



## COVID 19 – Risk Assessment Sept 2020 March 2021

<b>Date approved by Directors</b>	13 <sup>th</sup> July 2020
<b>Next review date</b>	April 2021
<b>Body responsible for review</b>	Directors Compliance Committee

Constituent academy to which this policy relates:

Hagley Catholic High School  
Our Lady of Fatima Catholic Primary School  
Our Lady and St Hubert's Primary School  
  
St Ambrose Catholic Primary School  
St Francis of Xavier Primary School  
  
St Georgy's Primary school  
  
St Joseph's Catholic Primary School  
  
St Mary's Catholic Primary School  
St Philips Catholic Primary School  
  
St Wulstan's Catholic Primary School

MAC Central Office

## I. Introduction

The updated Government Guidance 02.07.20 sets out that all pupils, in all year groups, will return to school full-time from the beginning of the autumn term and has been prepared with input from school leaders, unions and sector bodies in consultation with Public Health England and the Health and Safety Executive.

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

'Returning to school is vital for children's education and for their wellbeing. Time out of school is detrimental for children's cognitive and academic development, particularly for disadvantaged children. This impact can affect both current levels of learning and children's future ability to learn, and therefore we need to ensure all pupils can return to school sooner rather than later.

The risk to children themselves of becoming severely ill from coronavirus (COVID-19) is very low and there are negative health impacts of being out of school. We know that school is a vital point of contact for public health and safeguarding services that are critical to the wellbeing of children and families.' (Gov.uk Guidance for full opening schools: 2 July 2020)

In January 2021, the Government instructed that schools should restrict attendance during the national lockdown.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/950510/School\\_national\\_restrictions\\_guidance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/950510/School_national_restrictions_guidance.pdf)

And subsequently, on 22.2.2021, the Government announced that schools will be fully open, for all pupils to attend from 8.3.2021.

Schools must comply with health and safety law, which requires us to assess risks and put in place proportionate control measures. School leaders have worked with Health and Safety consultants, Local Authorities and Unions to draw up plans for the autumn term that address the risks identified using the system of controls set out by Public Health England. Essential measures include:

- a requirement that people who are ill stay at home
- robust hand and respiratory hygiene
- enhanced cleaning arrangements
- active engagement with NHS Test and Trace
- formal consideration of how to reduce contacts and maximise distancing between those in school wherever possible and minimise potential for contamination so far as is reasonably practicable.

The system of controls provides a set of principles that effectively minimise risks. All elements of the system of controls are essential.

We appreciate there cannot be a 'one-size-fits-all' approach where the system of controls describes every scenario. Local School leaders will be best placed to understand the needs of their schools and communities, and to make informed judgments about how to balance delivering a broad and balanced curriculum with the measures needed to manage risk.

We want all pupils and staff to be back in school. We are taking reasonable steps to protect staff, pupils and others from coronavirus (COVID-19) within our setting by revisiting our risk assessments and building on the knowledge and practices we have developed during the last few months.

## 2. Legislative framework

This policy has due regard to legislation and guidance including, but not limited to, the following:

The Health and Safety at Work etc. Act 1974  
The Workplace (Health, Safety and Welfare) Regulations 1992 (as amended)  
The School Premises (England) Regulations 2012  
The Manual Handling Operation Regulations 1992 (as amended)  
The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013  
The Provision and Use of Work Equipment Regulations 1998  
(DfE) 'Advice on standards for school premises' 2015  
Guidance for full opening: schools (GOV.UK 02.07.20)

This policy will be implemented in conjunction with the school's:

Health and Safety Policy  
First Aid Policy  
First Aid Risk Assessment  
Cleaning Policy and Schedule  
Lateral flow Testing policy

Government advice "does not supersede any legal obligations relating to health and safety, employment or equalities and it is important that as an employer you continue to comply with your existing obligations".

### **3. Employers' duties**

The employer is responsible for making sure that their health and safety risk assessments are maintained and address the risks identified using a system of control measures. Emmaus Catholic Multi Academy Company take reasonable steps to protect staff, pupils and others from CORONAVIRUS (COVID 19) within our setting.

For Emmaus Catholic Academy Company, it is the Board of Directors who consult the Academy Committee in each school.

Whilst it is recognised that the employer cannot delegate the overall legal accountability for the health and safety of employees; the day-to-day running of the school including responsibility for the health and safety of staff and pupils is ordinarily delegated to the Principal and school management team.

Reference: <https://www.hse.gov.uk/services/education/sensible-leadership/school-leaders.htm>

The employer has a duty to:

- Put in place sensible approaches to health and safety, with clear policies that focus on real risks, and do not encourage unnecessary paperwork.
- Provide appropriate training for staff.
- Implement arrangements that manage the risks to staff, pupils and visitors who may be affected by the school's activities.

- Provide personal protective equipment (PPE) in the required setting (first aid or 1-2-1 supervision).
- Check that the control measures have been implemented and remain appropriate and effective.

#### 4. Employees' duties

All of the school workforce plays an important part in sensible health and safety management in school. Staff involvement makes a vital contribution towards achieving safer and healthier workplaces, and helps develop sensible rather than over cautious approaches.

Employees have a duty to:

- Take reasonable care for your own health and safety and that of others who may be affected by what you do, or fail to do.
- Attend appropriate training as required.
- As necessary, wear any personal protective equipment (PPE) provided by the employer.
- Cooperate with your employer, fellow members of staff, contractors and others to enable them to make and keep the workplace safe.
- Raise health and safety concerns in line with local arrangements

#### 5. COVID (19) The Risk

Coronavirus disease (COVID-19) is an infectious disease caused by a newly discovered coronavirus.

Most people infected with the COVID-19 virus will experience mild to moderate respiratory illness and recover without requiring special treatment. Older people, and those with underlying medical problems like cardiovascular disease, diabetes, chronic respiratory disease, and cancer are more likely to develop serious illness.

In January 2021, the school community is more aware of a new variant of COVID-19. All of the current controls in school still stand and are no different for the new variant of the COVID-19 virus. What has changed is its ability to be more easily transmissible so the current controls must be reinforced to ensure a break in the transmission route is maintained and the building remains COVID secure.

The best way to prevent and slow down transmission is to be well informed about the COVID-19 virus, the disease it causes and how it spreads. Protect yourself and others from infection by washing your hands or using an alcohol-based rub frequently and not touching your face.

The COVID-19 virus spreads primarily through droplets of saliva or discharge from the nose when an infected person coughs or sneezes, so it's important that you also practice respiratory etiquette (for example, by coughing into a flexed elbow).

At the time of issuing this guidance, there are no specific vaccines or treatments for COVID-19. However, there are many ongoing clinical trials evaluating potential treatments. St Nicholas Owen Catholic Multi Academy Company will continue to provide updated information as soon as clinical findings become available.

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 coronavirus (COVID 19) suggests that staff in educational settings tend not to at any greater risk from the disease than many other occupations. There is no evidence that children transmit the disease any more than adults however the risk to children themselves of becoming severely ill from coronavirus (COVID19) is very low and there are negative health impacts of being out of school.

*'given the improved position, the balance of risk is now overwhelmingly in favour of children returning to school'* (Gov.uk Guidance for full opening schools: 2 July 2020)

## Part 2: H&S Checklist

Conducted by: **Anthony Brown**

Date: **14/7/2020**

Areas to consider	Y	N	N/A	Evidence/Comments	Further actions?	Who & When?
<b>Health &amp; safety/statutory issues</b>						
Have all health & safety compliance checks of plant & equipment been completed prior to opening?  (This can be done through referencing of the <a href="#">School Premise Logbook</a> or equivalent)	Y			All checks completed or scheduled for completion  All checks completed in-line with statutory guidance	BC to ensure statutory tests completed by Friday May 29 <sup>th</sup>  AB to meet with BC to ensure all compliance tests conducted	BC – Site manager by 29/05/20
Are there sufficient numbers of staff available in safety critical roles?  (e.g. fire marshals, first aid personnel etc)	Y			All key personnel to return to work		BC – site manager AB Head of school First Aid trained staff
Will a test of emergency procedures (e.g. fire drill) be carried out in the first week of school reopening?	Y			Staff, parents and children will be made aware of this so that they aren't alarmed and understand it is good practice for future safety	Fire drill on first week back in to school – staff to be briefed on procedure  Day to be arranged once numbers of children attending are confirmed	BC – site manager AB Head of school

Social distancing issues						
Have classrooms and other learning environments been organised effectively?	Y			<p>Designated classrooms have been set out accordingly</p> <p>Checklists apparent in classrooms to aid staff and children to follow government guidance e.g. wash hands, remind children to not touch face etc.</p> <p>Signage to hygiene</p>	<p>An outline of basic measures taken will be relayed to staff, parents and children before-hand to know what to expect upon arrival at the school site.</p> <p>Checklists distributed to staff</p> <p>Staff made aware of roles and responsibilities</p>	AB Head of school
Has consideration been given to arranging which lessons or classroom activities could take place outdoors?	Y			<p>Staggered break times and lunch times have been accounted for.</p> <p>Use of outdoor spaces planned and equipment limited.</p>	Staff and parents to be informed of expectations	AB Head of school
Has movement around the school been reduced? (e.g. use of timetable, selection of classroom etc)	Y			<p>Drop-off / pick-up locations are planned for.</p> <p>One-way system in place outside and inside school</p> <p>Staffing has been arranged so that duties are shared allowing time for regular cleaning.</p>	Staff and parents to be informed of expectations	BC – site manager AB Head of school
Are there adequate signs/floor markings (e.g. one way, foot marks, hazard tape etc) in key areas to clearly identify the social distancing rules?	Y			<p>Signage to remind stakeholders of social distancing is in place.</p> <p>A one-way entrance and exit route is planned for so that parents can safely drop off and collect children.</p>	<p>Staff, children and parents are to be briefed on these precautions and how they are to be followed strictly.</p> <p>Staff and parents to be informed of expectations</p>	BC – site manager AB Head of school
Have assembly groups been staggered?			N/A	No assemblies during this period – technology used in classrooms for video message assemblies		AB Head of school
Have break times (including lunch) been staggered?	Y			Break times are staggered.	Staff/parents to be informed	AB Head of school

				The use of all outdoor areas has been planned for so that bubbles of children remain together		
Have drop off and collection times been staggered?	Y			Staggered drop-off / pick-up times and locations are planned for.	Staff/parents to be informed	AB – Principal
Have parents drop off and pick up protocols been revised to minimise adult to adult contact?	Y			Consideration has been taken as to where and when families enter the playground for drop-off/collection. The routes to be taken by all stakeholders will work on a one-way, in-out system and bubbles will be collected from designated areas that are spaced 1 m apart at all times.	Staff/parents to be informed	BC – site manager AB Head of school

Infection control issues						
Has a "deep clean" been conducted of any areas of the school	Y			Site manager and cleaners conduct deep clean across school	Cleaning staff rota to be completed to ensure continual cleaning of specific areas	BC – site manager
Is there an enhanced cleaning regime of common contact points in place (e.g. door handles, push bars, desks, whiteboards, etc)?	Y			Cleaning to take place regularly throughout the day – tables and chairs at break times, lunch times and the end of the day. School to be cleaned three times daily (toilets, staffroom, corridors, bins emptied etc.). Door handles, push bars and whiteboards to be wiped.	Cleaning expectations to be relayed to staff on return.	AB – Head of school BC – site manager
Are additional cleaning materials (e.g. wipes) available for use of shared equipment (e.g. kettle, microwave, printers, computer keyboards, pens/pencils, paint brushes, etc)?	Y			Bulk purchase of materials made. Materials provided in the staffroom to maintain cleanliness at all times.	Review stock weekly. Staff reminded to use their own equipment at all times (pens, pencils etc.) and to clean down shared items. All Staff to review on daily basis – act accordingly	BC – site manager AB – Head of school Staff regularly keep checking
Is there a good supply of liquid soap and alcohol-based hand rub (ABHR) available for pupils and adults?	Y			Bulk purchase of materials made. Liquid soap already used in school.	Review stock weekly. All Staff to review on daily basis – act accordingly	BC – site manager AB – Head of school Staff regularly keep checking
Is there a ready supply of tissues for pupils and adults?	Y			Bulk purchase of tissues made.	Review stock weekly. All Staff to review on daily basis – act accordingly	BC – site manager AB – Head of school Staff regularly keep checking
Is consideration being given to deliveries of supplies given that it has been reported that the virus can last on paper for 3 days and cardboard for 24 hours?	Y			Yes - all new orders will be placed with the understanding that when they arrive they will be put into quarantine for 3 days prior to opening.	Ensure stocks are monitored to include the 3 day quarantine for new orders is maintained and stock levels do not diminish.	CC BC



<p>Is contaminated waste disposed of regularly and appropriately? Including PPE.</p>	<p>Y</p>		<p>Waste from possible cases and cleaning of areas where possible cases have been (including disposable cloths and tissues):</p> <p>Should be put in a plastic rubbish bag and tied when full.</p> <p>The plastic bag should then be placed in a second bin bag and tied.</p> <p>It should be put in a suitable and secure place and marked for storage until the individual's test results are known.</p> <p>Waste should be stored safely and kept away from children. You should not put your waste in communal waste areas until negative test results are known or the waste has been stored for at least 72 hours.</p> <p>if the individual tests negative, this can be put in with the normal waste</p> <p>if the individual tests positive, then store it for at least 72 hours and put in with the normal waste</p> <p>If storage for at least 72 hours is not appropriate, arrange for collection as a Category B infectious waste either by your local waste collection authority if they currently collect your waste or otherwise by a specialist clinical waste contractor. They will supply you with orange clinical waste bags for you to place your bags into so the waste can be sent for appropriate treatment.</p> <p>Area in place where waste bags can be stored for 72 hours before it can go in normal bin if someone has been symptomatic.</p> <p>Daily waste:</p> <p>Bins will be emptied throughout the day.</p> <p>Lidded bins to be used in classroom</p>	<p>Waste bag area monitored to ensure 72-hour procedure is followed.</p>	<p>CCK BC</p>
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Is an isolation room available should an adult or pupil become symptomatic whilst at school?	Y			SENDCO/Pastoral Care room designated isolation room		CC
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Communication of Plans						
Have parents been informed of the drop-off and pick up protocols?	Y			Parents have been informed in a letter that includes specific details to OLSH based on the underpinning information/guidance given to families by the MAC Board.		AB – Head of school MAC Board
Are parents and young people aware of recommendations on transport to and from education or childcare setting (including avoiding peak times)?	Y			Parents have been informed in a letter that includes specific details to OLSH based on the underpinning information/guidance given to families by the MAC Board.		AB – Head of school MAC Board
Are parents clear that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely)?	Y			Parents have been informed in a letter that includes specific details to OLSH based on the underpinning information/guidance given to families by the MAC Board.  Signage at the gates will also be used to deter gatherings.  Staff to guide parents		AB – Head of school MAC Board
Are parents clear that if their child needs to be accompanied to the education or childcare setting, only one parent should attend?	Y			Parents have been informed in a letter that includes specific details to OLSH based on the underpinning information/guidance given to families by the MAC Board.		AB – Head of school MAC Board
Have staff been briefed about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful?	Y			Staff will receive the same communication as parents.  Also via staff meetings		AB – Head of school All staff

## Part 2: Full Risk Assessment

### Introduction

The government plan is for the full return of all pupils from 8th March 2021, following a National Lockdown: <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schoolsand>  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/964351/Schools\\_coronavirus\\_operational\\_guidance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/964351/Schools_coronavirus_operational_guidance.pdf)

School employers and leaders are required by law to think about the risks the staff and pupils face and do everything reasonably practicable to minimise them, recognising they cannot completely eliminate the risk of coronavirus (COVID-19). School employers must therefore make sure that a risk assessment has been undertaken to identify the measures needed to reduce the risks from coronavirus (COVID-19) so far as is reasonably practicable and make the school COVID-secure. General information on how to make a workplace COVID-secure, including how to approach a coronavirus (COVID-19) risk assessment, is provided by the [HSE guidance on working safely](#).

This risk assessment checklist/tool is based on Government guidelines on COVID-19 as at 2<sup>nd</sup> July 2020 and is provided to help schools to prepare and decide arrangements for an increased number of children attending/returning to school. It remains subject to change at a short notice as updates are received from the Department for Education (DfE) or Local Authorities. [EYFS guidance](#) should be considered for Nursery Schools and Nursery Classes. Separate guidance is available for Special Schools and is not considered in this tool.

The completion of this tool/checklist should not be undertaken in isolation by one individual and should involve staff who understand the risk assessment process. Once completed, the risk assessment should be shared with the school's workforce. If possible, schools should consider publishing it on their website to provide transparency of approach to parents, carers and pupils (HSE would expect all employers with over 50 staff to do so).

Risk assessment is about identifying sensible measures to control the risks in a workplace or when undertaking an activity. The process evaluates the threats and risks of a specified issue/situation and enables the likelihood that somebody could be harmed, together with an indication of how serious the harm could be, to be considered.

**Likelihood** - For each issue/situation, determine the likelihood it will occur.

**Severity (outcome)** - **determine** the potential injury/health.

Likelihood	
1	Very unlikely
2	Unlikely
3	Likely
4	Very likely
5	Certain

Severity:	
1	No Lost time
2	Under 7-day injury or illness
3	Over 7-day injury or illness (RIDDOR)
4	Specified injury or illness (RIDDOR)
5	Fatality, disabling injury or illness

<b>High (15-25)</b>	These risks are unacceptable; significant improvements in risk control are required. <b>The activity should be halted with immediate effect</b> until risk controls are identified/implemented that reduce the risk to an acceptable level
<b>Medium (5-12)</b>	Additional control measures should be identified and implemented to reduce the risks associated with the activity or workplace so far as reasonably practicable
<b>Low (1-4)</b>	Minimal control measures are required to be implemented to satisfy the level of risk. Maintain current arrangements for risk control

Once the likelihood and severity of the risk have been assessed they are plotted on the risk profiling grid above and the risk rating defined e.g. If a risk has a likelihood of 3 – Likely and a severity of 1 – Minimal, the risk rating will be  $3 \times 1 = 3$ . This would mean the risk is low and arrangement would be adequate.

Hazard	Who might be harmed and how?	CONTROL MEASURES (existing workplace precautions/risk control systems in place)	What further action is required?	Residual Risk rating		
				L	S	R
<b>Lack of certainty over returning numbers</b>	All staff and pupils	<ul style="list-style-type: none"> <li>• Full attendance expected for all year groups</li> <li>• Support for pupil/parent anxiety about return to school and vulnerability to COVID-19- calls made and phased return offered where needed</li> <li>• Requests for support for vulnerable families can be requested through Sandwell</li> <li>• Potentially some children remain shielded at home – parents/carers to inform school and provide with copy of letter sent to CEV children</li> <li>• Requests for support for vulnerable families sent through Early Help Hubs</li> <li>• Any specialist equipment required is returned to school/additional equipment made available to support return</li> <li>• Home to school transport in place for pre-allocated children and reviewed ½ termly</li> <li>• Engage services of EWO to support pupils and families who do not return to school</li> </ul>	Continue to follow up with pupils who have not returned to school and follow processes to encourage attendance.			
<b>Unable to assess required staffing resource</b> <i>(cross reference with risk assessment on staff health and wellbeing)</i>	All staff and pupils	<ul style="list-style-type: none"> <li>• Identify numbers and roles of staff required to support return:</li> <li>• Risk assess staff returning</li> <li>• Full use is made of those staff who are self-isolating or shielding but who are well enough to teach lessons or deliver interventions online</li> </ul>	Complete staff risk assessments Identify which staff will work where on identification of children returning			
<b>Number of staff available is lower than that required to teach classes in school and operate effective home learning or meet the required ratios as required by EYFS</b>	All staff and pupils	<ul style="list-style-type: none"> <li>• The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned.</li> <li>• Flexible and responsive use of teaching assistants and pastoral staff to supervise classes is in place.</li> <li>• Availability of testing for school staff is updated according to latest government advice</li> <li>• Supply staff agencies to be utilised for covering classes where individual staff to self-isolate, so far as the budget allows</li> <li>• Remote-learning policy in place in small cases where a bubble cannot be staffed- bubble to move to remote learning</li> <li>• Plans to contact the MAC are in place and additional resources will be identified if needed.</li> </ul>				

<b>Schools lose focus on continuing to apply in-year admissions process including admitting 'new' pupils including in EYFS</b>	New admissions children and families	<ul style="list-style-type: none"> <li>• Review in-year school admissions expectation with key admission staff.</li> <li>• Ensure key school contact and related resources in place.</li> <li>• Ensure timely returns of individual pupil (applications and outcomes through a Pupil Movement Form) and wider cohort data returns.</li> <li>• Ensure speedy admission of children in the relevant year groups.</li> <li>• Review current admissions policy and how this can be adapted for new cohorts</li> <li>• Pupils to be risk assessed and discussed at regular SEND or Fair Access panels. Any issues addressed through SLT and in discussion with families. LA support for individual or complex cases.</li> </ul>		I	I	I
Hazard	Who might be harmed and how?	CONTROL MEASURES (existing workplace precautions/risk control systems in place)	What further action is required?	Residual Risk rating		
				L	S	R
<b>Plans are not in place to identify number of classrooms required to allow appropriate social distancing for each year group</b>		<ul style="list-style-type: none"> <li>• SLT, staff and site management team meeting to review school site and assess which classrooms can accommodate entry/exit points</li> <li>• Classrooms organised to face front of class</li> <li>• All designated classrooms being fully utilised for each year group and re-organised to allow front facing desks</li> <li>• Hand washing facilities identified for each learning zone • Review of measures each week at staff meeting</li> </ul>	Continue to review	2	4	8
<b>Lessons in some curriculum areas cannot be conducted safely when carried out in the usual way.</b>		<ul style="list-style-type: none"> <li>• PE lessons take place outdoors where possible</li> <li>• When PE lessons take place indoors, pupils and staff wash hands before entering the hall and when leaving the hall.</li> <li>• PE equipment is cleaned between groups.</li> <li>• Peripatetic teachers continue to come into school, but will follow the risk assessment and visitor protocol.</li> <li>• Group activity may be limited in dance and drama lessons to ensure that social distancing is observed where possible. <ul style="list-style-type: none"> <li>• Keep background and accompanying music to levels that do not encourage pupils and staff to raise their voice over it.</li> </ul> </li> <li>• Performances with audiences do not take place. Livestreaming or recording is considered.</li> <li>• Singing takes place only in larger well-ventilated spaces, or outdoors. • Singers are spaced at least 2 metres apart in all directions.</li> <li>• The taught curriculum is ambitious and broad in all subject areas.</li> <li>• Swimming to resume and school to work with Swimming baths to ensure risk assessment is robust</li> </ul>		3	2	6

<b>Classroom arrangements do not currently allow for adequate social distancing</b>	All staff/pupils	<ul style="list-style-type: none"> <li>• Agreed new timetables and confirmed arrangements for each year group.</li> <li>• Classrooms re-modelled, with chairs and desks in place to face front where possible</li> <li>• Spare chairs removed from desks so they cannot be used.</li> <li>• Clear signage displayed in classrooms</li> <li>• Hand washing facilities identified for each learning zone</li> <li>• Phases/Classes stay together with their teacher and do not mix with other phases</li> <li>• Consideration of staffing changes to cover absence.</li> <li>• The EYFS environment is re-organised to meet requirements of social distancing</li> </ul>	Classrooms to be set up	2	4	8
<b>There is a need for additional space to allow for curriculum to be fully delivered</b>	All staff/pupils	<ul style="list-style-type: none"> <li>• Identify available large spaces and appropriate timetabling e.g. dining areas, halls, studios, particularly in outdoor areas.</li> <li>• Large gatherings prohibited. Use virtual resources to share information</li> <li>• Design layout and arrangements in place to enable social distancing.</li> <li>• The EYFS environment is re-organised to meet requirements of social distancing</li> </ul>	Review timetables ½ termly Assemblies to take place digitally Continue to review with updated DFE guidance	2	4	8
<b>Hazard</b>	<b>Who might be harmed and how?</b>	<b>CONTROL MEASURES</b> (existing workplace precautions/risk control systems in place)	<b>What further action is required?</b>	<b>Residual Risk rating</b>		
				<b>L</b>	<b>S</b>	<b>R</b>
<b>Parents and carers are not fully informed of the health and safety requirements for the reopening of the school</b>	All	<ul style="list-style-type: none"> <li>• As part of the overall communications strategy parents are kept up to date with information, guidance and the school's expectations on a weekly basis using a range of communication tools.</li> <li>• A COVID-19 section on the school website is created and updated clearly showing arrangements for arriving/collecting pupils</li> <li>• Advice is made available to parents on testing for COVID-19</li> <li>• Clarify arrangements for pick-up/drop-off, break times etc</li> <li>• Primary-ages children are advised not to wear face coverings in class due to increased risk of touching and therefore transmission (Face coverings in school document on website) Parents/carers encouraged to discuss with SMT any requested changes to this</li> </ul>	AB to oversee changes All staff made aware of responsibilities before reopening Continue to review in line with updated DFE guidance	2	4	8



<b>Parents and carers may not fully understand their responsibilities should a child show symptoms of COVID-19</b>	All	<ul style="list-style-type: none"> <li>Any updates to key messages in line with government guidance are reinforced on a weekly basis via email, text and the school's website and verbally.</li> <li>Clear procedures in place where a child falls ill whilst at school with reference to the school's infectious diseases policy</li> <li>Ensure contact details of families are up to date.</li> <li></li> </ul>	All staff made aware of responsibilities before reopening Admin to update pupils new to the school contact details	2	4	8
<b>Communications with parents/carers about expectations that must be followed to support pupils and keep the school community safe are not clear or in place</b>	All	<ul style="list-style-type: none"> <li>Refer to school's hygiene policies</li> <li>Clarity around attendance expectations; in particular when COVID-19 is a risk factor within the family</li> <li>Regular communication through email, text and school comms</li> <li>A COVID-19 section on the school website has been created and updated sharing new procedures/policies and protocols for the changed daily running of the school (e.g.: drop off/pick up times and locations/ one-way systems etc.)</li> </ul>	AB to oversee changes All staff made aware of responsibilities before reopening	2	4	8
Hazard	Who might be harmed and how?	CONTROL MEASURES (existing workplace precautions/risk control systems in place)	What further action is required?	Residual Risk rating		
				L	S	R
<b>The start and end of the school day create risks of breaching social distancing guidelines</b>	All school community	<ul style="list-style-type: none"> <li>Start and departure times are staggered.</li> <li>The number of entrances and exits to be used is maximised.</li> <li>Different entrances/exits are identified and used for different groups.</li> <li>Staff and pupils are briefed, and signage provided to identify which entrances, exits and circulation routes to use.</li> <li>A plan is in place for managing the movement of people on arrival to avoid groups of people congregating.</li> <li>Floor markings are visible where it is necessary to manage any queuing.</li> <li>Attendance patterns have been optimised to ensure maximum safety.</li> <li>A plan is in place for the effective and safe hand over of very young children at the beginning and end of the session - particularly around issues of responding to young children who are showing signs of distress.</li> <li>Parents/carers asked to wear face coverings during arrival and dismissal times</li> <li>Parents encouraged to discuss any issues over the phone or via class email addresses rather than on the school gate</li> </ul>	Parents are regularly reminded of social distancing and signage around the outside of the school.	2	4	8
<b>Daily attendance registers for new cohorts are not in place</b>		<ul style="list-style-type: none"> <li>Systems in place to ensure registers are taken</li> <li>All staff understand responsibility in taking daily register and who is responsible</li> <li>Report to responsible body (DFE and Sandwell LA)</li> </ul>		2	4	8

Hazard	Who might be harmed and how?	CONTROL MEASURES (existing workplace precautions/risk control systems in place)	What further action is required?	Residual Risk rating		
				L	S	R
<b>The school capacity to provide breakfast clubs, lunch clubs and after-school clubs</b>	Families who access wrap-around care	<ul style="list-style-type: none"> <li>Decision made to provide wrap around from September 2020.</li> <li>The hall will be zoned into phases bubble groups</li> <li>Outdoor space to be used at a maximum if weather permits</li> <li>Communicate decisions to parents</li> <li>If hall in use other areas within school have been identified for use</li> </ul>	<p>Liaise with wrap around care staff</p> <p>Plan zones throughout the school</p> <p>Plan activities in advance to avoid mixing bubbles</p> <p>Consider how snack is distributed</p> <p>Ensure the drop off and collection process effectively uses one entrance and parents do not enter the building whenever possible</p>	2	1	2
<b>Meals are not available for all children in school</b>	All pupils	<ul style="list-style-type: none"> <li>Communication with catering provider to consider options based upon numbers of pupils in school</li> <li>Procurement plan in place which confirms that suppliers are following social distancing and hygiene measures.</li> <li>Safe food preparation space, taking account of social distancing</li> <li>Alternative arrangements in place for provision of school meals</li> <li>Usual considerations in place for dietary requirements</li> </ul>	<p>A choice of hot meals will be provided by Dolsc</p> <p>Parents to be informed of choices</p>	1	1	1

Hazard	Who might be harmed and how?	CONTROL MEASURES (existing workplace precautions/risk control systems in place)	What further action is required?	Residual Risk rating		
				L	S	R
<b>School safeguarding policy and procedures are not in place, including updated appendix to include arrangements for COVID-19</b>	Whole school community	<ul style="list-style-type: none"> <li>Safeguarding remains highest priority and policy is updated to reflect changes</li> <li>All staff are briefed on updated safeguarding arrangements, including those contacting families of pupils that are not attending school</li> <li>All DSLs have swift access to advice from LA, CSC, school / health visitors and police (LA has provided contact details)</li> <li>School to consider any changes to day to day health and safety policies including changes to evacuation arrangements depending on the use of classrooms, entry and exit points and Critical Incident and Lockdown procedures, factoring in social distancing requirements</li> <li>Expectations to be shared with pupils in the event of the need to evacuate the building in an emergency</li> </ul>	Meetings to discuss any need for changes Ensure policy is reviewed in line with any future guidance	2	3	6
<b>High risk of increased disclosures from returning pupils</b>	Whole school community	<ul style="list-style-type: none"> <li>DSL capacity is factored into staffing arrangements to ensure enough staff are available to deal with the potential increase in disclosures from pupils</li> <li>Contact is maintained with families where there are vulnerable pupils that are not attending school due to parent/carer decision</li> <li>Multi-agency arrangements in place to support early help</li> <li>School is aware of support through Early Help Hubs</li> <li>Staff are aware of how to access support for issues such as anxiety, mental health, behaviour, young carers, behaviour in addition to safeguarding in general (DSLs, Senco, pastoral Lead, LA)</li> <li>senco has provided CT with well being strategies and lessons</li> </ul>	Regular updates with staff	2	3	6
<b>Insufficient staff confidence or awareness of mental health, pastoral support, wider wellbeing support for pupils returning to school</b>	Staff/Children	<ul style="list-style-type: none"> <li>Staff have access to a range of support services and feel well prepared to support pupils with issues that are impacting on their health and wellbeing. This is differentiated for pupils attending school and those still at home.</li> <li>Staff are aware of how to access support for issues such as anxiety, mental health, behaviour, young carers, behaviour in addition to safeguarding in general.</li> <li>Any concerns regarding children's well being to share with Pastoral Lead</li> <li>All staff trained in emotional coaching</li> </ul>	Regular updates with staff Any safeguarding referrals to be followed up swiftly adhering to social distancing Continue to share emails from safeguarding hub Sandwell Healthy Minds Covid curriculum shared with staff for use in bubbles during PSHE sessions	2	4	8

Hazard	Who might be harmed and how?	CONTROL MEASURES (existing workplace precautions/risk control systems in place)	What further action is required?	Residual Risk rating		
				L	S	R
<b>Pupils' behaviour on return to school does not comply with social distancing guidance</b>	Whole school Community	<ul style="list-style-type: none"> <li>• Clear messaging to pupils on the importance and reasons for social distancing is reinforced throughout the school day by staff and through posters and floor markings. For young children this is done through age-appropriate methods such as stories and games.</li> <li>• Arrangements for social distancing of younger school children have been agreed and staff are clear on expectations in line with DfE advice</li> <li>• Staff model social distancing consistently!</li> <li>• The movement of pupils around the school is minimised.</li> <li>• Large gatherings are avoided and group sizes comply with DfE guidance.</li> <li>• Break times and lunch times are structured to support social distancing and are closely supervised.</li> <li>• The school's behaviour policy has been revised to include compliance with social distancing and this has been communicated to staff, pupils and parents.</li> <li>• Senior leaders monitor areas where there are breaches of social distancing measures and arrangements are reviewed.</li> <li>• Messages to parents reinforce the importance of social distancing.</li> <li>• Staff to consider reasons for changes of behaviour on return to school, for example, due to changes in routine, struggling to reengage, suffering from bereavement and/or anxiety.</li> </ul>	<p>Review Behaviour management policy and communicate expectations with staff</p> <p>Remind staff to talk to pupils about this daily.</p> <p>Review Behaviour policy</p>	3	4	12

Hazard	Who might be harmed and how?	CONTROL MEASURES (existing workplace precautions/risk control systems in place)	What further action is required?	Residual Risk rating		
				L	S	R
<b>Pupils may have fallen behind in their learning during school closures and achievement gaps will have widened</b>	All children	<ul style="list-style-type: none"> <li>Gaps in learning are assessed and addressed in teachers' planning.</li> <li>Home learning is continuing and is calibrated to complement in-school learning and address gaps identified.</li> <li>Plans for intervention are in place for those pupils who have fallen behind in their learning and are supported through home learning</li> <li>Consider the response to young children who have fallen behind in their self-care skills (EYFS)</li> </ul>	Staff to assess children where possible and adapt curriculum Review remote learning policy	3	1	3
<b>Operational needs of school create insufficient resource to support ongoing learning offer for eligible pupils who can't attend school, as well as those that continue to be out of school</b>	All children	<ul style="list-style-type: none"> <li>Access seesaw for online resources</li> <li>Review online offer for pupils that are unable to attend school</li> <li>Learning offer for pupils unable to access online resources</li> <li>Access Early Help Hub support for those pupils affected by ICT poverty</li> <li>Differentiate offer for eligible children that can't attend school to support future transition</li> <li>Staff understand responsibility in updating seesaw for all pupils not in school.</li> <li>See remote learning policy and code of conduct for pupils and staff</li> </ul>	All staff to continue to provide resources to monitor work	2	1	2
Hazard	Who might be harmed and how?	CONTROL MEASURES (existing workplace precautions/risk control systems in place)	What further action is required?	Residual Risk rating		
				L	S	R
<b>Staffing levels can't be maintained</b>	All staff	<ul style="list-style-type: none"> <li>Contingency planning in place at appropriate levels, e.g. SLT, DSLs, first aid qualified staff</li> <li>Advice sought from LA to support staffing levels or support eligible children to access provision through another school</li> <li>Chair of local academy kept informed throughout</li> </ul>	none	2	1	2
<b>Identify staff unable to return to school</b>	All staff	<ul style="list-style-type: none"> <li>Identify staff clinically vulnerable or living with someone who is clinically extremely vulnerable, unable to attend school and social distancing cannot be adhered to on site, but can work effectively from home, for example supporting remote education, or safeguarding calls</li> <li>Identify specific activities for staff who are vulnerable/shielded</li> <li>Create risk assessment for identified staff including pregnant women</li> <li>Staff survey completed</li> </ul>	Monitor staff surveys Complete risk assessments for individuals	2	4	8

<p><b>Staff are insufficiently briefed on expectations</b></p>	<p>All staff</p>	<ul style="list-style-type: none"> <li>• Staff receive daily/weekly briefings on day to day school matters and evolving working arrangements around pupils returning to school</li> <li>• Support for mental health and wellbeing is communicated to all staff and there are plans in place to check on staff wellbeing regularly, including senior leaders</li> <li>• Flexible working arrangements needed to support any changes to usual working patterns are agreed</li> <li>• Staff workload expectations are clearly communicated</li> <li>• Schedule what staff training is needed to implement any changes that the school plans to make</li> </ul> <p>• Staff can use the 24/7 text service or access support from <a href="https://www.educationsupport.org.uk/">https://www.educationsupport.org.uk/</a></p> <ul style="list-style-type: none"> <li>• Socially distanced staff meetings and phase meetings, but held remotely in most cases</li> <li>• Staff workload expectations are clearly communicated</li> <li>• Schedule what staff training is needed to implement any changes that the school plans to make, either delivered remotely or in socially distanced in school</li> </ul>	<p>weekly staff meeting</p>	<p>2</p>	<p>4</p>	<p>8</p>
<p><b>Hazard</b></p>	<p><b>Who might be harmed and how?</b></p>	<p><b>CONTROL MEASURES</b> (existing workplace precautions/risk control systems in place)</p>	<p><b>What further action is required?</b></p>	<p><b>Residual Risk rating</b></p>		
				<p><b>L</b></p>	<p><b>S</b></p>	<p><b>R</b></p>
<p><b>Unable to meet social distancing rules and the virus is transmitted from person to person</b></p>	<p>Teaching, non-teaching staff, children, cleaners, cooks, parents, visitors, contractors</p> <p>Illness – flu like symptoms through to fatality.</p>	<ul style="list-style-type: none"> <li>• School drop-off/collection times are staggered to minimise numbers.</li> <li>• Drop-off/collection zones have been clearly marked with tape/paint to encourage social distancing.</li> <li>• Separate entrance and exit routes are in place.</li> <li>• Re-arranged furniture (preferably not face to face seating arrangements) and clear markings/signage to allow for "social distancing" space between pupils and adults during lessons wherever possible.</li> <li>• Break and lunch times are staggered and supervised to minimise numbers and allow for social distancing.</li> <li>• One-way system in place where possible in and around the school to minimise close contact between adults and pupils.</li> <li>• Parents/carers can only visit the school by appointment.</li> </ul>	<ul style="list-style-type: none"> <li>• When weather allows, lessons will be conducted outside of the classroom.</li> </ul> <p>Message sent to parents prior to school opening that outlines the new regime (e.g. maximum 1 adult per child) and importance of them sticking to the protocols.</p> <p>Remind staff about 'Hands, Face, Space' and</p>	<p>3</p>	<p>4</p>	<p>12</p>

		<ul style="list-style-type: none"> <li>Regulate access to areas where it is difficult to maintain social distancing (Toilets, stairwells, storage rooms etc) limit to 1-person access at a time for example</li> <li>Ensure staff understand how to wear face coverings correctly, including putting on and removing with the importance of washing hands in between and the safe storage of masks in between use. If a face covering becomes damp, the face covering will be discarded.</li> <li>Ensure staff understand the meaning of social distance – explain how conversations should happen on a limited basis and when essential these should be done over 2 metres. If this is not possible, conversations under 2 metres should be no longer than 10 minutes. Conversations less than 1 metre apart should not happen.</li> <li>All staff and SLT meetings to take place via Microsoft teams.</li> <li>Staff to wear face coverings when in communal areas and moving around the school site</li> <li>Wear face coverings when speaking with Parents</li> <li>Wear face coverings when out of your social bubble.</li> </ul>	encourage social distancing of 2 metres where possible.			
<b>Lack of hand and respiratory hygiene practices and/or facilities</b>	As above	<ul style="list-style-type: none"> <li>All staff and pupils made aware of the “catch it, bin it, kill it” protocol via signage posters around the school.</li> <li>All toilets and handwashing stations have liquid soap available.</li> <li>Additional hand hygiene stations with alcohol-based hand rub (ABHR) available at all entry points and other key areas around the school.</li> <li>Use of <u>e-bug</u> learning resources to promote and teach pupils the importance of good hygiene practices.</li> <li>Reception desk/area has glass screen/barrier.</li> <li>Enhanced/regular cleaning schedule in place that concentrates on common touch areas (e.g. door handles, bannisters, etc)</li> <li>Supply of detergent and/or antibacterial wipes available for adults and pupils to clean any areas/equipment they occupy/use before and after each use.</li> <li>Provide wipes for cleaning shared equipment after each use (printers, staff room equipment - kettles, toasters etc)</li> </ul>	<ul style="list-style-type: none"> <li>Daily briefings in class to remind pupils of the importance of good hygiene practices.</li> <li>Regular checks made to ensure there is sufficient stock of soap.</li> <li>Regular checks made to ensure there is sufficient ABHR each day.</li> <li>Windows to be opened each morning in classrooms to</li> </ul>	2	4	8

		<ul style="list-style-type: none"> <li>Any contaminated waste (used tissues etc) is disposed of appropriately (double bagged and held for 72 hours prior to putting in the bin) and regularly taken away.</li> <li>Staff provided with daily checklist – monitored by SLT</li> <li>Any persons entering the building to immediately wash hands – considered with drop off times.</li> </ul>	<p>allow for a free flow of fresh air.</p> <ul style="list-style-type: none"> <li>Refer to Government guidance on <a href="#">Health protection in schools and other childcare facilities</a> for further information.</li> </ul>			
<b>Inability to maintain social distancing when dealing with accidents that are life threatening</b>	Staff Pupils	<p>In the event of a serious injury or incident call 999 immediately. Tell the call handler if the patient has any COVID-19 symptoms Wear face covering and gloves when in close contact or dealing with bodily fluids</p> <p><b>ADULTS</b></p> <p>In the event of CPR being required it is advised only chest compressions are given if you believe the person may be infected or you choose not to want to give mouth to mouth cover their mouth with a cloth. Use of a defib - available in school reception area Always Wash your hands thoroughly with soap and water or an alcohol-based hand sanitiser as soon as possible after contact. Ensure you safely discard disposable items and clean reusable ones thoroughly</p> <p><b>PUPILS</b></p> <p>In the event of CPR being required it is advised where possible to continue with the 5 rescue breaths and then chest compressions. Use of a defib if available. Always Wash your hands thoroughly with soap and water or an alcohol-based hand sanitiser as soon as possible after contact.</p> <ul style="list-style-type: none"> <li>Ensure you safely discard disposable items and clean reusable ones thoroughly</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	1	5	5
First Aid & Medication	Staff Pupils Others	<p>First Aiders must always wear gloves when administering first aid procedures. It is advisable a face covering is worn if having to deliver close contact first aid. (always refer to up to date information from Gov.UK) Ensure records of administration are kept up to date and who administered the medication.</p>	<ul style="list-style-type: none"> <li>Remind staff about 'Hands, Face, Space' and encourage social distancing of 2</li> </ul>	1	2	2



		<p>Any dressings used to be double bagged.</p> <p>Where any medications are administered try and encourage the pupils to self-administer or consider wearing a face covering (always refer to up to date information from Gov.UK)</p> <p>Always Wash your hands thoroughly with soap and water or an alcohol-based hand sanitiser as soon as possible after contact.</p> <p>Ensure you safely discard disposable items and clean reusable ones thoroughly</p>	metres where possible.			
<b>Staff rooms and offices do not allow for observation of social distancing guidelines</b>		<ul style="list-style-type: none"> <li>• Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for social distancing.</li> <li>• Staff have been briefed on the use of these rooms.</li> <li>• Staff bubbles and staff reminded to keep at least 1 meter apart at all times</li> <li>• Rota put in place for staff room and library (designated place to eat) use. This will be in phases bubbles.</li> <li>• Closure of cubicles within toilets to ensure social distancing</li> </ul>	<p>Signage to be placed in staff room and common areas e.g. reprographics</p> <p>Remind staff about 'Hands, Face, Space' and encourage social distancing of 2 metres where possible.</p>	2	4	8
<b>Queues for toilets and handwashing risk non-compliance with social distancing measures</b>		<ul style="list-style-type: none"> <li>• Queuing zones for toilets and hand washing have been established and are monitored.</li> <li>• Floor markings are in place to promote social distancing.</li> <li>• Pupils and staff know that they can only use the toilet two at a time.</li> <li>• Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues.</li> <li>• The toilets are cleaned frequently to take account for the number of pupils accessing the facilities.</li> <li>• Monitoring ensures a constant supply of soap and paper towels.</li> <li>• Bins are emptied regularly.</li> <li>• Pupils are reminded regularly on how to wash hands and young children are supervised in doing so. Handwashing is incorporated into the daily timetable.</li> <li>• Provision of hand gel is made available where there are no handwashing facilities, e.g. reception areas and entry and exit points.</li> </ul>	BC to create queuing zones for toilets	2	4	8
<b>Measures are not in place to limit risks and limit movement around</b>		<ul style="list-style-type: none"> <li>• Consider classroom layouts, entry and exit points, staggered starts at break times, class sizes, lunch queues</li> <li>• Circulation plans have been reviewed and amended.</li> <li>• One-way systems are in operation where feasible.</li> </ul>	Continue to reiterate	2	4	8

the building(s). <b>Social distancing guidance is breached when pupils circulate in corridors as pupils are unable to or do not observe social distancing at break and lunch times</b>		<ul style="list-style-type: none"> <li>Corridors are divided where feasible.</li> <li>Circulation routes are clearly marked with appropriate signage.</li> <li>Any pinch points/bottle necks are identified and managed accordingly, with more intensive and regular cleaning of regular touch points</li> <li>The movement of pupils around school is minimised as much as possible.</li> <li>Where possible, pupils stay in classrooms and staff move around.</li> <li>Pupils are briefed regularly regarding observing social distancing guidance whilst circulating.</li> <li>Appropriate supervision levels are in place.</li> <li>Agree how safety measures and messages will be implemented and displayed around school</li> <li>Staff to wear masks when moving around school.</li> </ul>	<p>expectations with staff</p> <p>Continue to review routes around the school</p> <p>Continue to review signage around school</p>			
<b>Symptomatic staff or pupils attending school</b>	Teaching, non-teaching staff, children, cleaners, cooks, parents, visitors, contractors	<ul style="list-style-type: none"> <li>Pupils, staff and other adults told not to come into school if they have symptoms of COVID-19 or have tested positive in the last 7 days</li> <li>Anyone developing symptoms during the school day will be sent home.</li> <li>Pupils awaiting collection to be isolated</li> </ul>		2	5	10
<b>New way of working (including working from home) leads to feeling a lack of supervision, support and social interaction.</b>	Teaching, non-teaching staff, children, cleaners, cooks, parents,	<ul style="list-style-type: none"> <li>Keep in touch meetings organised</li> <li>Leaders to ensure following guidance distributed: ensure regular breaks taken, pay regard to work life balance.</li> <li>Changes in school protocols explained.</li> <li>Arrangements in place for employees to speak to SLT if needed</li> </ul>		3	4	12
Hazard	Who might be harmed and how?	CONTROL MEASURES (existing workplace precautions/risk control systems in place)	What further action is required?	Residual Risk rating		
				L	S	R
<b>Cleaning capacity is reduced so that an initial deep-clean and ongoing cleaning of surfaces and touch points are not</b>	Whole school community	<ul style="list-style-type: none"> <li>A return-to-work plan for cleaning staff (including any deep cleans) is agreed with contracting agencies prior to opening.</li> <li>An enhanced cleaning plan is agreed and implemented which minimises the spread of infection.</li> <li>Working hours for cleaning staff are increased in agreement with staff.</li> <li>Seek LA support to manage insufficient capacity</li> </ul>	<p>Cleaning Rota established</p> <p>Remind staff to ensure equipment boxes are ready for use</p> <p>Remind all staff</p>	2	4	8

undertaken to the standards required						
<b>Procedures are not in place for Covid-19 clean following a suspected or confirmed case at school</b>	Whole school community	<ul style="list-style-type: none"> <li>Plans are in place to identify and clean all areas with which the symptomatic person has been in contact</li> <li>Sufficient and suitable equipment is available for the required clean</li> <li>Adequate waste disposal arrangements are in place to dispose of contaminated equipment</li> <li>Alternative arrangements are in place for vulnerable pupils and key worker families in case the school needs to close for a Covid-19 clean</li> <li>Seek LA/MAC and Sandwell support</li> <li>Follow SOP guidance</li> <li>Seek Sandwell LA/MAC support</li> </ul>		2	4	8
Hazard	Who might be harmed and how?	CONTROL MEASURES (existing workplace precautions/risk control systems in place)	What further action is required?	Residual Risk rating		
				L	S	R
<b>Inadequate supplies of soap and hand sanitiser mean that regular hand washing routines cannot be established</b>	Whole school community	<ul style="list-style-type: none"> <li>An audit of handwashing facilities and sanitiser dispensers is undertaken before the school reopens and additional supplies are purchased if necessary.</li> <li>Appropriate measures to supervise effective hand washing of young children are in place</li> <li>Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day</li> <li>Posters reinforce the need to wash hands regularly and frequently.</li> </ul>	BC to monitor All staff to have morning checklists to check classroom supplies	2	4	8
<b>Inadequate supplies and resources mean that shared items are not cleaned after each use</b>	Whole school community	<ul style="list-style-type: none"> <li>Limit the amount of shared resources that are taken home and limit exchange of take-home resources between children, young people and staff</li> <li>Prevent the sharing of stationery and other equipment where possible.</li> <li>Shared materials and surfaces cleaned and disinfected more frequently</li> <li>Practical lessons can go ahead if equipment can be cleaned thoroughly and the classroom or other learning environment is occupied by the same children or young people in one day, or properly cleaned between cohorts</li> <li>Roles and responsibilities identified for each area with cleaning resources, e.g. each class is allocated their own cleaning products</li> <li>The governing board finance committee is aware of any additional financial commitments</li> </ul>	All staff to monitor AB to inform staff of responsibilities	2	4	8

Hazard	Who might be harmed and how?	CONTROL MEASURES (existing workplace precautions/risk control systems in place)	What further action is required?	Residual Risk rating		
				L	S	R
<b>Child, young person or other learner becomes unwell with symptoms of coronavirus and requires personal care.</b>	Teaching, non-teaching staff, first aider, etc  Illness – flu like symptoms through to fatality.	PPE is only needed in a very small number of cases including: <ul style="list-style-type: none"> <li>if a child, young person or other learner becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home. A fluid-resistant surgical face mask should be worn by the supervising adult if 2 meters cannot be maintained.</li> <li>If contact with the child or young person is necessary, then disposable gloves, a disposable apron and a fluid-resistant surgical face mask should be worn by the supervising adult.</li> </ul> <p>If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn</p>	<ul style="list-style-type: none"> <li>Isolation room cleared of unnecessary resources and equipment. PPE for dealing with illness located and stored in this room (DHT office)</li> </ul>	3	4	9
<b>Staff, pupils and parents are not aware of the school's procedures (including on self-isolation and testing) should anyone display symptoms of COVID-19 or should there be a confirmed case of COVID-19 in the school</b>	Whole school community	<ul style="list-style-type: none"> <li>Staff, pupils and parents have received clear communications informing them of current government guidance on the actions to take should anyone display symptoms of COVID-19 and how this will be implemented in the school.</li> <li>Staff caring for young children are vigilant for symptoms of COVID-19 and signs of illness that may be associated to it as per government advice.</li> <li>This guidance has been explained to staff and pupils as part of the induction process.</li> <li>Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.</li> <li>Report cases to the Health Protection Team in Public Health England using the online reporting system available here: <a href="https://surveys.phe.org.uk/TakeSurvey.aspx?SurveyID=n4KL97m2l">https://surveys.phe.org.uk/TakeSurvey.aspx?SurveyID=n4KL97m2l</a> or by telephone to 0344 225 3560 (opt 0 opt 2). Keep up to date with PH updates on responding to cases in schools during the contact tracing phase of the response.</li> <li>Any teaching and support staff who develop symptoms of COVID-19 are eligible for testing via the essential worker scheme, which can be a home test kit or drive-through test appointment. <a href="https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested">https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested</a></li> </ul> <p>Understanding of latest HSE RIDDOR REPORTING guidance for Covid-19 on when and how to report exposure to coronavirus or a diagnosis of COVID 19, in the workplace under RIDDOR.</p>	<p>Continue to brief all stakeholders on a regular basis regarding expectations</p> <p>DFE should clarify that they will report to PHE</p>	2	4	8

<b>Arrangements to isolate individuals displaying symptoms of COVID-19 are not in place</b>		<ul style="list-style-type: none"> <li>School's medical room/space has been assessed to ensure social distancing and isolation measures are not compromised</li> <li>For very young children there is a designated area available where a key person can continue to support the child away from the rest of the group until collection by parent/carer.</li> <li>Additional rooms are designated for pupils with suspected COVID-19 whilst collection is arranged.</li> <li>Procedures are in place for medical rooms or other spaces to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets. PPE to be used for accompanying staff where pupil symptomatic and 2m distance cannot be sustained.</li> </ul>	Ongoing and regular audit of PPE by site manager	2	4	8
Hazard	Who might be harmed and how?	<b>CONTROL MEASURES</b> (existing workplace precautions/risk control systems in place)	What further action is required?	Residual Risk rating		
				L	S	R
<b>Provision of PPE for staff where required is not in line with government guidelines</b>	Whole school community	<ul style="list-style-type: none"> <li>Government guidance on wearing PPE is understood, communicated</li> <li>Wash hands</li> <li>Put on apron</li> <li>Put on mask</li> <li>Put on gloves</li> <li>Remove gloves and use gel/wash hands, remove apron.</li> <li>Area to be cleaned immediately- no one to leave area until this is done</li> <li>Sufficient PPE has been procured through normal stockist</li> <li>PPE requirements have been risk assessed against scenarios produced by Public Health</li> <li>Those staff required to wear PPE (e.g. SEND intimate care; receiving/handling deliveries; cleaning staff) have been instructed on how to put on and how to remove PPE carefully to reduce contamination and how to dispose of them safely.</li> <li>Staff are reminded that wearing of gloves is not a substitute for good handwashing.</li> <li>Seek LA support for emergency PPE stock</li> </ul>	Cck to update on availability of PPE Instruct staff on how to wear PPE – briefing on 1 <sup>st</sup> June	2	4	8

<p><b>PPE provision is not in place for staff providing intimate care and for cases where a child becomes unwell with symptoms of coronavirus and needs direct personal care until they can return home</b></p>		<ul style="list-style-type: none"> <li>• Requirements for PPE have been assessed in line with DfE guidelines</li> <li>• Sufficient stock has been ordered using school's usual suppliers</li> <li>• Arrangements to seek LA support to obtain PPE in case of an emergency are known and in place</li> <li>• Health and safety governors are satisfied that arrangements are in place and in line with DfE guidelines</li> </ul>	<p>CCK to update on availability of PPE</p>	2	4	8
<p><b>Hazard</b></p>	<p><b>Who might be harmed and how?</b></p>	<p><b>CONTROL MEASURES</b> (existing workplace precautions/risk control systems in place)</p>	<p><b>What further action is required?</b></p>	<p><b>Residual Risk rating</b></p>		
				L	S	R
<p><b>Utilities, plant &amp; equipment has not been inspected / serviced within the recommended timescales</b></p>	<p>Teaching, non-teaching staff, children, cleaners, cooks, parents, visitors, contractors</p> <p>Legionella, electrocution, CO<sup>2</sup> exposure, burns, cuts, bruises, broken bones etc</p>	<ul style="list-style-type: none"> <li>• School has a scheme of works whereby competent contractors are engaged to carry out statutory testing/inspection of all plant and equipment.</li> <li>• Pre-use visual checks are carried out by the user on all equipment.</li> <li>• All little used outlets of water have been regularly/will be flushed prior to school reopening.</li> <li>• Any plant/equipment that has been "mothballed" during the lockdown, will be/has been inspected/checked by a competent person before coming back into use, and before reopening the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Where extensions/exemptions have been granted by the HSE, a specific risk assessment for continued use of the plant/equipment has been completed.</li> <li>• Any defects or faults are reported, and equipment taken out of use.</li> </ul> <p>Refer to and <a href="#">School Premise Policy Logbook</a> for further guidance.</p>	2	4	8
<p><b>Lack of persons in safety critical roles (e.g. first aiders, fire marshals, etc) due to self-</b></p>	<p>Teaching, non-teaching staff, children, cleaners, cooks, parents,</p>	<ul style="list-style-type: none"> <li>• Fire risk assessment kept under constant review.</li> <li>• First aid needs assessment regularly reviewed.</li> </ul>	<ul style="list-style-type: none"> <li>• Fire drill practiced during Autumn 1 to ensure school can be evacuated</li> </ul>	1	5	5

<p><b>isolation and/or shielding.</b></p>	<p>visitors, contractors</p> <p>Illness, infection, fatality</p>	<ul style="list-style-type: none"> <li>Number of pupils and adults on site will not exceed the number of persons required to carry out safety critical roles as per the relevant assessments.</li> </ul>	<p>safely (considering social distancing at assembly point) with new working arrangements.</p> <ul style="list-style-type: none"> <li>If numbers of those in safety critical roles falls below that required by the assessments, then overall school numbers will be decreased for the time they are off/until substitutes can be trained.</li> <li>Meet with BC, CC and CC to review procedures and responsibilities in light of recent staffing changes</li> </ul> <p>Refer to Fire Safety Policy &amp; First Aid Policy for further guidance</p>			
<p><b>There is no agreed approach to any scheduled or ongoing building works therefore contractors on-site whilst school is in operation may pose a risk to social distancing and infection control</b></p>	<p>Whole school community</p>	<ul style="list-style-type: none"> <li>Ongoing works and scheduled inspections for schools (e.g. estates related) have been designated as essential work by the government and so are set to continue.</li> <li>An assessment has been carried out to see if any additional control measures are required to keep staff, pupils and contractors safe.</li> <li>Assurances have been sought from the contractors that all staff attending the setting will be in good health (symptom-free) and that contractors have procedures in place to ensure effective social distancing is always maintained.</li> <li>Where possible, temperature checks are carried out on arrival and before entering the school building.</li> <li>Alternative arrangements have been considered such as using a different entrance for contractors and organising classes so that contractors and staff/pupils are kept apart.</li> <li>Visitor must be given visitors protocol before entering the building</li> </ul>	<p>BC to check procedures</p>	<p>2</p>	<p>4</p>	<p>8</p>

		<ul style="list-style-type: none"> <li>Social distancing is being maintained throughout any such works and where this is not possible arrangements are reviewed.</li> <li>In addition to arrangements for COVID-19, normal contractor procedures are being applied and have been updated in light of COVID-19 (including contractor risk assessments and method statements, and contractor induction).</li> <li>Premises governing board committee is aware of planned works and associated risk assessments</li> </ul>				
<b>Fire procedures are not appropriate to cover new arrangements</b>	Whole school community	<ul style="list-style-type: none"> <li>Fire procedures have been reviewed and revised where required, due to: <ul style="list-style-type: none"> <li>Reduced numbers of pupils/staff</li> <li>Possible absence of fire marshals</li> <li>Social distancing rules during evacuation and at muster points</li> <li>Possible need for additional muster point(s) to enable social distancing where possible</li> </ul> </li> <li>Staff, pupils and governors have been briefed on any new evacuation procedures.</li> <li>Incident controller and fire marshals have been trained and briefed appropriately.</li> <li>Fire drill arranged in line with Covid plan.</li> </ul>	AB/BC to review and update procedures	2	5	10
<b>Fire evacuation drills - unable to apply social distancing effectively</b>	Whole school community	<ul style="list-style-type: none"> <li>Plans for fire evacuation drills are in place and are in line with social distancing measures.</li> </ul>	AB/BC to review and update procedures	2	5	10
<b>Statutory compliance has not been completed due to the availability of contractors during lockdown</b>	Whole school community	<ul style="list-style-type: none"> <li>All statutory compliance is up to date.</li> <li>Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged.</li> <li>LA support is in place</li> </ul>	BC/Cck to check all compliance	1	1	1
<b>The costs of additional measures and enhanced services to address COVID-19 when reopening puts the school in financial difficulty</b>	Whole school community	<ul style="list-style-type: none"> <li>Additional cost pressures due to COVID-19 identified and an end-of-year forecast which factors them in has been produced.</li> <li>Additional COVID-19 related costs are under monitoring and options for reducing costs over time and as guidance changes are under review.</li> <li>Additional sources of income are under exploration.</li> <li>The school's projected financial position has been shared with MAC</li> </ul>	Cck to monitor	1	1	1
<b>Fire marshals absent due to self-isolation</b>		<ul style="list-style-type: none"> <li>An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly.</li> <li>Staff appropriately trained in fire marshal duties as required.</li> </ul>				



Hazard	Who might be harmed and how?	CONTROL MEASURES (existing workplace precautions/risk control systems in place)	What further action is required?	Residual Risk rating		
				L	S	R
<b>Measures have not been put in place to protect staff and pupils with underlying health issues, BAME staff, and those who are shielding</b>	Specific members of school community	<ul style="list-style-type: none"> <li>All members of staff and parents of pupils with underlying health issues, those within vulnerable groups or who are shielding have been instructed to make their condition or circumstances known to the school.</li> <li>Records are kept of this and regularly updated.</li> <li>Members of staff and parents of pupils with underlying health conditions have been asked to seek and act on the advice of their GP/consultant/midwife or current government advice.</li> <li>Staff and parents of pupils are clear about the definitions and associated mitigating strategies relation to people who are classed as clinically vulnerable and clinically extremely vulnerable.</li> <li>All staff with underlying health conditions that put them at increased risk from COVID-19 are working from home in line with national guidance.</li> <li>Current government guidance is being applied.</li> <li>Additional guidance is sought from Public Health England regarding BAME staff</li> </ul>	AB/CCK to complete staff risk assessments	2	4	8
<b>Staff, particularly those from BAME heritage, are reluctant to attend school due to the media coverage on deaths related to coronavirus.</b>	Specific members of school community	<ul style="list-style-type: none"> <li>Staff are encouraged to focus on their wellbeing.</li> <li>Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload.</li> <li>Staff briefings and training have included content on wellbeing.</li> <li>Staff briefings/training on wellbeing are provided.</li> <li>Staff have been signposted to useful websites and resources.</li> </ul>	Continual staff briefing	2	4	8
<b>Parents, particularly those from BAME heritage, are reluctant to send their children to school due to the media coverage on deaths linked to coronavirus</b>	Specific members of school community	<ul style="list-style-type: none"> <li>There are currently none shielding</li> <li>There are sufficient numbers of trained staff available to support pupils and parents with these anxieties.</li> <li>There is access to designated staff for all pupils and parents who wish to talk to someone about their wellbeing and anxieties about attending school</li> <li>School arrangements demonstrating social distancing measures are shared with parents and pupils</li> <li>Resources/websites to support parent and pupil anxiety are provided.</li> <li>Staff to be signposted to useful websites and resources. Education Support - the mental health and wellbeing charity for education staff <a href="https://www.educationsupport.org.uk/">https://www.educationsupport.org.uk/</a></li> </ul>	None	2	4	8

<b>Parents do not follow advice on social distancing when visiting the school</b>	Whole School community	<ul style="list-style-type: none"> <li>• Visitors (including parents/carers) to the school may be restricted to one area, or to an allocated appointment time</li> <li>• Arrangements for visiting the school are communicated to parents/carers</li> <li>• Expectations around hygiene and social distancing are communicated with parents/carers</li> </ul>	Letter to be sent out to all returning families as to new expectations	3	4	12
<b>Virus transmitted to those who are vulnerable</b>	Employees and pupils who fall into the clinically extremely vulnerable or clinically vulnerable groups	<ul style="list-style-type: none"> <li>• All employees who fall into the extremely vulnerable category must follow latest government guidance regarding shielding and/or working from home.</li> <li>• Employees who are classes as clinically vulnerable including pregnant employees should work remotely where possible or in roles in school where it is possible to maintain social distancing.</li> <li>• Some pupils no longer required to shield but who generally remain under the care of a specialist health professional may need to discuss their care with their health professional before returning to school.</li> </ul>		2	5	10
Virus transmitted to pupils who are extremely clinically vulnerable.	Pupils	<ul style="list-style-type: none"> <li>• Those who are clinically extremely vulnerable should not attend school and should remain at home and continue with on-line education.</li> </ul>	Review risk assessments for identified individuals	1	5	5
Virus transmitted to pupils who are vulnerable.	Pupils	<ul style="list-style-type: none"> <li>• Pupils who are classed as vulnerable will continue to access face to face learning on the school site if required.</li> </ul>	Review risk assessments for identified individuals	1	4	4
Virus transmitted to staff who are extremely clinically vulnerable.	Staff	<p>Those who are clinically extremely vulnerable should not attend work, and must work from home.</p> <ul style="list-style-type: none"> <li>• A risk assessment must be put in place (see separate risk assessment)</li> </ul>	Review risk assessments for identified individuals	2	5	10

Virus transmitted to staff who are clinically vulnerable	Staff	Advice for those who are clinically-vulnerable, including pregnant women, is available. School leaders should be flexible in how those members of staff are deployed to enable them to work remotely where possible or in roles in school where it is possible to maintain social distancing. <ul style="list-style-type: none"> <li>People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace.</li> </ul>	Review risk assessments for identified individuals	2	4	8
Virus transmitted to pregnant Staff	Staff	As a general principle, pregnant women are in the 'clinically <b>vulnerable</b> ' category and are advised to follow the relevant guidance available for clinically-vulnerable people. Staff who are 28 weeks pregnant and beyond are at an increased risk Expectant mothers risk assessments must be carried out and risk control measures put in place. <ul style="list-style-type: none"> <li><a href="https://www.rcog.org.uk/en/guidelines-research-services/guidelines/coronavirus-pregnancy/covid-19-virus-infection-and-pregnancy/">https://www.rcog.org.uk/en/guidelines-research-services/guidelines/coronavirus-pregnancy/covid-19-virus-infection-and-pregnancy/</a></li> </ul>	Review risk assessments for identified individuals	2	4	8
Hazard	Who might be harmed and how?	CONTROL MEASURES (existing workplace precautions/risk control systems in place)	What further action is required?	Residual Risk rating		
				L	S	R
Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance and other policies are no longer fit for purpose in the current circumstances		Arrangements are in place to review the policies in line with further DfE guidance on Early Years, SEN resource base, post 16 etc.	Meet with CC and BC to discuss policies and how they can be adapted Board of Directors and Academy Reps to approve revisions	2	5	10
Risks are not comprehensively assessed in every area of the school, including nursery and resource base if applicable, in light of COVID-19,		<ul style="list-style-type: none"> <li>Risk assessments are updated or undertaken before the school reopens and mitigation strategies are put in place and communicated to staff covering: <ul style="list-style-type: none"> <li>Different areas of the school including any Early Years and Resource Base provision</li> <li>When pupils enter and leave school</li> <li>During movement around school</li> <li>During break and lunch times</li> <li>Delivering aspects of the curriculum, especially for practical subjects and where shared equipment is used</li> </ul> </li> </ul>		2	5	10

## 19.Home to School Transport

Urban Transport Group released a briefing (27 May) urgently requesting the Government to lead joined-up dialogue between the education and transport sectors on how best to resolve the operational challenges and to meet the full additional transport costs of the return to schools and colleges.

### Keys points include:

- Promote the use of sustainable travel and transport (i.e. modes that improve physical wellbeing for users and/or environmental quality) for journeys to and from education and training establishments for children and young people or compulsory school age in the local authority area.
- As part of their overarching role to keep cities regions moving in a manner that protects health, the environment and quality of life, transport authorities also have an interest in ensuring that the return to school and college does not create congestion, contribute to air pollution or pose a risk in terms of the health and safety of children and their parents or of transport staff and the wider public, including passengers travelling on mainstream routes that serve schools.
- In line with this, transport authorities will be looking to ensure that children are able to safely walk, cycle or scoot to school where possible. Indeed, in normal times, transport authorities invest considerable resources in promoting mode shift for school transport and in supporting and training children to travel safely and sustainably.

The need to encourage children to walk, cycle or scoot to school sitting alongside the risks posed by a rise in speeding and other dangerous driving on empty roads.

<http://www.urbantransportgroup.org/resources/types/briefings/transport-challenges-return-schools-and-colleges-following-easing-covid-19>

<p><b>Pick up and drop off times</b></p>	<p>Pupils, parents and carers.</p> <p>Teaching, non-teaching staff, children, cleaners, cooks, parents, visitors, contractors</p> <p>Illness – flu like symptoms through to fatality.</p>	<ul style="list-style-type: none"> <li>• As per <a href="#">Government guidance</a>:             <ul style="list-style-type: none"> <li>➤ <i>tell parents that if their child needs to be accompanied to the education or childcare setting, only one parent should attend</i></li> <li>➤ <i>tell parents and young people their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use)</i></li> <li>➤ <i>make clear to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely)</i></li> <li>➤ <i>talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful</i></li> </ul> </li> <li><b>In addition:</b> <ul style="list-style-type: none"> <li>• Consider opening school gates earlier so parents can socially distance on the playground</li> <li>• Stagger start and finish times to ease pavement congestion</li> <li>• Consider the use of simple signage to highlight 1+ metre distancing: stickers</li> </ul> </li> </ul>	<p>Letter to be sent out to all returning families as to new expectations</p> <p>TB and CH to monitor and enforce expectations in morning and afternoon at collection and drop off periods</p>	<p>TB, CH and SLT throughout September 2020</p>	<p>2</p>	<p>4</p>	<p>8</p>	
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		<p>(could be customised versions e.g. using pupils' designs) or simple spray, tape or chalk markings</p> <ul style="list-style-type: none"> <li>If appropriate, consider putting into a place one-way pedestrian system on the street surrounding the school with determined entrance and exits for classrooms and areas of the school.</li> </ul>						
<b>20. Extended provision – Breakfast and After School club</b>								
Contact with someone suffering from coronavirus	<p>Pupils, parents and carers.</p> <p>Teaching, non-teaching staff, children, cleaners, cooks, parents, visitors, contractors</p> <p>Illness – flu like symptoms through to fatality.</p>	<p>Pupils will not attend school or extended provision if showing symptoms and will self-isolate under <a href="#">current guidance</a>. Regular reminders will be given about this.</p> <p>Anyone self-isolating with symptoms will be encouraged to access <a href="#">testing</a> and engage with the NHS Test and Trace process.</p> <p>If a symptomatic person attends the extended provision, they will be sent home immediately or isolated in DHT office until they can be picked up. 999 will be called if they are seriously ill or injured or their life is at risk.</p> <p>In the case of a symptomatic pupil who needs to be supervised before being picked up:</p> <ul style="list-style-type: none"> <li>If a distance of 2 metres can't be maintained, supervising staff will wear a fluid-resistant surgical mask</li> <li>If contact is necessary, supervising staff will also wear disposable gloves and a disposable apron</li> <li>If there's a risk of splashing to the eyes, such as from coughing, spitting or vomiting, supervising staff will also wear eye protection</li> <li>Supervising staff will wash their hands thoroughly for 20 seconds after the pupil has been picked up.</li> </ul> <p>A deep clean will take place in the areas that the symptomatic person has been in, and PPE</p>	<p>Wraparound staff briefed on expectations and protocols on Tuesday 1<sup>st</sup> September.</p> <p>Wrap around staff to review Risk assessment with SLT</p>	TB – 01/09/20	2	4	8	

		<p>will be disposed of properly, following <a href="#">decontamination guidance</a></p> <p>If a pupil or a staff member tests positive, the NHS test and trace service will offer advice to those who've been in contact with the individual. To support this, a record will be taken of:</p> <ul style="list-style-type: none"> <li>• Children and staff in specific groups/rooms</li> <li>• Close contact that takes place between children and staff in different groups/rooms, and the timing of those activities/interactions</li> </ul> <p>Close contact means:</p> <ul style="list-style-type: none"> <li>• Direct close contact – face-to-face contact with an infected person for any length of time, within 1 metre, including: <ul style="list-style-type: none"> <li>○ Being coughed on,</li> <li>○ A face-to-face conversation, or</li> <li>○ Unprotected physical contact (skin-to-skin)</li> </ul> </li> <li>• Proximity contacts – extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected person</li> <li>• Travelling in a small car with an infected person</li> </ul> <p>These records will be kept for at least 21 days.</p> <p>If other cases are detected, the school will work with the local health protection team to decide if additional action is needed. Any advice given by the team will be followed.</p>						
<p>Spreading infection due to excessive contact and mixing between pupils and staff during the activity</p>	<p>Pupils, parents and carers. Teaching, non-teaching staff, children, cleaners, cooks, parents, visitors, contractors Illness – flu like symptoms through to fatality.</p>	<p>Children will be kept in small groups of their own 'double bubbles' Rec and Nursery, Year 1 &amp; Year 2 etc - no more than 15, with the same children in the group each time wherever possible and no mixing between groups unless absolutely necessary. There will be 1 staff member per group whenever possible.</p>	<p>Wraparound staff given breakdown of key information and risk assessment shared</p> <p>Wraparound care is zoned throughout the school. Children kept in same bubble and different locations used to provide service: Classrooms, libraries and studio</p>		2	3	6	

		<p>Bubbles split into 3 specific areas (studio, KS1 Library, KS2 Library)</p> <p>Where possible, children will be kept in the same group with other children from the same group they're in during the school day. If this isn't possible, children will stay in consistent groups which will be frequently reviewed to minimise the amount of mixing.</p> <p>Outdoor areas (playground) used for after school provision when weather permits. When indoors hall will be split into 4 quadrants with a table in each area to use for each of the 4 double bubbles.</p> <p>Pupils will be taught and reminded to maintain their distance and not touch staff or peers.</p> <p>Where possible, pupils will be seated side-by-side and facing forwards, and unnecessary furniture will be moved out of spaces used for activities to allow for this</p> <p>For physical activity, contact sports will be avoided. Outdoor sports will be prioritised where possible, or large indoor spaces used where it is not. Distance between children will be maximised as much as possible.</p> <p>Staff will keep their distance from children and other staff as much as they can (ideally 2 metres apart). This won't always be possible, particularly when working with younger children, but close face-to-face contact will be avoided, and time spent within 1 metre will be minimised.</p> <p>Any children with complex needs or who need close contact care will have the same support as normal as distancing isn't possible here. Staff will be rigorous about hand washing and respiratory hygiene.</p>							
Spreading infection through contact when preparing food	Pupils, parents and carers.	<p>Staff preparing food will follow appropriate protective measures to ensure safe handling of food, including:</p> <ul style="list-style-type: none"> <li>• Regular hand washing with soap and water for at least 20 seconds before and</li> </ul>	Wraparound staff briefed on expectations and protocols on Tuesday 1 <sup>st</sup> September.	TB – 01/09/20					

	Teaching, non-teaching staff, children, cleaners, cooks, parents, visitors, contractors  Illness – flu like symptoms through to fatality.	after handling food, if they change rooms, and after nose blowing, sneezing or coughing  • Food menu adapted to include items with minimal preparation and individual ease of serving e.g. fruit, biscuits, crackers etc						
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Assessment reviewed [Date]:	Reviewed by [Name]:	Comments:
14/07/2020	Anthony Brown	
1/9/2020	Anthony Brown	
19/10/2020	Olga O'Beirne	Ensure wrap around care review Risk Assessment with SLT in line national guidance
9/11/2020	Anthony Brown	
5/01/2021	Olga O' Beirne	Reviewed in of light of national lockdown 3
04/03/2021	Olga O' Beirne &SLT	Reviewed in of light of full reopening March 8 <sup>th</sup> 2021