



Elson Junior School

COVID-19 Full School Opening from September 2020

Risk Assessment & Action Plan to Implement Protective Measures in Our Education Setting

Published on our school website, www.elsonjunior.co.uk under 'Key Information'

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Risk Assessment Executive Summary

Aim of Risk Assessment and Action Plan

Our responsibility as a school is to protect our pupils and staff from harm. The aim of this risk assessment is to demonstrate the steps that have been taken to protect all members of our school community from coronavirus. The purpose of doing this is the undeniable fact that it is of paramount importance that our children are able to return to school following the recent lockdown period. The government has been clear with the expectation that all children must return to school at the start of the autumn term and that there is a mandatory duty for parents to send their children to school.



Context

In preparation of this document there has been a regular ongoing review of the guidance issued to schools from the point of formal school closure on 20th March 2020, through the lockdown period and through June and July as school's were permitted to start partial opening for Year 6. At this time we were able to welcome back approximately one third of our school community. Throughout this period we continued to provide the opportunity for all of our pupils to access age appropriate daily learning for all of our pupils whether learning from home or in school. Remote learning was delivered through the school's website or via paper packs as requested by parents. The government has now instructed schools to prepare for the return of pupils in September and have confirmed that parents have a mandatory obligation to send their children to school.

Consideration of Benefits and Risks of Elson Junior School Fully Opening

The World Health Organisation (WHO) recommends that several elements should be assessed in deciding to re-open schools or keep them open:

- Likely benefits and risks to children and staff of open schools
- Detection and response: are the local authorities able to act quickly?
- Collaboration and coordination: is the school collaborating with local public health authorities?
- Consideration of Prevention and Control Measures
- Monitoring Programme after Elson Junior School has opened fully

What are the likely benefits and risks to children and staff of open schools?

The WHO recommends that in reviewing benefits and risks this should include consideration of:

- Disease trends: are COVID-19 cases being reported in the area?
- Effectiveness of remote learning strategies
- Impact on vulnerable and marginalised populations

Disease Trends

The UK government reports that the transmission rate of COVID-19 has significantly reduced and that this is now at a level that will enable children to return to school provided adequate preventative measures are put in place to minimise the risk of transmission. This is under constant review and steps are now in place nationally to allow local authorities to impose local lockdowns should the rate of infection start to rise about acceptable levels.

Effectiveness of Remote Learning Strategies

Remote learning is not an acceptable long-term replacement for children being in school and learning alongside their peers being taught by a qualified teacher. Elson Junior School does not currently have the required technology infrastructure to deliver a remote learning offer that would provide a learning environment for all children that meets the required standard of education for

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our pupils in the long-term. We know that approximately one third of our pupils and families do not have access to technology that would enable them to access online learning. Parents have fed back to us that some of them have found it difficult to support their children with their learning for a variety of reasons which include the necessity for them to work from home, their own subject knowledge, motivation of their children to learn away from their peers and school community.

Impact on Vulnerable and Marginalised Populations

It has been well documented and reported that the members of our community that will experience the greatest detriment of not being at school during the COVID-19 lockdown are those children who are in vulnerable circumstances at home. This could be as a result of their family economic circumstances, the poor mental health of their parents or the increased risk of abuse and neglect that might result with a lengthy period away from school.

Benefits to fully opening will include:

- Allowing pupils to access the national curriculum delivered by trained professionals to enable children to make optimum progress dependent on their individual needs.
- Access to essential services for children's wellbeing such as support for children's mental health and safeguarding services to prevent neglect and violence against children
- Social and psychological well-being advantages from children being able to access their learning alongside their peers
- Access to reliable consistent information on how to keep themselves and others safe
- Reducing the risk of non-return to school for children at risk of persistently high absence
- Benefit to society, such as allowing parents to work and supporting parents' mental health and wellbeing.

Risks to fully opening include:

- Greater possibility for transmission of the virus due to increased population in school buildings through airborne droplets and surface contact
- School building does not allow for social distancing for all pupils and adults
- Increased risk of transmission to those adults and children identified as part of the group that are more vulnerable to severe disease
- Financial risk of increased burden from need for enhanced cleaning, cost of covering absences and the longer term drive to fill gaps in children's learning to enable accelerated progress to prevent long term detriment to pupils. The government has stated that schools must shoulder the burden of additional costs in relation to prevention and cleaning measures from existing budgets. In addition, the additional funding for catch up work that has been announced places a burden on school's existing budgets e.g. whilst the salary cost of mentors employed within schools will be met from the Government's £1 billion fund, the on-costs such as pension contributions must be covered by schools from existing budgets

Detection and response: are the local health authorities able to act quickly?

Communication from the UK Government guidance and in the Prime Minister's briefing on July 17th suggests that national measures have reached the stage where schools are able to fully open provided that appropriate action is taken to minimise the risk of transmission. The Chief Medical Officer has stated:

Education is essential for a child's development so it is crucial we get children safely back to school in September. A number of important risk reduction measures have been put in place to help students and teachers return to school with confidence.

Source: Professor Chris Whitty: Gov.UK 16th August 2020

The government guidance clearly stipulates the procedures to follow in the case of suspected and confirmed COVID-19 cases. This is supported by Local Authority guidance to schools.

Collaboration and coordination: is the school collaborating with local public health authorities?

In addition to the local situation and epidemiology, a careful assessment of the school setting and ability to maintain COVID-19 prevention and control measures needs to be included in the overall risk analysis. The Headteacher has reviewed the recommended COVID-19 risk assessment issued by the Health and Safety Executive. It is considered that appropriate measures have been put in place to mitigate the risks identified within the HSE template within the procedures and practises that are in place at EJS. These will be regularly reviewed by the Headteacher, School Business Manager and Site Manager. Results of these reviews will be reported to the Governing Body through the Resources Committee.

Consideration of Prevention and Control Measures

The WHO recommends the following:

Policy, practice and infrastructure: *Ensure the necessary resources, policies and infrastructure are in place that protect the health and safety of all school personnel, including people at higher risk.* Elson Junior School has implemented procedures throughout the lockdown period that address this through our published risk assessment, revised staff code of conduct, and COVID-19 amendments that have been made to our safeguarding policy, home school agreement (HSA), behaviour policy, individual risk assessments for staff and pupils. This last point is important to address any concerns arising from adults and children who fall into the clinically and extremely clinically vulnerable groups of the population. Current evidence (from the WHO) suggests that people with underlying health conditions are at higher risk of developing severe disease than other members of the population.

Behavioural aspects: *Consider the age and capacity of students to understand and respect measures put in place. Younger children may find it more difficult to adhere to physical distancing or the appropriate use of masks.* Our children are considered to be able to understand the

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importance of the safeguarding & hygiene measures that have been put in place. Expectations for behaviour and hygiene measures are communicated through our HSA, behaviour policy, embedded within our curriculum (both during previous lockdown and autumn 2020 plans) and documented in the signage around school and class charters throughout the school. Transition back to school has been planned in line with the recommendations of the Hampshire and Isle of Wight Educational Psychology Service. This information has informed a universal, targeted and individual approach to support the emotional wellbeing and behavioural needs of all pupils.

Safety and security: *School closure or re-opening may affect the safety and security of students and the most vulnerable children may require special attention, such as during pick-up and drop-off.* Revised safeguarding monitoring has been in place during the lockdown period which will continue through the period of full opening in the autumn term. This will be addressed through staff training and with a targeted focus for the school's team of Designated Safeguarding Leads. Individual risk assessments have been conducted for those children considered for those children considered to be most vulnerable with an ongoing programme of monitoring established for the autumn term.

Hygiene and daily practices: *Hand hygiene and environmental cleaning measures should be in place to limit exposure. Schools should consider training of staff and students, a schedule for daily cleaning, availability of hand hygiene facilities and national/local guidance on the use of masks.* Staff training will be revisited in the INSET training days at the start of the autumn term. The lockdown curriculum and induction curriculum for pupils covers the government's recommended information about hand hygiene. Government guidance is clear that whilst it is now a legal requirement to wear face coverings in many public places it is not considered necessary in schools. This is due to the increased risk of infection that comes from the incorrect handling of face coverings. It is thought that children are not able to manage this safely throughout the full length of a school day and that it will have a detrimental effect on their capacity to learn. Whilst saying that it is felt not necessary for adults to wear PPE or face coverings, the guidance does not stipulate that this should not be allowed. It is recommended that if worn, adults should comply with the guidance for safely using face coverings.

Screening and care of sick students, teachers and other school staff: *Schools should enforce the policy of "staying home if unwell", waive the requirement for a doctor's note, create a checklist for parents/students/staff to decide whether to go to school (taking into consideration the local situation), and consider options for screening on arrival.* This issue is addressed through our home school agreement which clearly states that parents must not send their child to school if they are unwell. The government's guidance states that it is not necessary to screen pupils' temperatures when they come to school as this alone is not considered a reliable method of detection for the virus. There is clear guidance on how to manage staff and pupils who become unwell at school and our local procedures follow this. The recommended personal protective equipment (PPE) has been implemented in our medical room and site office.

Communication with parents and students: *Schools should keep students and parents informed about the measures being implemented to ensure their collaboration and support.* Regular communication has been issued to parents and staff. These have been sent via email and text, uploaded onto the school's website, alerts sent out via the school's Facebook and Instagram pages. The risk assessments have been published via the school website.

Additional school-related measures such as immunisation checks and catch-up vaccination programmes: *Ensure continuity or expansion of essential services, including school feeding and mental health and psycho-social support.* Contacts with external agencies have been proactively maintained throughout lockdown and this will continue into the autumn term e.g. school nursing, local behaviour support specialists, SEN professionals, mental health practitioners and local support groups.

Physical distancing: *Physical distancing of at least 1 metre between people should be implemented in the school premises and in the classrooms. This includes increasing desk spacing and staging recesses, breaks and lunchbreaks; limiting the mixing of classes or age groups; considering smaller classes or alternating attendance schedules, and ensuring good ventilation in classrooms.* It is not possible to implement distances of 1 metre between children in our classes due to the size of the rooms. In line with the government's guidance, children will be seated forward facing in rows side-by-side.

According to WHO information and government guidance, it is considered that children generally are at less risk of infection from COVID-19. Children represent 1-3% of reported infections and children make up 29% of the global population. They tend to be affected less severely by infection with coronavirus. Whilst children may be less affected, they also have a greater number of contacts in school and community settings. It is unknown at the current time about the role that children play in the transmission of COVID-19 and therefore the risk to adults with whom they are interacting. Studies are currently underway to better understand transmission in this age group. According to the WHO, this is not currently well understood. As a result and to mitigate against this, the teacher desk will have a 2m zone marked out to enable social distancing for adults in each classroom, children will be encouraged to maintain social distancing where possible, and enhanced hygiene measures have been stipulated in the staff code of conduct and home school agreement..

Remote learning: *Tele-schooling and distance learning options such as delivering assignments, broadcasting lessons on radio or television and frequent follow-up support should be adapted to the situation.* Through the recent lockdown period, a programme of remote learning was established that largely meets the curriculum requirements for full opening of schools in the autumn term. A project is underway to further enhance this in preparation for anticipated future periods of lockdown, pupils or 'bubbles' needing to quarantine or self-isolate. The government has urged us to 'hope for the best but plan for the worst situation' in the future. At the end of the summer term we engaged with the free training for Google classroom as a future remote learning platform and have planned enhancements to our school website to facilitate this. All of this is in line with the expectation that all schools must have a detailed plan for remote learning in place by the end of September 2020.

Monitoring Programme after Elson Junior School has opened fully

The WHO recommendation is that monitoring of the following should be considered through a range of mechanisms:

- Detection of new COVID-19 cases in educational institutions and success of contact tracing



- Implementation of and adherence to recommended public health measures in school settings
- Information on school drop-out, disaggregated for sex, age, disability and socio-economic status
- Effectiveness of remote education strategies
- Effects of policies and measures on educational objectives and learning outcomes
- Effects of policies and measures on the health and well-being of children, siblings, staff, parents and other family members

Based on what is learned from this monitoring, further modifications should be made to continue to provide children and staff with the safest environment possible. This monitoring will be conducted by the senior leadership team in the school in consultation with the governing body to make changes to procedures and practice should it be necessary. Outcomes of this monitoring will be reported to the governing body through the relevant committees in the autumn term.

Key Statements from Government Guidance to Consider in Risk Assessment Process

Government Guidance for Social Distancing states:

“The Government has set out its plan to return life to as near normal as we can...as quickly and fairly as possible in order to safeguard livelihoods, but in a way that continues to protect our communities and our NHS... It is essential that everyone in the country goes about their lives in a manner which reduces the risk of transmission... You should continue to avoid close contact and remain socially distant from anyone you do not live with...You should wash your hands regularly and wear a face covering in enclosed public spaces where social distancing is difficult and there are people you do not usually meet. ”

Gov.UK Staying Alert and Safe, Social Distancing Guidance

Updated 13th August 2020

Government Guidance for Staying Safe outside Your Home states:

It is everyone’s responsibility to adopt the principles in this guidance.

1. *Firstly to keep your distance from people outside your household “The Government recommends that you keep 2 metres away from people as a precaution or one metre **when you can mitigate the risk by taking other precautions in the list.**”*
2. *Avoid being face-to-face with people outside your household or support bubble*
3. *Keep your hands and face as clean as possible*
4. *Keep indoor places well ventilated*
5. *Avoid crowded places*
6. *Work from home if you can*
7. *If you have to travel to work or school think about how and when you travel*
8. *Face coverings must be worn in line with current legislation on public transport and in hospitals. You should also where one in public places where social distancing is difficult.*



9. *Avoid shouting or singing close to people outside your household*
10. *Reduce the number of people you spend time with in a work setting*
11. *Wash your clothes regularly*
12. *When at work follow the advice on site*

Gov.UK Staying Safe outside Your Home

Updated 24 June

How you can see people you do not live with while protecting yourself and others from coronavirus (COVID-19)

You should only meet people you do not live with, in 3 types of groups:

- *You can continue to meet in any outdoor space in a group of up to 6 people from different households*
- *Single adult households can continue to form an exclusive 'support bubble' with one other household*
- *You can also meet in a group of 2 households in any location – public or private, indoors or outdoors. This does not need to be the same household each time.*

It remains the case – even inside someone's home – that you should socially distance from anyone not in your household or bubble.

You can also minimise the risk of spreading infection by following some key principles:

- *Continue to follow strict social distancing guidelines when you are with anyone not in your household*
- *Take hygiene precautions by washing or sanitising your hands regularly, use a tissue when sneezing and dispose of it safely and cough into the crook of your elbow*
- *Access private gardens externally where possible*
- *Avoid using toilets in other people's homes*
- *Use disinfectant to wipe down surfaces or door handles people from outside your household come into contact with*
- *Avoid sharing plates and utensils with people outside your household*
- *Avoid using paddling pools or other garden equipment with people outside your household*

Gov.UK Meeting People from Outside your Household

Updated 14th August 2020

Government Guidance about Symptoms of COVID-19

The most important symptoms of coronavirus (COVID-19) are recent onset of any of the following:

- *A new continuous cough*
- *A high temperature*
- *A loss of, or change in, your normal sense of taste or smell (anosmia).*

If you have these symptoms, you must stay at home and arrange to have a test to see if you have COVID-19.

Gov.UK Stay at home: guidance for households with possible or confirmed coronavirus infection



Updated 13th August 2020

Government Guidance for Working Safely during COVID-19 states:

“It is critical that employers and employees take steps to keep everyone safe...ensuring as many people as possible comply with social distancing guidelines (2m apart, or 1m with risk mitigation where 2m is not viable is acceptable). The Government is clear that workers should not be forced into an unsafe workplace and the health and safety of workers and visitors, and public health, should not be put at risk.”

This document is one of a set of documents about how to work safely in different types of workplace. This one is designed to be relevant for people who work in or run offices, call centres or similar indoor environments.

Gov.UK Working Safely During COVID-19 in Offices

Updated 13th August 2020

Government Guidance Actions for education and childcare settings to prepare for full opening of schools

Updated 7th August 2020

Government guidance for schools states:

Returning to school is vital for children’s education and their wellbeing. Time out of school is detrimental for children’s cognitive and academic development, particularly for disadvantaged children. The risk to children themselves of becoming severely ill from COVID-19 is very low and there are negative health impacts of being out of school.... In relation to working in schools, whilst it is not possible to ensure a totally risk-free environment, the Office of National Statistics’ analysis on COVID-19 related deaths linked to occupations suggests that staff in educational settings tend not to be at any greater risk from the disease than many other occupations.

Government guidance for parents (updated 31st July) concerning re-opening of schools states:

“We have provided guidance and support to schools, colleges and childcare settings on implementing protective measures in education and childcare settings to help them reduce the risk of transmission as more children and young people return”.

“In order to effectively manage the risks that remain, things will be a bit different when children return to school for the new academic year. Government guidance sets out some of the changes and protective measures the government is asking schools to put in place and what parents, carers, children and young people will need to do to help ensure schools are as safe as possible for everyone.”

Summary

It is considered that by implementing the control measures and actions contained within this risk assessment and action plan that the risks that are noted as high or medium will be mitigated and reduced to low thus enabling pupils and staff to return to school safely. Documents and website



sources that have been reviewed in the preparation of this document are listed at the end of the document.

RShaw

Headteacher

21st August 2020

Draft Risk Assessment submitted to Governing Body for approval 24th August 2020

Approved by Governing Body 24th August and published on school website 25th August 2020



Summary of Documents and Website Links used to inform Risk Assessment

World Health Organisation

<https://www.who.int/news-room/q-a-detail/q-a-schools-and-covid-19>

<https://www.who.int/emergencies/diseases/novel-coronavirus-2019/technical-guidance/early-investigations>

Public Health England

Disparities in the risk and outcomes of COVID-19 - published August 2020

A guide for people who could get very ill from coronavirus (shielding) – published August 2020

Stay at home: what to do if you or someone you share your home with has coronavirus symptoms (published June 2020)

Health and Safety Executive

Coronavirus (COVID-19): latest information and advice on working safely during the coronavirus outbreak

<https://www.hse.gov.uk/coronavirus/index.htm>

HSE's core guidance on managing risk

<https://www.hse.gov.uk/coronavirus/index.htm>

What to include in your COVID-19 Risk Assessment (published July 2020)

<https://www.hse.gov.uk/coronavirus/assets/docs/risk-assessment.pdf>



Gov.UK

National Guidance

Prime Minister's statement on coronavirus (COVID-19) 17 July 2020

www.gov.uk/government/speeches/pm-statement-on-coronavirus-17-july-2020

Our plan to rebuild: The UK Government's COVID-19 recovery strategy (updated 24th July 2020)

<https://www.gov.uk/government/publications/our-plan-to-rebuild-the-uk-governments-covid-19-recovery-strategy/our-plan-to-rebuild-the-uk-governments-covid-19-recovery-strategy>

COVID-19: epidemiology, virology and clinical features (updated 19th August 2020)

<https://www.gov.uk/government/publications/wuhan-novel-coronavirus-background-information/wuhan-novel-coronavirus-epidemiology-virology-and-clinical-features>

Coronavirus (COVID-19) statistics and analysis (updated 7th August 2020)

<https://www.gov.uk/guidance/coronavirus-covid-19-statistics-and-analysis>

Staying safe outside your home (updated 24th June 2020)

<https://www.gov.uk/government/publications/staying-safe-outside-your-home>

Staying alert and safe – Social Distancing (updated 13th August 2020)

<https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing/staying-alert-and-safe-social-distancing>

Meeting people outside your household (updated 14th August 2020)

<https://www.gov.uk/guidance/meeting-people-from-outside-your-household-from-4-july>

Coronavirus outbreak FAQs: what you can and can't do (updated 13th August 2020)

<https://www.gov.uk/government/publications/coronavirus-outbreak-faqs-what-you-can-and-cant-do/coronavirus-outbreak-faqs-what-you-can-and-cant-do>

Face coverings: when to wear one and how to make your own (updated 14th August 2020)



<https://www.gov.uk/government/publications/coronavirus-outbreak-faqs-what-you-can-and-cant-do/coronavirus-outbreak-faqs-what-you-can-and-cant-do>

Guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19 (updated 18th August 2020)

<https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19>

Contacts: PHE health protection teams (updated 17th June 2020)

<https://www.gov.uk/guidance/contacts-phe-health-protection-teams#hampshire-and-isle-of-wight-hpt-south-east>

Stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection (updated 13th August 2020)

<https://www.gov.uk/guidance/contacts-phe-health-protection-teams#hampshire-and-isle-of-wight-hpt-south-east>

Coronavirus (COVID-19): getting tested (updated 12th August 2020)

<https://www.gov.uk/guidance/contacts-phe-health-protection-teams#hampshire-and-isle-of-wight-hpt-south-east>

Guidance for contacts of people with confirmed coronavirus (COVID-19) infection who do not live with the person (updated 12 August 2020)

<https://www.gov.uk/guidance/contacts-phe-health-protection-teams#hampshire-and-isle-of-wight-hpt-south-east>

Workplace Guidance

COVID-19 contain framework: a guide for local decision makers (updated 7 August 2020)

<https://www.gov.uk/government/publications/containing-and-managing-local-coronavirus-covid-19-outbreaks/covid-19-contain-framework-a-guide-for-local-decision-makers>

Coronavirus (COVID-19): guidance for local government (updated 13th August 2020)

<https://www.gov.uk/guidance/coronavirus-covid-19-guidance-for-local-government>

Working safely during coronavirus (COVID-19) (updated 13th August 2020)

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<https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/offices-and-contact-centres>

COVID-19: cleaning in non-healthcare settings outside the home (updated 15th July 2020)

<https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings>

Guidance for Parents

Opening schools and educational settings to more pupils from 1 June: guidance for parents and carers

<https://www.gov.uk/government/publications/closure-of-educational-settings-information-for-parents-and-carers/reopening-schools-and-other-educational-settings-from-1-june>

What parents and carers needs to know about early years providers, schools and colleges in the autumn term (updated 31 July 2020)

<https://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-in-the-autumn-term>

Government campaign launches to get children 'back to school safely' (published 16th August 2020)

<https://www.gov.uk/government/news/government-campaign-launches-to-get-children-back-to-school-safely>

Guidance for Schools

Actions for education and childcare settings to prepare for wider opening from June 1 2020

<https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020/actions-for-education-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020>

Planning guide for primary schools – Preparing for the wider opening of schools from 1 June

<https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools>

Guidance for full opening: schools (published 2nd July 2020, updated 7th August 2020)

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>



Supporting children and young people with SEND as schools and colleges prepare for wider opening (updated 24th July 2020)

<https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance>

Safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE) (updated 21st July 2020)

<https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe>

Coronavirus (COVID-19): implementing protective measures in education and childcare settings (updated 1st June 2020)

<https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings>

Behaviour and discipline in schools. Advice for headteachers and school staff (updated 13th July 2020)

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

Checklist for school leaders to support full opening: behaviour and attendance (updated 13th July 2020)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/899384/Checklist_for_school_leaders_on_behaviour_and_attendance.pdf



Summary of Identified Risks, Control Measures and Key Actions to be Taken

Text colours used:

Action for completion

Action completed

Red texts are control measures from Government guidance.

Risk or Hazard	Level of Risk	Control Measures	Key Actions
Impact of 1m+ social distancing guidance on adults who are supervising pupils	High	<ol style="list-style-type: none">1. Implement 1m+ mitigating measures2. Protecting staff who are at higher risk3. Consultation with staff will enable them to make informed decisions about working taking their own personal circumstances into account e.g. whether shielding, clinically vulnerable, or without specific health concerns.	<p>Government advice to be included in staff code of conduct and social distancing charter is:</p> <p>Further increase the frequency of handwashing and surface cleaning</p> <p>Keeping the activity time at < 2m as short as possible, less than 15 minutes</p> <p>Use screens or barriers to separate people from each other (this is not feasible in a class setting). Barrier installed in reception. Office staff are working back to back.</p> <p>Use back-to-back or side-to-side working rather than face-to-face whenever possible</p> <p>Reduce the number of people each person has contact with. This will be achieved through organising into class and year group 'bubbles'</p> <p>NB It is not expected that adults will have to work face-to-face with pupils within a 2m social distance zone.</p>



Risk or Hazard	Level of Risk	Control Measures	Key Actions
			<p>Staff who are shielding have been strongly advised not to work outside the home and only return to work when community infection rates are low. This is now regarded to be the case and shielding was suspended on 1st August. These staff members will be enabled to work in roles supporting learning or school administration at home.</p> <p>Staff who are clinically vulnerable have been asked to take extra care in observing social distancing and should be helped to work from home, either in their current role or in an alternative role. If clinically vulnerable individuals cannot work from home, they should be offered the option of the safest onsite roles (2m, or 1m with risk mitigation where 2m is not viable, is acceptable). A personal risk assessment will be conducted for those members of staff identifying themselves within this group.</p> <p>Particular attention will also be paid to people who live with clinically extremely vulnerable individuals.</p> <p>The personal circumstances of staff will be reviewed by the Headteacher to ensure that all are being treated with equity to ensure that reasonable adjustments are made to avoid staff with protected characteristics being disadvantaged.</p> <p>Social distancing in the workplace will be maintained wherever possible (2m, or 1m with risk mitigation where 2m is not viable, is acceptable)</p> <p>Control measures to facilitate the reduction in contacts will be implemented:</p> <ul style="list-style-type: none"> • Staggered start and finish times • Working practices will manage 'pinch points' in the building • Handwashing & sanitising materials will be freely available to all at strategic points throughout the school e.g. by key touch pads, near machinery such as the photocopier, in every classroom



Risk or Hazard	Level of Risk	Control Measures	Key Actions
			<ul style="list-style-type: none"> • Movement around the building will be reduced • Children and staff will be allocated to specific class 'bubbles'. • Access to the school site will be minimised to essential staff and visitors only – all of whom will be expected to follow the school's social distancing and hygiene expectations. • Floor markings will be used to support recognition of 2m distances. • Desks will be clear and cleaned daily. • Staff will be asked to clear the building by 4pm daily to enable deep cleaning routines • Meetings e.g. training, Governor Meetings, LA advisory meetings will be conducted remotely unless absolutely necessary in person. • Communal spaces will be adapted to facilitate social distancing • Incident and emergency procedures will be reviewed and drilled to ensure they reflect social distancing principles. • Frequent cleaning of work areas and equipment will be facilitated • Regular, enhanced cleaning routines will be followed • Additional frequent cleaning of objects and surfaces, including keyboards and door handles will be implemented. • Waste will be removed in line with documented guidance more frequently. • Good ventilation will be maintained in the school. • Signs and posters will build awareness of good handwashing technique for all people in school <p>Face Coverings</p> <p>It is not recommended that face coverings are beneficial in a school setting. The evidence suggests that it does not protect the individual but that it may protect others if you are infected with COVID-19 but do not have symptoms. Staff and</p>



Risk or Hazard	Level of Risk	Control Measures	Key Actions
			visitors who want to wear a face covering should be allowed to do so. They will be expected to follow current guidance for their safe use.
Lack of social distancing in the classroom resulting in direct transmission of the virus	HIGH	4. Arrange children's seating to accommodate children sitting side-by-side and facing forward	Classroom furniture set out in all rooms to allow children to face forward. This does not allow for 1m distance between children.
		5. Remove excess furniture to increase space if space to do so – to conservatory	Soft furnishings removed from classrooms
		6. Children keep to their desks when in the room	Excess furniture stored in conservatory or the music room.
		7. Social distancing charter created for and with the children – (Include instructions how to line up, use of toilet, moving around the classroom etc)	Area around sink marked out to allow social distancing when hand-washing
		8. Charter re-visited and modelled many times a day and linked to school behaviour system – lots of praise for adherence and sanctions for non-compliance	Area marked out for the teacher – 2m distancing at front of room
		9. Children isolated if cannot adhere to charter and spoken to re the need for social distancing	Unnecessary equipment to be removed from classroom and stored in conservatory
			Government advice is to keep areas well ventilated – open windows and doors wherever possible to increase airflow. Included in Staff Code of Conduct distributed to staff.
			<p>How do we maintain social distancing in other areas around school?</p> <ul style="list-style-type: none"> • ICT Suite – children are seated side by side, where computers are opposite, they are at least one metre apart • Library – open, books that are returned will be quarantined for 72 hours



Risk or Hazard	Level of Risk	Control Measures	Key Actions
		10. Lessons planned for individual work (not pairings or group work) 11. Feedback – using large whiteboard and visualizer and interactive whiteboard not close interaction 12. Mark out an area for the teacher – 2m distancing at front of room 13. Children to use same desk if returning next day 14. Teacher and LSA are assigned to these children and stay with these children throughout the day (<i>and on sub-sequent days</i>) 15. Children stay in the classroom for majority of the day and not mix with other groups 16. Bags, coats and lunchboxes kept under children’s tables	<ul style="list-style-type: none"> • Staff Room – Staff Code of Conduct & furniture removed • Staff Toilets – awareness raised, posters to remind staff • Offices – awareness raised, posters and markings • Photocopier area – Staff Code of Conduct • Outdoor areas – areas allocated to groups <p>Teacher and/or LSA assigned to class groups of pupils, these groups to remain consistent throughout the day and on subsequent days wherever possible. Need to minimise contact and mixing between groups. Groups should stay away from other people and groups wherever possible. PPA cover will be provided by specialist teachers across the school in line with the government guidance.</p> <p>Agreed groups to stay in classroom/allocated outdoor areas and not to mix with other groups. Bags, coats and lunchboxes to be stored safely. Children will not touch others’ possessions. Equipment (pens, pencils etc) to be allocated to pupils and must be returned to pupils’ tray at the end of each day. Trays to be stored in conservatory overnight.</p> <p>Discuss and agree sanctions for non-compliance – included within revised Behaviour Policy. Parents will be asked to remove child if not complying with social distancing charter.</p> <p>Class Charter - charter drafted covering social distancing, also included within the revised Home/School Agreement.</p>



Risk or Hazard	Level of Risk	Control Measures	Key Actions
			<p>Consultation on Class charter with pupils</p> <hr/> <p>Regular modelling of charter in class</p> <hr/> <p>Home School Agreement issued to all parents and updated to school website.</p> <hr/> <p>Behaviour policy updated and amended including requirements of charter and any other changes. Annex A of 'DfE Planning guide for Primary Schools' provides some examples.</p> <p>Changes need to be communicated to staff, pupils and parents. Best practice includes:</p> <ul style="list-style-type: none"> • Proactively teaching new rules to staff, pupils and parents • Regularly and rigorously reinforcing behaviour throughout every day • Consistently imposing sanctions when rules are broken, in line with the policy, as well as positively reinforcing well-executed rules through engagement and rewards. <hr/> <p>Lessons planned for individual work – not pairings or group work – in staff code of conduct</p>



Risk or Hazard	Level of Risk	Control Measures	Key Actions
			<p>Social distancing when giving feedback – use visualiser/interactive whiteboard/flip chart not close interaction – in staff code of conduct</p> <p>Glass screen ordered 1/6/20 to protect staff on reception desk. In place ready for September.</p> <p>Decided that our approach if staff/pupils insist on wearing their own PPE will be dealt with on an individual basis after listening to concerns during discussion with Headteacher</p> <p>Display Poster in Annex C of DfE Planning Guide for Primary Schools (14May2020) in every classroom, at the main entrance and in places visible to those at the school gate, in the staffroom and in all toilets.</p> <p>Regular monitoring to be undertaken by SLT to ensure modelling of changes identified in the class charter are being reinforced.</p>
Lack of social distancing using toilets and poor hygiene resulting in direct and indirect	HIGH	1. Toilet cards / signing board used and only one boy and one girl allowed to go to toilet at a time – middle sinks closed for handwashing	<p>Class system for each class to be decided upon so that:</p> <ul style="list-style-type: none"> • Class teacher has an aware of who is out of class at any point – only one boy and one girl • Staff around school know that the pupil has permission to be out of class (piece of paper discussed that can be thrown away when they return)



Risk or Hazard	Level of Risk	Control Measures	Key Actions
transmission of the virus.		2. Allocated toilets for different groups of children 3. Hand gel used after toilet use as well as washing hands 4. Extra Signs in toilet re washing hands 5. Wedges for the toilet external toilet doors if not fire doors. 6. Extra soap ordered to ensure we do not run out	Middle sinks 'closed with hazard tape' for handwashing to reinforce need to maintain social distancing.
			Children reminded regularly of need for regular handwashing (minimum of 20 seconds). Class room routines established to maintain this. Hand gel to be used on return to class (under supervision of classroom staff) –included in class charter
			Extra signs in toilets re: washing hands.
			Doors to be held back using hooks installed if not fire doors to reduce need to touch doors. Hook to be installed on L/S girls' toilet
			6 months' supply of soap ordered. Also, system to be put in place to ensure essential supplies do not run out.
			Weekly check of essential supplies and order placed at trigger points
			Posters changed regularly to remind staff and children to avoid the posters becoming 'wallpaper'
Lack of social distancing waiting to enter classroom in morning	HIGH	1. One parent to bring pupil to conservatory door at allocated time. 2. Markers outside the conservatory doors for the children and parents to wait	Ensure parents and carers are aware of recommendations on transport to and from school, which means reducing any unnecessary travel on public transport, where possible (by walking or cycling to school) and avoiding peak times. Home school agreement asks that all children in every year group are accompanied to school to ensure that social distancing and lack of interaction between groups is maintained.



Risk or Hazard	Level of Risk	Control Measures	Key Actions
		<ul style="list-style-type: none"> – more than 2 metres apart if more than one pupil 3. Instructions shared re social distancing between families in the morning with parents and children 4. Signage for parents and children displayed outside the classroom 5. Available staff to be outside around entrance routes to school to ensure social distancing maintained 6. Staggered drop off and pick up times for different year groups 	<p>Signage/markers to guide parents and carers about where and when they should drop off and pick up their children. Communicate to parents in advance.</p> <p>Establish a queuing system and a process for staff to greet each child, ensure they wash their hands immediately on arrival and then go straight to their workspace.</p> <p>Inform parents of the need to reduce the number of people on the school site in the interest of infection control. If it is customary for parents to gather in the playground or to enter the buildings to drop off or collect children, this should no longer be allowed and neither should any gathering at the school gates to talk to other parents.</p> <p>Parents should come into school buildings only when strictly necessary, by appointment, and ideally only one at a time. Any such meetings should take place at a safe distance.</p>
Lack of social distancing during playtimes and lunchtimes resulting	HIGH	1. Staggered playtimes and allocated play area in the first instance	<p>Staggered arrival/break/lunch and departure times agreed and communicated.</p> <p>Arrangements for breaks ensure only one group of children is in the same play area at any one time.</p>



Risk or Hazard	Level of Risk	Control Measures	Key Actions
in direct transmission of the virus		2. Reduced playtime equipment – hard surfaces and can be easily cleaned	Ensure staff remain at a safe distance from each other at lunchtime or during breaks. Staff room reorganised to encourage social distancing. Included in staff code of conduct
		3. Games discussed which encourage social distancing – football passing, catch etc	Arrange for assemblies to take place with individual groups in their allocated classroom spaces rather than brining children from different classes together into the hall.
		4. Staff supervision throughout – actively encouraging and insisting on social distancing	
		5. Children practice talking 2 meters apart – modelled by staff	Each pod group has allocated space in grounds to enable children to play with social distancing and avoid contact with other pod groups.



Risk or Hazard	Level of Risk	Control Measures	Key Actions
Lack of social distancing when eating lunch resulting in direct transmission of the virus	HIGH	1. Children eat in their classrooms 2. Children asked to bring packed lunch in first instance – packed lunches kept under children’s tables with bags 3. Meals brought to their classroom – when we have meals cooked on site 4. Consideration needs to be given to control measures for how this also affects staff/staff room	All dinners and packed lunches to be eaten in classrooms. Children should not mix with children from other groups. Tables are cleaned before and after eating by member of staff working in bubble group.
			Work with catering staff on arrangements for lunchtime. Consider how meals will be prepared and served safely.
			Meals should be available for all pupils in school, and these should also be free for charge for pupils that qualify for FSM.
			Ensure staff remain at a safe distance from each other at lunchtime or during breaks. Included in staff code of conduct. Staff room layout changed to reinforce social distancing
Lack of social distancing in the corridors resulting in direct transmission of the virus	HIGH	1. Children staying in their classroom and accessing outside from classroom door 2. One child going to toilet at one time 3. Messages to office via instant messages in Office 365. 4. Consider one way system around the school using	Insist that all staff and pupils stay as far left as possible when using the corridors. Detailed in staff code of conduct. Limited number of pupils leaving class, mostly supervised when travelling through school, staggered breaks/lunch to reduce traffic in corridors, visual tape markings to reinforce social distancing.
			Staggered arrival to conservatory doors, break and lunchtimes should achieve less traffic in corridor between different groups staggered leaving times from conservatory doors. One way systems established for pupils and parents arriving and leaving from the conservatory doors and the hall.
			Restricting pupils from leaving class unsupervised wherever possible. Included in class charter.



Risk or Hazard	Level of Risk	Control Measures	Key Actions
		<p>walkway and outside – safety concerns</p> <p>5. Agree instructions with children concerning going and returning to toilet</p> <p>6. When moving class around the school – 2 metres between children – one adult at back insisting the distance is maintained – regular practice this in the first few days</p>	
Contact of shared resources resulting in indirect transmission of the virus	HIGH	<ol style="list-style-type: none"> Children asked to bring in own stationary (or have packs of stationary labelled with their name on) Tubs of resources for individuals if needed – maths cubes etc Fogging machine used throughout school at the end 	<p>Limit the number of shared resources that are taken home by staff and pupils and limit the exchange of such resources.</p> <p>Teachers should make sure they wash their hands and surfaces, before and after handling pupils' books. It is considered safe to mark children's books provided good hand hygiene is practised by children and teachers. Included in staff code of conduct</p> <p>Resources to be organised and set up on each pupils' desk before their arrival each morning where practicable to minimise need to enter 1m+ boundary.</p>



Risk or Hazard	Level of Risk	Control Measures	Key Actions
		<p>of each day to sanitise all items.</p> <p>4. Lessons planned so resources are individual and not shared – or on white board</p> <p>5. Resources on tables ready for lesson and not distributed within the lesson</p> <p>6. Plastic packets (zippy) bags used for individual resources</p> <p>7. Children encouraged to wash hands / use hand gel before lessons and after each lesson</p>	<p>Individual equipment to be placed in tray for storage in conservatory overnight.</p> <p>Sufficient stationery supplies mean that children will all have their own individual resources available.</p> <p>Fogging machine able to sanitise any items left in classroom overnight – ready for use next day.</p> <p>Water fountain to be taped up with hazard tape as not to be used.</p> <p>All outdoor play equipment i.e. Adventure Playground, Outdoor Gym and Climbing Wall are 'out of bounds' unless supervising adult is able to fully clean it after use.. Included in class charter.</p> <p>Hand gel to be put near pen used for staff signing-in book</p>
Emotional distress of the children	VARIES	<p>1. Children to have class teacher and LSA (if possible under vulnerable staff guidance) in the first instance</p> <p>2. Small numbers of children to support their emotional need</p> <p>3. Reduced time in school to ensure transition is</p>	<p>Absence monitoring of children will follow usual safeguarding procedures.</p> <p>Headteachers will liaise with LA or other providers of support services to ascertain whether or when such services will be available.</p> <p>Plan likely mental health, pastoral or wider wellbeing support for children returning to school e.g. bereavement support. Addressed through Home School Link Worker page on website and within learning provision for school on website and in school.</p> <p>Provide:</p>



Risk or Hazard	Level of Risk	Control Measures	Key Actions
		<p>successful from home to school</p> <p>4. 2 metre social distancing ELSA provision available for children who are distressed</p> <p>5. Thrive curriculum to be delivered for first two weeks to support children's well-being – slowly increasing the cognitive load</p>	<ul style="list-style-type: none"> • Opportunities for children to talk about their experiences of the past few weeks • Opportunities for one-to-one conversations with trusted adults where this may be supportive • Some refocussed lessons on relevant topics, e.g. mental wellbeing or staying safe • Pastoral activity, such as positive opportunities to renew and develop friendships and peer groups • Other enriching developmental activities <p>Planning addresses recommended approach to support pupils' wellbeing.</p> <p>Materials about mental wellbeing and these may be a useful source of information for teachers and headteachers.</p> <p>The SENCo will work with teachers and families to identify what provision can be reasonably be provided for in line with EHCPs. It may not be possible to provide the full range of provision set out in the plan, and it may be necessary to make different arrangements if some of the support services are not available in their usual form. If this is the case, we will work with the LA and parents and confirm what special provision can reasonably be provided.</p> <p>Individual risk assessments will be drafted for any pupils identified as not capable of maintaining social distancing. Guidance on conducting a SEND risk assessment during the coronavirus outbreak can be found at https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance</p> <p>The Headteacher is aware that there may be additional pupils, including those with SEND who display symptoms of stress or anxiety and additional support may be</p>



Risk or Hazard	Level of Risk	Control Measures	Key Actions
			<p>needed for them. She will liaise with LA on their capacity to support with this if needed.</p> <p>The different experiences of all pupils will have had at home will play a large part in how easily they re-adapt to attending school and its routines. Staff will strike an appropriate balance between reintegrating pupils into a reassuring and familiar work ethic to support their mental wellbeing on the one hand, and identifying and taking time to address explicitly individual concerns or problems on the other.</p> <p>If safeguarding issues come to light they will be addressed using the school's safeguarding policy, which may need to be updated in light of wider opening. Headteachers should consider how they might manage any increase in referrals as pupils return to school.</p> <p>The priorities for young children at this time are resocialisation into new style school routines and regaining momentum with their learning. We recognise that needs are likely to be greatest where children have not been able to access remote education consistently. Children who have had limited opportunities for exercise will be encouraged to exert themselves physically, making use of supervised non-touch running games within their group.</p> <p>The curriculum in the first half of the autumn term will be broad and balanced and will ensure that children are not put under undue stress as they reconnect with school. It will be aspirational, positive and will aim to support children to make accelerated progress where necessary..</p> <p>Assessment of children's gaps in knowledge will be a key focus for teachers through ongoing formative assessment in the first part of the autumn term.</p> <p>PE lessons can continue to take place providing they are strictly non-contact and do not involve more than any one temporary group.</p>



Risk or Hazard	Level of Risk	Control Measures	Key Actions
			<p>Support will continue to be provided to children and families at home through the school's HSLW, Year Group email channels, regular communication to keep parents and carers informed of any updates and changes, contact with learning support staff as needs are identified and to maintain contact with school should children need to be quarantined and learning at home.</p> <p>Safeguarding procedures will be adapted to maintain monitoring of vulnerable children and families and to address any need for enhanced support following the lockdown period.</p>
Emotional distress of staff – including anxiety	VARIES	<ol style="list-style-type: none"> 1. Inclusion in risk assessment process – input into hazard identification and control measures 2. Online coaching for any staff who requests it 3. Staff meeting – virtually – to discuss concerns and shared control measures 4. Sharing of support helplines – HCC and others 5. At least one SLT member of staff on site everyday for staff to share concerns with 6. Risk assessments reviewed after day one, week one and fortnightly after that – this is flexible 	<p>Ask staff, where identified from guidelines as necessary, to consult their GP in regard to their condition and their ability to work</p> <p>Identify staff who cannot return to school at this point and how they can work from home e.g. to support remote education</p> <p>Agree any flexible working arrangements needed to support any changes to normal work patterns</p> <p>Agree staff workload patterns</p> <p>Governing bodies and senior leaders should be conscious of the wellbeing of all staff, including senior leaders themselves, and the need to implement flexible working practices in a way that promotes good work-life balance and supports teachers, leaders and all other staff. Reviewed by Personnel Committee on 08/06/20.</p> <p>Need to consider staff concerns and anxieties about returning to work. Need to undertake risk assessment for more vulnerable staff</p> <p>Contingency plan for key roles</p>



Risk or Hazard	Level of Risk	Control Measures	Key Actions
		7. Designated “staff areas” areas for different groups of staff – maybe rota for same area if needed 8. Planned time for planning and preparation within the week esp for those with children in school 9. Extremely vulnerable staff (Shielding) work from home 10. Vulnerable staff – those suggests to strict social distancing – working at home or in school with strict 2 metre distancing measures in place	<ul style="list-style-type: none"> • Site Team in discussion with Supply Agency and Caretaker Services. • Other roles considered however now all staff have in that are able to be in under current government guidelines. Will consider supply agencies and if unable to staff school will discuss further with Local Authority. <p>Regular communication with staff to allay concerns and share control measures being introduced to keep staff and pupils safe</p> <p>Share information on Employee Support Line</p> <p>SLT member available on site daily for staff to share concerns with</p> <p>Regular review and monitoring of all risk assessments:</p>
Risk of spreading virus due to close contact with children – 1:1, restraint or providing First Aid resulting in direct transmission of the virus.	HIGH	1. Seek expert guidance from special schools re support for children with behaviour difficulties – that might need restraint and display spitting, biting etc. Leading to individual risk assessments 2. Masks purchased if needed – N95 grade and instructions form PHE re	<p>Individual risk assessments to be drafted for any pupils identified as not capable of maintaining social distancing. Follow guidance on conducting a SEND risk assessment during the coronavirus outbreak (https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance) This will be reviewed ahead of 1st June.</p> <p>Staff providing personal care to pupils that prevents them from maintaining social distancing guidelines will need to wear PPE. PPE box available that includes face mask, disposable aprons, disposable gloves and eye goggles. Goggles to be cleaned after each use – Milton Fluid in site office.</p>



Risk or Hazard	Level of Risk	Control Measures	Key Actions
		<p>cleaning – so issued to individuals</p> <p>3. Extra disposable aprons ordered</p> <p>4. Extra gloves ordered</p> <p>5. Some visors also ordered if needed</p> <p>6. Reduced timetable / exclusion / inclusion considered if necessary if children are acting in a way staff are put at risk</p> <p>Pls note the Government guidance states “Wearing face coverings or face masks is not recommended”</p>	<p>Goggles to be ordered, to be cleaned with Milton fluid after use.</p> <p>PPE Box in the Disabled Toilet containing supply of face masks, disposable apron, disposable gloves and one set of reusable goggles for those staff providing personal care to use.</p> <p>PPE Box in the main school office containing a supply of face masks, disposable aprons, disposable gloves, goggles and face shield for those staff administering first aid for pupils and staff where a 2m distance cannot be maintained.</p>



Risk or Hazard	Level of Risk	Control Measures	Key Actions
Risk of spreading virus due to visitors entering the school site resulting in direct transmission of the virus.	HIGH	1. Limited access to visitors (contractors, parents, other visitors)	Parent communication requesting they do not visit the school office without a prior appointment
		2. Wherever possible, visitors encouraged to phone and book appointment to visit school	HCC confirm that they have asked contractors to pre-book and essential visits to the school
		3. All visitors have to report to reception before entering school building	Where essential work is being undertaken Reception staff to remind visitors of the need to maintain 2m distance and wash hands before entry and regularly whilst in the school building
		4. Visitors briefed on the need to maintain social distancing whilst moving around school and use hand sanitiser before entry.	Hand gel to be mounted in bracket near keypad for entering school.
		5. Visitors not allowed in classrooms unless children and classroom staff are not present (unless an emergency)	For planned works, risk assessments covering response to Covid-19 pandemic to be sought and reviewed.
		6. Visitors encouraged to use the school's established one way system at times of peak pedestrian traffic	If not able to undertake purpose of visit safely and maintaining social distance of 2m, entry will be denied and a more appropriate time booked for another day
		7. Contractors asked to share their risk assessment in response to Covid-19	Parents informed of staggered times for drop off of children in the morning and pick up in the afternoon and the route that should be taken around the school site to avoid face to face contact with other people. Staff outside at key times, providing guidance to ensure the one way system is followed and encouraging parents to phone or email the office rather than just popping in.
Risk of spreading the virus due to poor	MEDIUM	1. Hand gel available in each classroom under	Hand gel ordered and dispensed to each class and the following areas: Reception, Signing-In Book, Site Manager's Office and First Aid Room



Risk or Hazard	Level of Risk	Control Measures	Key Actions
<p>hygiene resulting in indirect transmission of the virus</p>		<p>supervision of classroom staff</p> <p>2. Hand gel order in large quantities</p> <p>3. Soap and hand-towel dispenser refilled to full daily</p> <p>4. Children handwash or hand gel on entry to school, before break, after break, before lunch, after lunch, leaving school, using the toilet and any time they cough or sneeze</p> <p>5. Washing hands posters replaced in all washing areas</p> <p>6. Procedure agreed for children to wash hands so thorough hand washing</p>	<p>Facial Tissues ordered and dispensed to each class, IT suite, reception, offices and first aid room</p>
			<p>Stock re-order system to be set up with weekly check sheet of essential items detailed with trigger points for re-order.</p>
			<p>Weekly check of stock using check sheet to ensure sufficient stocks of all essential hygiene and PPE items are maintained to ensure we do not run out.</p>
			<p>Regular general reminders for hygiene – hand washing and Catch It, Bin It, Kill It and specific hygiene lessons. Also need to include tissue disposal (wash hands after putting in bin) and toilet flushing. In class charter and staff code of conduct</p>
			<p>Washing hands posters placed in all washing areas.</p>
			<p>Remind pupils to clean hands when they arrive, before break, after break, before lunch, after lunch, before leaving school, after they use the toilet and any time they cough or sneeze. In class charter and staff code of conduct</p>
			<p>Follow usual absence periods for sickness including current government guidelines for COVID-19</p>
			<p>All users/visitors to the site encourage to clean hands or use gel before entering the school. Hand gel at reception desk</p>
			<p>Extremely high hygiene for any food making/tasting activities – this activities will not be undertaken.</p>
<p>Flip top bins in each classroom and U/S Girls & Boys Toilets. These will be emptied at lunchtime and again at the end of the school day – need to be double bagged and taken straight to the outdoor bin.</p>			



Risk or Hazard	Level of Risk	Control Measures	Key Actions
			Toilets should be cleaned at lunchtime and again at the end of the school day.
Risk of infection due to lack of cleaning resulting in indirect transmission of the virus	HIGH	<ol style="list-style-type: none"> 1. All surfaces, handles, toilets and shared equipment will be cleaned each day using the Fogging Machine and anti-bacterial cleaner where necessary. 2. PPE will be worn by all cleaning staff 3. Soft furnishings and soft / cloth toys will be removed from use in classrooms 4. Deep cleaning of all classrooms before re-opening 5. Site Assistant to return to work before the school re-opens 	<p>Use of fogging machine added to daily cleaning schedules. UNLIKELY TO BE EFFECTIVE IN MUSIC ROOM DUE TO VOLUME OF EQUIPMENT IN THERE – MUSIC ROOM NOT TO BE USED PPE to be worn – coveralls and face mask and goggles</p> <p>PPE Box in the Site Manager’s office containing supply of face masks, coveralls, disposable gloves and one set of reusable goggles which must be cleaned with Milton’s Fluid after each use by the user.</p> <p>Identify which areas will not be covered using the fogging machine and will require manual cleaning. It is a manual fogging machine so can be used in all areas.</p> <p>Sufficient PPE (Coveralls, disposable aprons, gloves, face masks and goggles) ordered for Cleaning staff.</p> <p>Door handles and handrails to be cleaned after lunch daily</p> <p>Dining hall/classroom tables to be cleaned before and after eating</p> <p>Classroom doors to be left open throughout the day to avoid the need to touch the handle</p> <p>Equipment assigned to individuals wherever possible and stored in trays in conservatories overnight</p> <p>Shared resources to be avoided wherever possible but where necessary must be cleaned with ant-bacterial spray and cloth/paper towel or antiseptic wipes before passing to next person.</p>



Risk or Hazard	Level of Risk	Control Measures	Key Actions
			<p>First Aid Room fittings and Equipment to be wiped down with anti-bacterial spray and paper towel or antiseptic wipes when patient leaves</p> <p>ICT suite – keyboards, mice, chairs, desk to be cleaned with anti-bacterial spray and cloth or antiseptic wipes before each class uses the equipment and at the end of the school day.</p> <p>Laptops – outer casing and keyboard to be cleaned with anti-bacterial spray and cloth or antiseptic wipes before handing to pupil and again when returned to laptop trolley.</p> <p>Photocopier – anti-bacterial wipes to be placed here for wiping keypad before use</p> <p>Electronic keypads and door keypads – to be cleaned with anti-bacterial wipes cloth at the beginning and end of the day and at lunchtime.</p> <p>Check hygiene levels of all core areas before school reopens to more pupils on 1st June 2020.</p>
Risk of illness of vulnerable staff and family members through direct or indirect transmission of the virus	HIGH	<p>1. Those who are clinically extremely vulnerable (those who have received a letter from Government or clinician) or living with someone who is clinically extremely vulnerable are now advised that shielding is suspended and that provided adequate hygiene</p>	<p>Ongoing audit of whole staff to ascertain who will be available to work from the start of term. Schedule on a daily basis to ensure social distancing and social bubbles can be maintained.</p> <p>The staffing picture may change so should be updated frequently. Ask staff to update you immediately if their situation changes as you will need to base decisions on your most recent staff availability audit.</p> <p>When working out staff ratios consider: 1. How many staff do you have available to work in school? 2. How many teachers? 3. How many support staff? 4. Do you</p>



Risk or Hazard	Level of Risk	Control Measures	Key Actions
		<p>and preventive measures are in place, they can return to work. They need to follow rigorous hygiene measures in order to keep themselves safe.</p> <p>2. Those who are clinically vulnerable – have been advised to take extra care in observing social distancing and should work from home wherever possible. Schools should endeavour to support this, e.g. by asking staff to support remote education, carry out lesson planning or other roles which can be done from home. If these individuals cannot work from home, they should be offered the safest available on-site roles, staying 2 metres away from others wherever possible, although the individual may choose to take on a role that does not allow for this distance if they prefer to do so. If they have to spend time within 2</p>	<p>have a head or deputy available? 5. Do you have at least one person with first aid training? 6. Do you have at least one person with up to date DSL training? 7. Do you have your SENCO or an alternative staff member that can take on this role? 8. Do you have a caretaker and/or cleaning staff and at least one office staff member available during the school day? If the answer to 4,5,6,7 or 8 is no, then you should try to find a solution to this before going further. You should speak to your LA, who may be able to provide a suitable person to temporarily cover 5, 6, 7 or 8. In some cases, staff members may be prepared to undertake a different role to their normal role temporarily.</p> <p>Keep your staffing arrangements as consistent as possible. In instances where you do need to use staff from other schools, ensure cover is agreed on a weekly basis, not daily, to limit contacts.</p> <p>When scheduling groups you should:</p> <ul style="list-style-type: none"> • Assume all eligible children will attend for the purposes of the first stage of planning, even if you think that is unlikely (including the attendance expectations for vulnerable children) • Determine your groups, taking into account any limitations of your school buildings and outdoor space. • Assume that the staffing model will be one teacher per group (or 2 teachers sharing the week if you have existing jobshares). • If there are any shortages of teachers then HLTAs/LSAs can be allocated to lead a group, working under the direction of a teacher.



Risk or Hazard	Level of Risk	Control Measures	Key Actions
		<p>metres of other people, settings must carefully assess and discuss with them whether this involves an acceptable level of risk.</p> <p>3. Those living with those that are clinically vulnerable (but not clinically extremely vulnerable, which includes those that are pregnant, they can attend work. can attend with children or adults adhering to this and other re-opening risk assessments.</p> <p>4. If a staff member lives in a household with someone who is extremely clinically vulnerable it is advised they only attend work if stringent social distancing can be adhered to. If stringent social distancing cannot be adhered to, we do not expect those individuals to attend. They should be supported to work at home.</p>	<p>Schools must not plan for pupils to return on a rota basis.</p> <p>Attendance must be monitored in line with usual statutory requirements.</p>
	HIGH		Contact parents of pupil. Inform Headteacher/AHT if not yet aware



Risk or Hazard	Level of Risk	Control Measures	Key Actions
Risk of spreading the virus directly – suspected case in school		<ol style="list-style-type: none"> 1. If pupil develops symptoms, take to the first aid room. The office door should be closed and windows opened for ventilation. 2. If they need to use the toilet, they need to use the disabled toilet. This must be cleaned and disinfected before used by anyone else. 3. Supervising adult should use recommended PPE if a distance of 2m cannot be maintained. 4. If a staff member, they should be sent home immediately. 5. Any person going home should be advised to arrange a test and to follow the staying at home guidance until they receive the result. 6. At this point, nobody else needs to go home unless they develop symptoms themselves. They should be encouraged to wash their hands for 20 seconds after 	<p>If disabled toilet is used, the sign in the supervising adult box should be put on door advising that it should not be used until cleaning of the area can be arranged.</p> <p>Supervising adult should wear a fluid-resistant surgical face mask if a distance of 2 meters cannot be maintained. If contact cannot be avoided then disposable gloves, disposable apron and a fluid-resistant surgical mask should be worn. If there is a risk of splashing to the eyes for example from coughing, spitting or vomiting, then eye protection should also be worn. Goggles should be cleaned by Site Team with Milton's fluid after each use.</p> <p>PPE Box in the office containing supply of face masks, disposable apron, disposable gloves and one set of reusable goggles for those staff providing personal care to use. Goggles to be cleaned with Miltons Fluid after use which is kept in Site Office.</p> <p>Disposable gloves on order with County Supplies</p> <p>Disposable Aprons on order with Comax</p> <p>Fluid-resistant surgical face masks on order with Hoopers</p> <p>Eye Protection – already have 5 pairs (face goggles for 3 PPE boxes and spectacle type (2 pairs have, 2 pairs ordered) for cleaning staff Need to clean with Milton Solution after each use.</p> <p>Disinfectant</p> <p>Virusol</p> <p>Fogging Machine</p> <p>Disposable cloths</p>



Risk or Hazard	Level of Risk	Control Measures	Key Actions
		<p>any contact with someone who is unwell.</p> <p>7. Classroom should be cleaned using the fogging machine as soon as possible</p>	<p>Disposable mop heads</p> <p>Stock re-order system to be set up with weekly check sheet of essential items detailed with trigger points for re-order.</p> <p>Weekly check of stock using check sheet to ensure sufficient stocks of all essential hygiene and PPE items are maintained to ensure we do not run out.</p> <p>As soon as practical, all surfaces that the symptomatic person has come into contact with in the first aid room must be cleaned and disinfected, the classroom should be cleaned with the fogging machine as soon as possible.</p> <p>Public areas where a symptomatic individual has passed through and spent minimal time such as corridors can be cleaned as normal.</p> <p>For cleaning, disposable cloths or paper roll and disposable mop heads should be used. If not using the fogging machine, all hard surfaces, floors, chairs, door handles and sanitary fittings should be cleaned with disinfectant. Avoid creating splashes and spray when cleaning. Any cloths and mop heads used must be disposed of and should be put into waste bags as detailed below.</p> <p>Waste from possible cases and cleaning of areas where possible cases have been (including disposable cloths and tissues) should be put in a plastic rubbish bag and tied when full; the plastic bag should then be placed in a second bin bag and tied; it should be put in the brick store and marked for storage until the individual's test results are known. Waste should be stored for at least 72 hours. If the individual test negative this can be put in with the normal waste. If the individual tests positive, then store it for at least 72 hours and then put it with the normal waste.</p> <p>If the test is negative they can return to school immediately.</p>



Risk or Hazard	Level of Risk	Control Measures	Key Actions
Risk of spreading the virus directly – confirmed case in school		1. Rest of class/staff should be sent home and self-isolate for 14 days	Contact PHE for further advice and guidance Contact the LA to keep them informed