still clinically extremely vulnerable are advised not to attend school while this advice is in place.</li> <li>Schools should make appropriate arrangements to continue the education of these students at home, e.g. by providing remote learning.</li> <li>Children who live with someone who is clinically extremely vulnerable, but who are not clinically extremely vulnerable themselves, should still attend school.</li> </ol>	DLA and Pastoral staff	Y	Green 1
Use of face masks during lockdown	Red 20	Students, Employees, Visitors and Contractors	<b>1. Secondary schools</b> <ol style="list-style-type: none"> <li>In schools where pupils in year 7 and above are educated, face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained.</li> <li>This was already the case for pupils in year 7 and above, and staff and visitors for those schools that were in areas where local alert level 'high' and 'very high'.</li> <li>Some individuals are exempt from wearing face coverings and we expect adults and pupils to be sensitive to those needs.</li> </ol> <b>2. School transport</b> <ol style="list-style-type: none"> <li>Face coverings should also be worn by pupils in year 7 and above when travelling on dedicated school transport to secondary school or college.</li> </ol> <b>3. General travel to school</b> <ol style="list-style-type: none"> <li>Children and young people aged 11 and over must wear a face covering on public transport. Face coverings should also be worn by pupils in year 7 and above when travelling on dedicated school transport to secondary school or college. This does not apply to those who are exempt.</li> <li>Travel in or out of local areas should be avoided, and parents, carers and staff should look to reduce the number of journeys they make - but travelling to deliver and access education is still permitted.</li> <li>Staff, children and their parents and carers are encouraged to walk or cycle when travelling to and from school where this is possible, and to plan ahead and avoid busy times and routes on public transport. This will allow social distancing to be practised.</li> </ol>	Pastoral Staff	Y	Amber 4
Some curriculum areas have additional concerns.		Students, Employees and Visitors	<b>1. Music, dance and drama</b> <ol style="list-style-type: none"> <li>Music, dance and drama can be undertaken in school so long as safety precautions are undertaken.</li> </ol> <b>2. Sport and physical education</b> <ol style="list-style-type: none"> <li>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.</li> </ol>	1. AST/KRI 2. NMA	1. Y 2. Y.	Amber 4



			<ul style="list-style-type: none"> <li>b. Sports whose national governing bodies have developed guidance under the principles of the government's guidance on team sport and been approved by the government are permitted. Schools must only provide team sports listed on the return to recreational team sport framework.</li> <li>c. Competition between different schools should not take place, in line with the wider restrictions on grassroots sport.</li> <li>d. Pupils should be kept in consistent groups and sports equipment thoroughly cleaned between each use by different individual groups.</li> <li>e. Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising natural ventilation flows (through opening windows and doors or using air conditioning systems wherever possible), distancing between pupils and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during exercise. External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities.</li> <li>f. Schools are able to work with external coaches, clubs and organisations for curricular activities where they are satisfied that it is safe to do so. Where schools are offering extra-curricular activities (that is, before and after school clubs) they should only do so where it is reasonably necessary to support parents to work, search for work, or undertake training or education, or where the provision is being used for the purposes of respite care.</li> <li>g. Schools should consider carefully how such arrangements can operate within their wider protective measures.</li> </ul>			
<b>Lockdown may disrupt examinations</b>		Students, Employees	<b>1. Exams</b> <ul style="list-style-type: none"> <li>a. The Prime Minister and Education Secretary have been clear that exams will go ahead next summer.</li> <li>b. Pupils now have more time to prepare for their exams next year, as most AS, A levels and GCSEs will be held 3 weeks later to help address the disruption caused by the pandemic.</li> </ul>			<b>Amber 4</b>