

## Elson Junior School

### COVID-19 Full School Opening from September 2020

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

Reviewed 5.10.20, updated 10.1.21 (Changes/updates for January 2021 are in orange text for ease of reference) (Reviewed and updated 23.2.21 in response to updated government guidance) Reviewed 19.4.21

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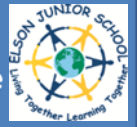
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# Risk Assessment Executive Summary

## 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. **On 6<sup>th</sup> January 2021 the Prime Minister announced a third period of national lockdown. In this announcement and the subsequent statement to parliament by the Education Secretary, all schools were asked to immediately implement the 'contingency framework: education and childcare settings'.**

Following the Prime Minister's announcement on 22<sup>nd</sup> February, all children are expected to return to school on March 8<sup>th</sup> 2021. This risk assessment has been updated to reflect the requirements of the most current guidance in order to maintain a safe working and learning environment. Whilst unable to guarantee that the school will be able to completely remove the risk of the transmission of coronavirus, it is expected that by implementing the preventative measures in this risk assessment the risk will be minimised.

## 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 20<sup>th</sup> 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 instructed schools to prepare for the return of pupils in September and confirmed that parents had a mandatory obligation to send their children to school. **Pupils continued to attend school during the second period on national lockdown in November and December. On January 7<sup>th</sup> all schools were instructed to move to remote education with schools expected to provide three to five teaching hours a day. The stated aim of this move by the Education Secretary is to limit the number of people who attend school whilst COVID rates are rising in our communities. During this time 30-40% of pupils attended school in line with the government requirement for children of critical workers and vulnerable pupils.** In his briefing on February 22<sup>nd</sup>, the prime minister announced the plan to move out of Lockdown 3 and said *we will begin step one and schools and colleges across England will re-open and teaching in classrooms can start again. All the evidence shows that schools are safe and the risk posed to children by Covid is vanishingly small.*

All children returned to school on March 8<sup>th</sup> with preventative measures remaining fully in place to minimise the risk of transmission of COVID-19. Shielding notices remain in place for clinically extremely vulnerable staff and pupils.

## Consideration of Benefits and Risks of Elson Junior School Fully Opening

Earlier in the year the World Health Organisation (WHO) recommended 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 recommended 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

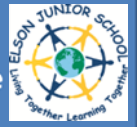
The UK government reports that the transmission rate of COVID-19 had significantly reduced during the summer months and at a level that will enable children to return to school in September provided adequate preventative measures are put in place to minimise the risk of transmission. This is under constant 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.

During the autumn term there were three reported cases of COVID-19 in school. None of these resulted in the onward transmission of the virus to anyone else in the school. This would suggest that the prevention and control measures in place in Elson Junior School are effective in restricting virus transmission.

The rate of COVID cases per 100K people has increased by 37% to 671.9 in England from 28<sup>th</sup> December 2020 to 4<sup>th</sup> January 2021. Gosport remains below the national number in the same period at 478.6. This is an increase of 49% compared to the previous week.

At 27<sup>th</sup> February the rate of COVID cases per 100K people has decreased to 119.4. New infections have dropped locally by 41% over the previous week although the R rate in the region has risen slightly from 0.7 to 0.9.

On 18<sup>th</sup> April 2021 the reported rate of COVID cases per 100k people in the local area has significantly reduced from February to 8.3. Between 11 April 2021 and 17 April 2021, 10 people had a confirmed positive test result in Gosport. This shows an increase of 66.7% compared to the previous 7 days. The estimated R number for the South East at 16<sup>th</sup> April is reported as 0.6-0.9.



Nationally the COVID vaccination programme has been implemented and at 16<sup>th</sup> April 27,447,286 people had received their first vaccine dose and 7,863,749 people had received their second dose. All eligible staff at Elson Junior School have been able to access the vaccination programme.

During the spring term the government asked school staff to participate in regular (twice weekly) lateral flow testing as part of the strategy to reduce transmission by asymptomatic people. This has been implemented and information shared with parents about how to access testing kits as this has now been rolled out to the general population.

### 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 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.

Through the autumn term the remote learning provision has been refined in response to school reflection on outcomes and parental feedback. In order to support children who have been isolating the remote learning has been posted onto the school website for them to access and paper copies provided when requested. Google classroom has been implemented in Years 5 & 6 as one of the government's preferred online learning platforms.

As a result of the first positive case in September the school received 29 Chromebook devices in addition to those that were previously received for children with social workers. Through the autumn term they have been used to support children who have needed to isolate at home. For Lockdown 3 all of these have been distributed to support both vulnerable children and those who have told us they don't have access to a device who are now learning at home.

As schools open to all pupils on 8<sup>th</sup> March, the possibility remains that groups of children and staff will need to self-isolate if they come into close contact with someone who has tested positive for COVID-19. The remote learning provision will remain in place for those pupils who are affected by having to self isolate.

### 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.

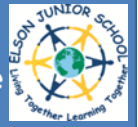
**Risks to fully opening** include:

- 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

Reports of domestic violence and safeguarding concerns for pupils have increased through the second half of the autumn term. The benefits of remaining open to pupils support the benefits to the mental health and wellbeing of these pupils. It also serves to minimise the difficulties experienced by their families.

It is clear from the published COVID transmission figures that full opening cannot currently be sustained due to the increased risk of virus transmission. Reducing the number of contacts between all members of the school community will enhance the protective and control measures in place further reducing the risk of transmission in the school setting.

With effect from 8<sup>th</sup> March restrictions remain in place nationally to limit the social contacts that people have. The procedures in place to limit contacts on site will continue to remain stringent to maximise social distancing and visitors onto the school site will be controlled to ensure that the prevention and hygiene measures in place are optimised. All visitors onto the site will be expected to follow the school's procedures and expectations for social distancing, prevention and hygiene measures.



The national vaccination programme has now resulted in many of the school staff having received the first of their COVID vaccinations. The government continues to follow the national roadmap that was published in February with the planned easing of some restrictions in the community from April 12<sup>th</sup>. The need for prevention measures to be maintained in school remains high to ensure that the risk of transmission is minimised in order to maintain the safety and wellbeing of all in the school community so that we can continue to deliver in person education for our pupils. It remains the case that where members of the school community have tested positive for COVID the transmission has come from the wider community and not within the school community.

### 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 17<sup>th</sup> 2020 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 16<sup>th</sup> 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.

In each of the three confirmed cases in school, it has been possible to access local public health services advice and the local authority has provided regular updates. They have ensured that the Headteacher has known who to contact at all times for additional support and guidance including weekends and holidays.

The statement made by Professor Whitty in August 2020 remains pertinent with a clear need for children to return to school whilst ensuring an ongoing suite of robust measures to maintain a good level of confidence for parents and staff that the risk of transmission is being kept at the lowest possible level.

### 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.

These reviews have taken place both formally when they were reviewed in October and a regular dynamic assessment approach is also taken to reviewing practice and procedures by the School Business Manager and Headteacher.

## Consideration of Prevention and Control Measures

The WHO recommends the following:

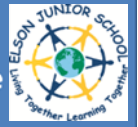
**Policy, practice and infrastructure:** *Ensure the necessary resources, policies and infrastructure are in place that protect the health and safety of all school personnel, including people at higher risk.* Elson Junior School has implemented procedures throughout the lockdown period that address this 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 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.

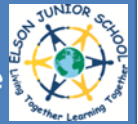
**Screening and care of sick students, teachers and other school staff:** *Schools should enforce the policy of “staying home if unwell”, waive the requirement for a doctor’s note, create a checklist for parents/students/staff to decide whether to go to school (taking into consideration the local situation), 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 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. **The policy for Remote Learning is available for view on the school website and remote provision has been in place for all pupils as needed throughout this year. The upper school provision has been delivered through Google Classroom and the lower school via the school website.**

## 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 regularly through the school year.

## 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 16<sup>th</sup> April 2021*

*Social distancing is essential to stop the spread of the virus, as it is more likely to spread when people are close together. An infected person can pass on the virus through talking, breathing, coughing or sneezing even if they do not have any symptoms.*

*When with people you do not live with, you should also avoid: physical contact; being close and face-to-face; and shouting or singing close to them. You should also avoid crowded areas with lots of people; and touching things that other people have touched.*

*Where you cannot stay 2 metres apart you should stay more than 1 metre apart, and take additional steps to stay safe. For example:*

- *[wear a face covering](#): on public transport and in many indoor spaces, you must wear a face covering by law, unless you are exempt*
- *go outdoors, where it is safer and there is more space*
- *if indoors, make sure rooms have a flow of fresh air by keeping windows and doors open*

#### 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 wear 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*

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 14<sup>th</sup> August 2020

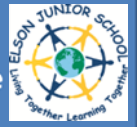
<https://www.gov.uk/guidance/national-lockdown-stay-at-home>

~~We are currently in a period of national lockdown. You must stay at home. This is a legal requirement. You must follow this guidance. The stay at home order has now been amended and with effect from April 12<sup>th</sup> the next stage of the roadmap out of lockdown is in place. You must follow the requirements that are in place.~~

### Leaving home

~~You must not leave, or be outside of your home except where necessary. You may leave the home to:~~

- ~~• shop for basic necessities, for you or a vulnerable person~~
- ~~• go to work, or provide voluntary or charitable services, if you cannot reasonably do so from home~~



- ~~exercise with your household (or support bubble) or one other person (in which case you should stay 2m apart). Exercise should be limited to once per day, and you should not travel outside your local area.~~
- ~~meet your support bubble or childcare bubble where necessary, but only if you are legally permitted to form one~~
- ~~seek medical assistance or avoid injury, illness or risk of harm (including domestic abuse)~~
- ~~attend education or childcare for those eligible~~

~~If you do leave home for a permitted reason, you should always stay in your local area unless it is necessary to go further, for example to go to work.~~

~~Staying in your local area means stay in the village, town, or part of the city where you live.~~

~~If you are clinically extremely vulnerable you are advised to only go out for medical appointments, exercise or if it is essential. We recommend that you do not attend work~~

If you wish to check the current guidance on what you can and cannot currently do the information is available at:

<https://www.gov.uk/guidance/covid-19-coronavirus-restrictions-what-you-can-and-cannot-do> which was published on 29<sup>th</sup> March 2021 and updated 16<sup>th</sup> April 2021

## 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*

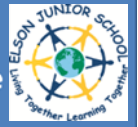
*Updated 30<sup>th</sup> March 2021*

## 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 30<sup>th</sup> March 2021

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

Updated 7<sup>th</sup> August 2020, 22<sup>nd</sup> February 2021, 6<sup>th</sup> April 2021

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.*

*Schools must implement prevention and control measures which will effectively reduce risks in your setting and create an inherently safer environment.*

Government guidance for parents (updated 31<sup>st</sup> 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."*

*Restricting Attendance during the National Lockdown: schools*

*Guidance for all schools in England published 7<sup>th</sup> January 2021*

*Government Guidance for Schools states:*

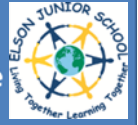
*"During the period of national lockdown, schools ....should allow only vulnerable children and young people and the children of critical workers to attend. ... All other pupils and students should not attend and should learn remotely until February half term.... Limiting attendance does not suggest that school and colleges have become significantly less safe for young people. Instead limiting attendance is about supporting the reduction of the overall number of social contacts in our communities.*

*For vulnerable children and young people and the children of critical workers, who should still attend school as they did in March to July, and their teachers, the system of protective measures means that any risks are well managed and controlled.*

Schools coronavirus (COVID-19) operational guidance

Guidance for all schools in England published 22<sup>nd</sup> February 2021

From 8 March, all pupils should attend school.



## 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

30<sup>th</sup> September 2020 (reviewed regularly throughout the autumn term and second national lockdown in December, updated January 2021, March 2021, 18<sup>th</sup> April 2021)

**Draft Risk Assessment following monitoring review by Head Teachers/School Business Manager submitted to Governing Body for approval**

**Approved by Governing Body and published on school website**

# COVID-19 Summary of Identified Risks, Control Measures and Key Actions

Text colours used:

Red texts are control measures from Government guidance. Orange text denotes updates from January 2021 review Blue text denotes updates from February 2021 review and Government updates. Changes made in April 2021 review.

Risk or Hazard	Level of Risk	Control Measures
Virus transmission to adults and pupils working closely together or who are supervising or working with pupils Impact of 1m+ social distancing guidance on adults who are supervising pupils	High	<ol style="list-style-type: none"> <li>1. Implement 1m+ mitigating measures</li> <li>2. Protecting staff who are at higher risk</li> <li>3. 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.</li> </ol>

## Key Actions

Government advice to be included in staff code of conduct and social distancing charter is:

- Further increase the frequency of handwashing and surface cleaning
- Keeping the activity time at <2m ~~face to face~~ as short as possible, less than 15 minutes. This also applies to interactions with other adults.
- Keeping the activity time at <1m face to face to an absolute minimum, ~~maximum of 1 minute~~. Any contact within 1 metre with a positive case is regarded as close contact necessitating self-isolation. If this is not possible, then PPE should be worn. This also applies to interactions with other adults.
- Staff must wash hands or use hand sanitiser immediately after being in close contact with pupils or other adults.
- 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. Desks moved in AHT office so that working side-to-side and screen installed.
- Use back-to-back or side-to-side working rather than face-to-face whenever possible
- Reduce the number of people each person has contact with. This will be achieved through organising into class and year group 'bubbles' Groups will be kept apart from other groups where possible. Pupils will be encouraged to keep their distance within groups. Staff can operate across different groups to facilitate delivery of the curriculum but in instances where staff need to move between groups, they should keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults.
- NB It is not expected that adults will have to work face-to-face with pupils within a 2m social distance zone.



- 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 1<sup>st</sup> August. These staff members will be enabled to work in roles supporting learning or school administration at home. Shielding was started again on January 7<sup>th</sup> and people affected were advised to remain at home and not come to work. Clinically extremely vulnerable people are identified through a letter from the NHS or a specialist doctor. Shielding notices have been extended to 31<sup>st</sup> March 2021. Shielding notices are paused and individual needs have been discussed with those people affected to ensure that effective preventative measures are in place to meet their needs.
- **Clinically vulnerable staff** A personal risk assessment will be conducted for those members of staff identifying themselves within this group.
- ~~Particular attention will also be paid to people who live with clinically extremely vulnerable individuals~~ Those living with clinically extremely vulnerable can still attend work where home working is not possible.
- 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.
- Social distancing in the workplace will be maintained wherever possible (2m, or 1m with risk mitigation where 2m is not viable, is acceptable)

**Control measures** to facilitate the reduction in contacts will be implemented. These must be followed by all staff:

- 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
- Movement around the building will be reduced
- Children 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 where appropriate.
- 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
- Staff are invited to participate in regular lateral flow testing
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**Face Coverings**

It is recommended that face coverings (face coverings and face visors are not the same thing) are worn by adults in primary school settings where social distancing is not possible between adults. These must be worn in line with the recommended guidance for their safe wearing and removal: cleaning hands before and after touching, including to remove or put them on; safe storage of them in individual, sealable bags between uses; replacement with a dry face covering if their face covering becomes damp during the day.

Risk or Hazard	Level of Risk	Control Measures
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<p>Lack of social distancing in the classroom resulting in direct transmission of the virus</p>	<p>High</p>	<ol style="list-style-type: none"> <li>1. Arrange children's seating to accommodate children sitting side-by-side and facing forward</li> <li>2. Remove excess furniture to increase space if space to do so – to conservatory</li> <li>3. Children keep to their desks when in the classroom</li> <li>4. Social distancing charter created for and with the children – (Include instructions how to line up, use of toilet, moving around the classroom etc)</li> <li>5. 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</li> <li>6. Children isolated if cannot adhere to charter and spoken to re the need for social distancing</li> <li>7. Lessons planned for individual work (not pairings or group work)</li> <li>8. Feedback – using large whiteboard and visualizer and interactive whiteboard not close interaction</li> <li>9. Mark out an area for the teacher – 2m distancing at front of room</li> <li>10. Children to use same desk and if moved to another seat, classroom cleaning resources to be used to clean desk space</li> <li>11. Teacher and LSA are assigned to these children and stay with these children throughout the day (and on sub-sequent days)</li> <li>12. Children stay in the classroom for majority of the day and not mix with other groups</li> <li>13. Bags, coats and lunchboxes stored in designated areas in classrooms</li> <li>14. Recommended that face coverings (not visors) should be worn by staff and adult visitors in situations where social distancing between adults is not possible. Where staff have individual risk assessments in place they may wish to wear a face visor when working closely with children. They must be cleaned appropriately after each use.</li> <li>15. Wherever possible, adults should maintain 2m distance from each other and from children. Where this is not possible, ideally 1m with mitigation (ie side by side and not face to face, face covering) is recommended.</li> </ol>
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## Key Actions

Classroom furniture set out in all rooms to allow children to face forward. This does not allow for 1m distance between children.

Soft furnishings removed from classrooms

Excess furniture stored in conservatory or the music room

Area around sink marked out to allow social distancing when hand-washing

Area marked out for the teacher – 2m distancing at front of room

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.

How do we maintain social distancing in other areas around school?

- 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
- 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

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.

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.

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.

Class Charter - charter drafted covering social distancing, also included within the revised Home/School Agreement.

Consultation on Class charter with pupils

Regular modelling of charter in class

Home School Agreement issued to all parents and updated to school website.

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.

Changes need to be communicated to staff, pupils and parents. Best practice includes:

- 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.

Lessons planned for individual work – not pairings or group work – in staff code of conduct

Social distancing when giving feedback – use visualiser/interactive whiteboard/flip chart not close interaction – in staff code of conduct

Glass screen ordered 1/6/20 to protect staff on reception desk. In place ready for September.

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

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.

Regular monitoring to be undertaken by SLT to ensure modelling of changes identified in the class charter are being reinforced.

Risk or Hazard	Level of Risk	Control Measures
Lack of social distancing using toilets and poor hygiene resulting in direct and indirect transmission of the virus.	High	<ol style="list-style-type: none"> <li>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</li> <li>2. Allocated toilets for different groups of children</li> <li>3. Hand gel used after toilet use as well as washing hands</li> <li>4. Extra Signs in toilet re washing hands</li> <li>5. Wedges for the toilet external toilet doors if not fire doors.</li> <li>6. Extra soap ordered to ensure we do not run out</li> </ol>

### Key Actions

Class system for each class to be decided upon so that:

- Class teacher has an awareness 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)

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'

Risk or Hazard	Level of Risk	Control Measures
<p>Lack of social distancing waiting to enter classroom in morning</p>		<ol style="list-style-type: none"> <li>1. <del>One parent to bring pupil to conservatory door at allocated time.</del></li> <li>2. <del>Markers outside the conservatory doors for the children and parents to wait — more than 2 metres apart if more than one pupil</del></li> <li>3. Instructions shared re social distancing between families in the morning with parents and children</li> <li>4. <del>Signage for parents and children displayed outside the classroom</del></li> <li>5. Available staff to be outside around entrance routes to school to ensure social distancing maintained</li> <li>6. Staggered drop off and pick up times for different year groups</li> <li>7. Signage encourages all visitors to staff to maintain social distancing.</li> <li>8. Designated areas of site set up for parents to drop off and collect each year group bubble.</li> </ol>

### Key Actions

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.

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.

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.

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.

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.

Risk or Hazard	Level of Risk	Control Measures
Lack of social distancing during playtimes and lunchtimes resulting in direct transmission of the virus	High	<ol style="list-style-type: none"> <li>1. Staggered playtimes and allocated play area in the first instance</li> <li>2. Reduced playtime equipment – hard surfaces and can be easily cleaned</li> <li>3. Games discussed which encourage social distancing – football passing, catch etc</li> <li>4. Staff supervision throughout – actively encouraging and insisting on social distancing</li> <li>5. Children practice talking 2 metres apart – modelled by staff</li> <li>6. Outdoor play equipment should be cleaned more frequently than usual.</li> </ol>

### Key Actions

Staggered arrival/break/lunch and departure times agreed and communicated.

Arrangements for breaks ensure only one group of children is in the same play area at any one time.

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

Arrange for assemblies to take place with individual groups in their allocated classroom spaces rather than bringing children from different classes together into the hall.

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
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<p>Lack of social distancing when eating lunch resulting in direct transmission of the virus</p>	<p><b>High</b></p>	<ol style="list-style-type: none"> <li>1. Children eat in their classrooms</li> <li>2. Children asked to bring packed lunch in first instance – packed lunches kept under children’s tables with bags</li> <li>3. <b>Meals brought to their classroom – when we have meals cooked on site</b></li> </ol> <p>Consideration needs to be given to control measures for how this also affects staff/staff room</p>
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<p><i>Key Actions</i></p> <p>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.</p> <p>Work with catering staff on arrangements for lunchtime. Consider how meals will be prepared and served safely.</p> <p>Meals should be available for all pupils in school, and these should also be free for charge for pupils that qualify for FSM.</p> <p>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</p>
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Risk or Hazard	Level of Risk	Control Measures
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<p>Lack of social distancing in the corridors resulting in direct transmission of the virus</p>		<ol style="list-style-type: none"> <li>1. Children staying in their classroom and accessing outside from classroom door</li> <li>2. One child going to toilet at one time</li> <li>3. Messages to office via instant messages in Office 365.</li> <li>4. Consider one way system around the school using walkway and outside – safety concerns</li> <li>5. Agree instructions with children concerning going and returning to toilet</li> <li>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</li> <li>7. All adults in school will wear face coverings when moving around the school in corridors and communal areas. Face visors or shields should not be worn as an alternative to face coverings.</li> <li>8. Parents and visitors are asked to wear face coverings when coming onto the school premises.</li> <li>9. Staff members who ‘meet and greet’ pupils and parents at the staff and the end of the day will wear face coverings.</li> </ol>
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<p><b>Key Actions</b></p> <p>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.</p> <p>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.</p> <p>Restricting pupils from leaving class unsupervised wherever possible. Included in class charter.</p>
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Risk or Hazard	Level of Risk	Control Measures
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<p>Contact of shared resources resulting in indirect transmission of the virus</p>	<p><b>High</b></p>	<ol style="list-style-type: none"> <li>1. Children asked to bring in own stationary (or have packs of stationary labelled with their name on)</li> <li>2. Tubs of resources for individuals if needed – maths cubes etc</li> <li>3. Fogging machine used throughout school at the end of each day to sanitise all items.</li> <li>4. Lessons planned so resources are individual and not shared – or on white board</li> <li>5. Resources on tables ready for lesson and not distributed within the lesson</li> <li>6. Plastic packets (zippy) bags used for individual resources</li> <li>7. Children encouraged to wash hands / use hand gel <i>when they arrive at school, return from breaks, change rooms, before and after eating.</i></li> <li>8. <i>Classroom based resources will be cleaned regularly.</i></li> <li>9. <i>Equipment shared between bubbles must be cleaned before shared with another bubble or left for a period of 48 hours (72 hours for plastics)</i></li> </ol>
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### Key Actions

Hand gel to be put near pen used for staff signing-in book

Limit the number of shared resources that are taken home by staff and pupils and limit the exchange of such resources.

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

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.

Individual equipment to be placed in tray for storage in conservatory overnight

Sufficient stationery supplies mean that children will all have their own individual resources available.

Fogging machine able to sanitise any items left in classroom overnight – ready for use next day.

Water fountain to be taped up with hazard tape as not to be used.

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.

Risk or Hazard	Level of Risk	Control Measures
Emotional distress of the children	Varies	<ol style="list-style-type: none"> <li>1. Children to have class teacher and LSA (if possible under vulnerable staff guidance) in the first instance</li> <li>2. Small numbers of children to support their emotional need</li> <li>3. Reduced time in school to ensure transition is successful from home to school</li> <li>4. 2 metre social distancing ELSA provision available for children who are distressed</li> <li>5. Thrive curriculum to be delivered for first two weeks to support children's well-being – slowly increasing the cognitive load</li> </ol>

### Key Actions

Absence monitoring of children will follow usual safeguarding procedures

Headteachers will liaise with LA or other providers of support services to ascertain whether or when such services will be available

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.

Provide:

- 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

Planning addresses recommended approach to support pupils' wellbeing.

Materials about mental wellbeing and these may be a useful source of information for teachers and headteachers.

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.

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>)

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 needed for them. She will liaise with LA on their capacity to support with this if needed.

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.

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 **or future lockdowns**.

Headteachers should consider how they might manage any increase in referrals as pupils return to school.

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.

~~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. **It has not been considered helpful to engage with discussions with children about the need to 'catch up' with any lost learning time. It is apparent that children and their families have been impacted by COVID and national lockdowns in a wide ranging way.**

**In order to determine the need to adjust curriculum plans** assessment of children's gaps in knowledge will be a key focus for teachers through ongoing formative rather than test style summative assessment in the first part of the autumn term. **This is also the case following the return to school on 8<sup>th</sup> March 2021.**

~~PE lessons can continue to take place providing they are strictly non-contact and do not involve more than any one temporary group.~~ **PE, music and drama lessons will continue to be provided in line with the government and governing bodies guidance.**

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.

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.

Risk or Hazard	Level of Risk	Control Measures
Emotional distress of staff – including anxiety		<ol style="list-style-type: none"> <li>1. Inclusion in risk assessment process – input into hazard identification and control measures</li> <li>2. Online coaching for any staff who requests it</li> <li>3. Staff meeting – virtually – to discuss concerns and shared control measures</li> <li>4. Sharing of support helplines – HCC and others</li> <li>5. At least one SLT member of staff on site every day for staff to share concerns with</li> <li>6. Risk assessments reviewed after day one, week one and fortnightly after that – this is flexible</li> <li>7. Designated “staff areas” areas for different groups of staff – maybe rota for same area if needed</li> <li>8. Planned time for planning and preparation within the week esp for those with children in school</li> <li>9. Extremely vulnerable staff (Shielding) work from home</li> <li>10. Vulnerable staff – working in school and following control measures in place. Regular review of individual risk assessments will be conducted and adherence to strict 2 metre distancing measures in place</li> </ol>

### Key Actions

Identify staff who cannot return to school at this point and how they can work from home e.g. to support remote education

Agree any flexible working arrangements needed to support any changes to normal work patterns

Agree staff workload patterns

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.

Need to consider staff concerns and anxieties about returning to work. Need to undertake risk assessment for more vulnerable staff

Contingency plan for key roles

- 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.

Regular communication with staff to allay concerns and share control measures being introduced to keep staff and pupils safe

Share information on Employee Support Line

SLT member available on site daily for staff to share concerns with

Regular review and monitoring of all risk assessments:

Risk or Hazard	Level of Risk	Control Measures
<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.</p>		<ol style="list-style-type: none"> <li>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</li> <li>2. Masks purchased if needed – N95 grade and instructions form PHE re cleaning – so issued to individuals</li> <li>3. Extra disposable aprons ordered</li> <li>4. Extra gloves ordered</li> <li>5. Some visors also ordered if needed</li> <li>6. Reduced timetable / exclusion / inclusion considered if necessary if children are acting in a way staff are put at risk</li> </ol> <p><del>Pls note the Government guidance states "Wearing face coverings or face masks is not recommended"</del></p>

### Key Actions

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 1<sup>st</sup> June regularly.

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.

Goggles to be ordered, to be cleaned with Milton fluid after use.

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.

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.

Risk or Hazard	Level of Risk	Control Measures
<p>Risk of spreading virus due to visitors entering the school site resulting in direct transmission of the virus.</p>	<p><b>High</b></p>	<ol style="list-style-type: none"> <li>1. Limited access to visitors (contractors, parents, other visitors for purposes of curriculum delivery, safety and pupil wellbeing)</li> <li>2. Wherever possible, visitors encouraged to phone and book appointment to visit school</li> <li>3. All visitors have to report to reception before entering school building</li> <li>4. Visitors briefed on the need to maintain social distancing whilst moving around school and use hand sanitiser before entry.</li> <li>5. <b>Visitor booklet details required preventative measures in school.</b></li> <li>6. Visitors not allowed in classrooms unless children and classroom staff are not present (unless an emergency). <b>Should it be necessary for visitors, such as advisory teachers &amp; LA personnel, to enter classrooms this must be with the consent of the adults working in the classroom, strict social distancing compliance and the use of appropriate face coverings.</b></li> <li>7. Visitors encouraged to use the school's established one way system at times of peak pedestrian traffic</li> <li>8. Contractors asked to share their risk assessment in response to Covid-19</li> <li>9. <b>Visitors are asked to wear face coverings when coming onto the school site and in the school in communal areas where social distancing may not be maintained.</b></li> </ol>

### Key Actions

Parent communication requesting they do not visit the school office without a prior appointment

HCC confirm that they have asked contractors to pre-book and essential visits to the school

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

Hand gel to be mounted in bracket near keypad for entering school.

For planned works, risk assessments covering response to Covid-19 pandemic to be sought and reviewed.

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

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 or Hazard	Level of Risk	Control Measures
<p>Risk of spreading the virus due to poor hygiene resulting in indirect transmission of the virus</p>	<p><b>Medium</b></p>	<ol style="list-style-type: none"> <li>1. Hand gel available in each classroom under supervision of classroom staff</li> <li>2. Hand gel order in large quantities</li> <li>3. Soap and hand-towel dispenser refilled to full daily</li> <li>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</li> <li>5. Washing hands posters replaced in all washing areas</li> <li>6. Procedure agreed for children to wash hands so thorough hand washing</li> </ol>

### *Key Actions*

Hand gel ordered and dispensed to each class and the following areas: Reception, Signing-In Book, Site Manager's Office and First Aid Room

Facial Tissues ordered and dispensed to each class, IT suite, reception, offices and first aid room

Stock re-order system to be set up with weekly check sheet of essential items detailed with trigger points for re-order.

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.

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

Washing hands posters placed in all washing areas.

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

Follow usual absence periods for sickness including current government guidelines for COVID-19



All users/visitors to the site encourage to clean hands or use gel before entering the school. Hand gel at reception desk

Extremely high hygiene for any food making/tasting activities – this activities will not be undertaken.

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

Toilets should be cleaned at lunchtime and again at the end of the school day.

Risk or Hazard	Level of Risk	Control Measures
Risk of infection due to lack of cleaning resulting in indirect transmission of the virus	High	<ol style="list-style-type: none"> <li>1. All surfaces, handles, toilets and shared equipment will be cleaned each day using the Fogging Machine and anti-bacterial cleaner where necessary.</li> <li>2. Additional mid-day cleaning regime to empty classroom bins, toilets and high touch points implemented</li> <li>3. PPE will be worn by all cleaning staff</li> <li>4. Soft furnishings and soft / cloth toys will be removed from use in classrooms</li> <li>5. Regular deep cleaning of all classrooms and communal areas</li> <li>6. Increased frequency of handwashing and sanitising facilitated by additional hand sanitiser dispensers.</li> </ol>

#### Key Actions

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

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.

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.

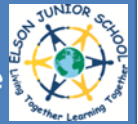
Sufficient PPE (Coveralls, disposable aprons, gloves, face masks and goggles) ordered for Cleaning staff.

Door handles and handrails to be cleaned after lunch daily

Dining hall/classroom tables to be cleaned before and after eating

Classroom doors to be left open throughout the day to avoid the need to touch the handle

Equipment assigned to individuals wherever possible and stored in trays in conservatories overnight



Shared resources to be avoided wherever possible but where necessary must be cleaned with anti-bacterial spray and cloth/paper towel or antiseptic wipes before passing to next person.

First Aid Room fittings and Equipment to be wiped down with anti-bacterial spray and paper towel or antiseptic wipes when patient leaves

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.

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.

Photocopier – anti-bacterial wipes to be placed here for wiping keypad before use

Electronic keypads and door keypads – to be cleaned with anti-bacterial wipes cloth at the beginning and end of the day and at lunchtime.

Check hygiene levels of all core areas before school reopens to more pupils on 1<sup>st</sup> June 2020.

Review of cleaning products used undertaken on 30<sup>th</sup> September 2020. Decision made to cease use of Jangro Disinfectant and to only use Evans Safe Zone Plus Virucidal Disinfectant as this meets standard EN14476, effective against coronavirus within a 5 minute contact time. Virosol used for fogging also meets this standard and is in line with Government advice in “COVID-19: Cleaning of non-healthcare settings guidance”. We have checked with the manufacturers that using both these products will not create any noxious fumes.

Risk or Hazard	Level of Risk	Control Measures
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<p>Risk of illness of vulnerable staff and family members through direct or indirect transmission of the virus</p>	<p><b>High</b></p>	<ol style="list-style-type: none"> <li>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 and preventive measures are in place, they can return to work. They need to follow rigorous hygiene measures in order to keep themselves safe. Shielding notices were implemented for staff with effect from 2<sup>nd</sup> November 2020. Shielding notices have been extended to 31<sup>st</sup> March 2021</li> <li>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 metres of other people, settings must carefully assess and discuss with them whether this involves an acceptable level of risk.</li> <li>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.</li> <li>4. If a staff member lives in a household with someone who is extremely clinically vulnerable it is advised they <del>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</del> are able to attend work where the full range of prevention and hygiene measures has been implemented.</li> </ol>
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## Key Actions

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.

The staffing picture may change so should be updated frequently. Staff are asked to update the Headteacher immediately if they are unable to attend school in order to facilitate effective cover.

*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 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.*

*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.*

*When scheduling groups you should:*

- *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.*

*Schools must not plan for pupils to return on a rota basis.*

Attendance must be monitored in line with usual statutory requirements

Risk or Hazard	Level of Risk	Control Measures
<p>Risk of spreading the virus directly – suspected case in school</p>	<p><b>High</b></p>	<ol style="list-style-type: none"> <li>1. If pupil develops symptoms, take to the first aid room. The office door should be closed and windows opened for ventilation.</li> <li>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.</li> <li>3. Supervising adult should use recommended PPE if a distance of 2m cannot be maintained.</li> <li>4. If a staff member, they should be sent home immediately.</li> <li>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.</li> <li>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 any contact with someone who is unwell.</li> <li>7. Classroom should be cleaned using the fogging machine as soon as possible</li> </ol>

#### Key Actions

If adult/staff member has any symptoms they should advise the Headteacher immediately and be sent home. They should be asked to provide the Headteacher with a list of any people they may have had close contact with (defined as <2m for more than 15 minutes or <1m for more than 1 minute) during the preceding 2 days by email at the earliest possible opportunity.

Contact parents of pupil. Inform Headteacher/AHT if not yet aware.

The class teacher should be asked to identify who the child has been in close contact with (defined as <2m for more than 15 minutes or <1m for more than 1 minutes) during the preceding 2 days and provide a list to the Headteacher at the earliest opportunity.

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.

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.

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.

Disposable gloves on order with County Supplies

Disposable Aprons on order with Comax

Fluid-resistant surgical face masks on order with Hoopers

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.

Disinfectant

Virusol

Fogging Machine

Disposable cloths

Disposable mop heads

Stock re-order system to be set up with weekly check sheet of essential items detailed with trigger points for re-order

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.

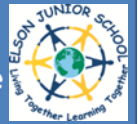
As soon as practical, all surfaces that the symptomatic person has come into contact with in the first aid room must be cleaned and disinfected, **the classroom should be cleaned with the fogging machine as soon as possible** – if this is not possible then we should clean affected area with Evans Safe Zone. Staff undertaking the cleaning need to use effective PPE (as for use of fogging machine) and also ensure that they use disposable cloths/paper towels and mop heads. All used cleaning equipment/PPE then needs to be disposed of carefully – placed in a plastic rubbish bag and tied when full, placed in a second bin bag and tied, put in the Brick Store and marked for storage until the individual's test results are known. This waste should not be placed in communal waste areas until negative test results are known or the waste has been stored for at least 72 hours before disposal.

Public areas where a symptomatic individual has passed through and spent minimal time such as corridors can be cleaned as normal.

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.

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

If the test is negative they can return to school immediately.



Risk or Hazard	Level of Risk	Control Measures
Risk of spreading the virus directly – confirmed case in school	HIGH	<ol style="list-style-type: none"> <li>1. Engage with Track and Trace organisation and follow protocols for identification of close contacts to implement self-isolation period</li> <li>2. Rest of class/staff should be sent home and self-isolate for 10 days</li> <li>3. Cleaning of any affected areas will depend upon the time that has passed since the infected person was last in school.</li> </ol>

#### Key Actions

Contact PHE for further advice and guidance

Headteacher to contact the LA to keep them informed

Headteacher to contact those needing to self-isolate following PHE guidance.

Office staff to review the visitors book/staff list/known users e.g. breakfast club/after school clubs for the period of likely infection spread and inform headteacher of **ALL** persons on site during this timeframe.

Under advice of Headteacher, office staff to contact all persons present that are deemed to be at low risk of catching virus and are therefore not being advised to self-isolate.

The infection risk from a COVID-19 contaminated environment decreases over time. It is not yet clear at what point there is no risk from the virus, however, studies suggest that, in non-healthcare settings, the risk of residual infectious virus is likely to be significantly reduced after 48 hours. Where possible, the room should be fogged as soon as possible. If this is not possible then we should clean affected area with Evans Safe Zone. Staff undertaking the cleaning need to use effective PPE (as for use of fogging machine) and also ensure that they use disposable cloths/paper towels and mop heads. All used cleaning equipment/PPE then needs to be disposed of carefully – placed in a plastic rubbish bag and tied when full, placed in a second bin bag and tied, put in the Brick Store and marked for storage until the individual's test results are known. This waste should not be placed in communal waste areas until negative test results are known or the waste has been stored for at least 72 hours before disposal.

## 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>

Checklist to support schools re-opening and preparation for COVID-19 resurgences or similar public health crises (11<sup>th</sup> December 2020)

<https://www.who.int/publications/i/item/9789240017467>

### Public Health England

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

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/908434/Disparities\\_in\\_the\\_risk\\_and\\_outcomes\\_of\\_COVID\\_August\\_2020\\_update.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908434/Disparities_in_the_risk_and_outcomes_of_COVID_August_2020_update.pdf)

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

Updated 16th April 2021

Stay at home: what to do if you or someone you share your home with has coronavirus symptoms (published June 2020, 15<sup>th</sup> February 2021)

<https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance>

### 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>



## Information regarding transmission rates

Transmission of SARS-CoV-2 in K-12 schools (February 2021)

[https://www.cdc.gov/coronavirus/2019-ncov/more/science-and-research/transmission\\_k\\_12\\_schools.html](https://www.cdc.gov/coronavirus/2019-ncov/more/science-and-research/transmission_k_12_schools.html)

Office for National Statistics Surveys (December 2020)

<https://www.gov.uk/government/news/covid-19-infection-rates-in-schools-mirror-rates-in-the-community>

<https://www.ons.gov.uk/peoplepopulationandcommunity/healthandsocialcare/causesofdeath/bulletins/coronaviruscovid19relateddeathsbyoccupationenglandandwales/deathsregisteredbetween9marchand28december2020#main-points> 25<sup>th</sup> January 2021

## 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](http://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 24<sup>th</sup> 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>

PM statement at coronavirus press conference: 22 February 2021

<https://www.gov.uk/government/speeches/pm-statement-at-coronavirus-press-conference-22-february-2021>

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

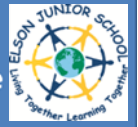
<https://www.gov.uk/government/publications/wuhan-novel-coronavirus-background-information/wuhan-novel-coronavirus-epidemiology-virology-and-clinical-features>

Coronavirus (COVID-19) statistics and analysis (updated 7<sup>th</sup> August 2020, 2<sup>nd</sup> September 2020)

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

Staying safe outside your home (updated 24<sup>th</sup> June 2020, 7<sup>th</sup> January 2021, 31<sup>st</sup> March 2021)

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



Staying alert and safe – Social Distancing (updated 13<sup>th</sup> August 2020, 22<sup>nd</sup> February 2021, 16<sup>th</sup> April 2021)

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

Coronavirus (COVID-19): Meeting with others safely (social distancing) (7<sup>th</sup> January 2021, 31<sup>st</sup> March 2021)

<https://www.gov.uk/government/publications/coronavirus-covid-19-meeting-with-others-safely-social-distancing/coronavirus-covid-19-meeting-with-others-safely-social-distancing?priority-taxon=774cee22-d896-44c1-a611-e3109ccea8eae>

Meeting people outside your household (updated 14<sup>th</sup> August 2020, 7<sup>th</sup> January 2021, 31<sup>st</sup> March 2021)

<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 13<sup>th</sup> August 2020, 16<sup>th</sup> April 2021)

<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 14<sup>th</sup> August 2020, 22<sup>nd</sup> February 2021, 16<sup>th</sup> April 2021)

<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 18<sup>th</sup> August 2020, 25<sup>th</sup> February 2021, 16<sup>th</sup> April 2021)

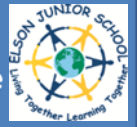
<https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19>

Contacts: PHE health protection teams (updated 17<sup>th</sup> June 2020, 19<sup>th</sup> November 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 13<sup>th</sup> August 2020, 15<sup>th</sup> February 2021)

<https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance>



Coronavirus (COVID-19): getting tested (published 15<sup>th</sup> April '20 updated 12<sup>th</sup> August 2020, 27<sup>th</sup> February 2021, 8<sup>th</sup> April 2021)

<https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested>

Guidance for contacts of people with confirmed coronavirus (COVID-19) infection who do not live with the person (updated 12 August 2020, 12<sup>th</sup> February 2021, 30<sup>th</sup> March 2021)

<https://www.gov.uk/government/publications/guidance-for-contacts-of-people-with-possible-or-confirmed-coronavirus-covid-19-infection-who-do-not-live-with-the-person>

Daily update of COVID rates in Gosport (28<sup>th</sup> February 2021, 17<sup>th</sup> April 2021)

<https://coronavirus.data.gov.uk/search?postcode=PO12+1es>

[https://coronavirus.data.gov.uk/easy\\_read?postcode=PO12+1ES](https://coronavirus.data.gov.uk/easy_read?postcode=PO12+1ES)

National Roadmap out of Lockdown (22<sup>nd</sup> February 2021)

<https://www.gov.uk/government/publications/covid-19-response-spring-2021/covid-19-response-spring-2021-summary>

## **Workplace Guidance**

COVID-19 contain framework: a guide for local decision makers (updated 7 August 2020, 29<sup>th</sup> December 2020, 18<sup>th</sup> March 2021)

<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 13<sup>th</sup> August 2020, 25<sup>th</sup> February 2021, 1<sup>st</sup> April 2021)

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

Working safely during coronavirus (COVID-19) (updated 13<sup>th</sup> August 2020, 10<sup>th</sup> January 2021, 15<sup>th</sup> April 2021)

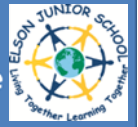
<https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/offices-and-contact-centres>

COVID-19: cleaning in non-healthcare settings outside the home (updated 15<sup>th</sup> July 2020, 16<sup>th</sup> October 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, updated 24<sup>th</sup> February 2021)

<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 16<sup>th</sup> August 2020)

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

Information for parents and carers about attending schools, nurseries and colleges in the spring term 2021 (24<sup>th</sup> February 2021)

<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>

Information for parents and carers about attending schools, nurseries and colleges in the spring term 2021 (7<sup>th</sup> April 2021)

<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>

## **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

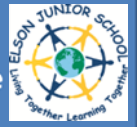
<https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools>

Guidance for full opening: schools (published 2<sup>nd</sup> July 2020, updated 7<sup>th</sup> 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 24<sup>th</sup> July 2020)

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



Restricting Attendance in Schools during the National Lockdown (Updated 22<sup>nd</sup> February 2021)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/958906/Restricting\\_attendance\\_during\\_the\\_national\\_lockdown\\_schools\\_guidance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/958906/Restricting_attendance_during_the_national_lockdown_schools_guidance.pdf)

School Attendance (updated 2<sup>nd</sup> March 2021)

<https://www.gov.uk/government/publications/school-attendance>

Schools coronavirus (COVID-19) operational guidance (22<sup>nd</sup> February 2021, 6<sup>th</sup> April)

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/schools-coronavirus-covid-19-operational-guidance>

Safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE) (updated 21<sup>st</sup> July 2020, 14<sup>th</sup> December 2020, 1<sup>st</sup> March 2021)

<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 1<sup>st</sup> June 2020, withdrawn August 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 13<sup>th</sup> 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 13<sup>th</sup> July 2020, updated 2<sup>nd</sup> September 2021)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/899384/Checklist\\_for\\_school\\_leaders\\_on\\_behaviour\\_and\\_attendance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/899384/Checklist_for_school_leaders_on_behaviour_and_attendance.pdf)

Restricting attendance during the national lockdown: schools (February 2021)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/958906/Restricting\\_attendance\\_during\\_the\\_national\\_lockdown\\_schools\\_guidance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/958906/Restricting_attendance_during_the_national_lockdown_schools_guidance.pdf)

Department for Education Annex A: health and safety risk assessment (22 February 2021, 6<sup>th</sup> April 2021)

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/annex-a-health-and-safety-risk-assessment>