

Implementing Protective measures in education and childcare settings for the full opening of schools from 2 September 2020

The Government have announced plans for all children, in all year groups, to return to school full-time from the beginning of the autumn term.

Schools must comply with health and safety law, which requires them to assess risks and put in place proportionate control measures. The control measures have been adapted from the system of protective measures which were introduced during the summer term. These control 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.

How contacts are reduced will depend on a school's circumstances and will (as much as possible) include:

- Grouping children together.
- Avoiding contact between groups,
- Arranging classrooms with forward facing desks.
- Staff maintaining distance from pupils and other staff as much as possible.

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

Risk assessment

Employers must protect people from harm. This includes taking reasonable steps to protect staff, pupils and others from coronavirus (COVID-19) within the education setting.

Schools have remained open to some pupils since 23 March, welcoming more pupils back from 1 June. Schools should therefore have already assessed the risks and implemented proportionate control measures to limit the transmission of coronavirus (COVID-19) for a limited number of pupils.

As part of planning for full return in the autumn term, it is a legal requirement that schools should revisit and update their risk assessments (building on the learning to date and the practices they have already developed). Schools should consider the additional risks and control measures to enable a return to full capacity in the autumn term. Schools should also review and update their wider risk assessments and consider the need for relevant revised controls in respect of their conventional risk profile considering the implications of coronavirus (COVID-19). Schools should ensure that they implement sensible and proportionate control measures which follow the health and safety hierarchy of controls to reduce the risk to the lowest reasonably practicable level.

School employers should have active arrangements in place to monitor that the controls are:

- effective
- working as planned
- updated appropriately considering any issues identified and changes in public health advice

For more information on what is required of school employers in relation to health and safety risk assessments, see [annex A](#) of Guidance for full opening.

The system of controls: protective measures

Having assessed their risk, schools must work through the below system of controls, adopting measures in a way that addresses the risk identified in their assessment, works for their school, and allows them to deliver a broad and balanced curriculum for their pupils, including full educational and care support for those pupils who have Special Education Needs and Disabilities (SEND).

If schools follow the guidance set out here they will effectively reduce risks in their school and create an inherently safer environment.

System of controls

This is the set of actions schools must take. They are grouped into 'prevention' and 'response to any infection' and are outlined in more detail in the sections below.

Prevention:

- 1) minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school
- 2) use face coverings in school
- 3) clean hands thoroughly more often than normal
- 4) ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach
- 5) introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach
- 6) minimise contact between individuals and maintain social distancing wherever possible
- 7) where necessary, wear appropriate personal protective equipment (PPE)

Numbers 1 to 5 must be in place in all schools, all the time.

Number 6 must be properly considered and schools must put in place measures that suit their particular circumstances.

Number 7 applies in specific circumstances.

Response to any infection:

- 8) engage with the NHS Test and Trace process
- 9) manage confirmed cases of coronavirus (COVID-19) amongst the school community

10) contain any outbreak by following local health protection team advice

Numbers 8 to 10 must be followed in every case where they are relevant.

The three principles upon which we are making decisions are as follows:

- Safety first
- Fairness and equity
- Quality learning for all children

The risk assessment template below sets out the known hazards and importantly controls that have been advised either by the Government/DfE, the World Health Organisation (WHO), Public Health England (PHE), NHS (safe practice) or good practice (unions/other sources).

There are some specific issues that are addressed in the risk assessment but for clarity please read the following Government Guidance for full opening: schools:

Use of face coverings in school

The government is not recommending universal use of face coverings in all schools. Schools that teach children in years 7 and above and which are not under specific local restriction measures will have the discretion to require face coverings for pupils, staff and visitors in areas outside the classroom where social distancing cannot easily be maintained, such as corridors and communal areas and it has been deemed appropriate in those circumstances. Primary school children will not need to wear a face covering.

In primary schools where social distancing is not possible in areas outside of classrooms between members of staff or visitors, for example in staffrooms, headteachers will have the discretion to decide whether to ask staff or visitors to wear, or agree to them wearing face coverings in these circumstances.

Based on current evidence and the measures that schools are already putting in place, such as the system of controls and consistent bubbles, face coverings will not be necessary in the classroom even where social distancing is not possible. Face coverings would have a negative impact on teaching and their use in the classroom should be avoided.

Where local restrictions apply

In areas where local lockdowns or restrictions are in place, face coverings should be worn by adults and pupils (in years 7 and above) in areas outside classrooms when moving around communal areas where social distancing is difficult to maintain such as corridors.

In the event of new local restrictions being imposed, schools will need to communicate quickly and clearly to staff, parents, pupils that the new arrangements require the use of face coverings in certain circumstances.

Exemptions

Some individuals are exempt from wearing face coverings. This applies to those who:

- cannot put on, wear or remove a face covering because of a physical or mental illness or impairment or disability
- speak to or provide assistance to someone who relies on lip reading, clear sound or facial expression to communicate

The same exemptions will apply in education settings, and we would expect teachers and other staff to be sensitive to those needs.

Access to face coverings

It is reasonable to assume that staff and young people will now have access to face coverings due to their increasing use in wider society, and Public Health England has made available resources on how to make a simple face covering.

However, where anybody is struggling to access a face covering, or where they are unable to use their face covering due to having forgotten it or it having become soiled or unsafe, education settings should take steps to have a small contingency supply available to meet such needs.

No-one should be excluded from education on the grounds that they are not wearing a face covering.

Safe wearing and removal of face coverings

Schools should have a process for removing face coverings when those who use face coverings arrive at school, and when face coverings are worn at school in certain circumstances. This process should be communicated clearly to pupils and staff.

Safe wearing of face coverings requires cleaning of hands before and after touching – including to remove or put them on – and the safe storage of them in individual, sealable plastic bags between use. Where a face covering becomes damp, it should not be worn and the face covering should be replaced carefully.

Pupils must be instructed not to touch the front of their face covering during use or when removing it and they must dispose of temporary face coverings in a 'black bag' waste bin (not recycling bin) or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom.

Staff should follow the Compass Protocol on the Wearing of Face Coverings.

Further guidance on face coverings

- Safe working in education, childcare and children's social care provides (<https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-socialcare>)
- [Face coverings in education settings](https://www.gov.uk/government/publications/face-coverings-in-education/face-coverings-in-education) (<https://www.gov.uk/government/publications/face-coverings-in-education/face-coverings-in-education>)

PPE is only needed in a very small number of cases including:

- Children, young people and students whose care routinely already involves the use of PPE due to their **intimate care needs** should continue to receive their care in the same way
- If a child, young person or other learner becomes **unwell with symptoms of coronavirus** while in their setting and needs direct personal care until they can return home. A facemask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then gloves, an apron and a facemask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn.

Where PPE is required, the following is a general checklist for PPE management:

- Communicate suitable information to pupils, parents, and carers on what to expect in relation to staff wearing additional PPE;
 - Ensure training is provided to the relevant staff on how to correctly put on and wear items of PPE, when it should be replaced throughout the day and how it should be disposed of (Videos and guidance is available and noted on the assessment template below);
 - Ensure that where a need for disposable half facemasks that provide a higher level of protection (e.g. disposable FFP3 masks and reusable half masks) is identified. Face fit testing is provided by a competent person (And how this will be applied to staff who have facial hair);
 - Identify staff that have relevant pre-existing medical conditions which may restrict or prevent some workers wearing certain types of PPE and clarify how this will be managed. (E.g: asthma or skin allergies);
- Ensure a maintained stock of all identified items of PPE, including a contingency surplus, is available to ensure that the identified additional controls can be sustained throughout the phased return period and into full occupation of each school building until such a time that control measures can be reviewed and reduced accordingly.

The Government guidance is available here:

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

Minimising contact between individuals and maintaining social distancing:

Minimising contacts and mixing between people reduces transmission of coronavirus (COVID-19). This is important in all contexts, and schools must consider how to implement this. Schools must do everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum.

The overarching principle to apply is reducing the number of contacts between children and staff. This can be achieved through keeping groups separate (in 'bubbles') and through maintaining distance between individuals. These are not alternative options and both measures will help, but the balance between them will change depending on:

- children's ability to distance
- the lay out of the school
- the feasibility of keeping distinct groups separate while offering a broad curriculum (especially at secondary)

It is likely that for younger children the emphasis will be on separating groups, and for older children it will be on distancing. For children old enough, they should also be supported to maintain distance and not touch staff where possible.

Maintaining a distance between people whilst inside and reducing the amount of time they are in face to face to contact lowers the risk of transmission. It is strong public health advice that staff in secondary schools maintain distance from their pupils, staying at the front of the class, and away from their colleagues where possible. Ideally, adults should maintain 2 metre distance from each other, and from children. We know that this is not always possible, particularly when working with younger children, but if adults can do this when circumstances allow that will help. In particular, they should avoid close face to face contact and minimise time spent within 1 metre of anyone. Similarly, it will not be possible when working with many pupils who have complex needs or who need close contact care. These pupils' educational and care support should be provided as normal.

For **pre-school children in early years settings**, the staff to child ratios within Early Years Foundation Stage (EYFS) continue to apply as set out here, and we recommend using these to group children.

Covid-19 Testing:

As essential workers, Support and Teaching staff can apply for a covid-19 test on the government portal or the school can arrange the test on their behalf: <https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested>.

Schools should engage with the NHS Test and Trace process.

School Name: Horn Park Primary	Risk Assessment Date: 03.09.20	Assessed by: Zoe Crosland, Michelle Bernard and Helen Robinson	Approved by Local Governing Body:
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Details of workplace/activity: 3	Pupils and employees partaking in school activities within the school premises, including general classroom activities, dining, break-times, playgrounds, pick-up and drop off (where applicable), First aid and external visitors to the school.	Persons affected:	Pupils, staff, Contractors and Visitors

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
Health & safety compliance checks for sites remained open	<p>All health safety and compliance testing up to date in required timescales Regular (virtual) meetings with Health and Safety Governor Daily cleaning of premises</p>	<p>Update premises daily checks, with greater emphasis on cleaning quality to ensure it meets standards</p> <p>Weekly meeting head and PM</p>	<p>Jamie Clark</p> <p>Zoe Crosland/Helen Robinson</p>	<p>Ongoing</p> <p>Ongoing</p>	
Health & safety compliance checks for closed sites	<p>Water systems to be flushed in accordance with the school's legionella risk assessment and policy. To check there are no leaks in the water system and there is provision of hot water. Ensuring the safety and quality of the water by:</p> <ul style="list-style-type: none"> • disinfecting the water system by raising the temperature of the heating of the system; or • in schools which have cooling towers/AC systems, legionella testing the water and receiving a positive clearance. <p>Testing fire alarms/smoke alarms/panic and accessible-toilet alarms. Checking:</p> <ul style="list-style-type: none"> • fire-door mechanisms; • gas supply; • kitchen equipment; • ventilation system; • key holder information; • fixed wiring (if the scheduled tests required by regulations have not taken place in the last sixth months); 	<p>Part of ongoing checks – site has remained open</p>	<p>Jamie Clark</p>	<p>Ongoing</p>	

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>most staff will attend school. It remains the case that wider government policy advises those who can work from home to do so. We recognise this will not be applicable to most school staff, but where a role may be conducive to home working, for example some administrative roles, school leaders should consider what is feasible and appropriate.</p> <p>Availability and well-being of all staff is assessed taking into consideration staff who are self-isolating those who are in the most at risk categories.</p> <p>Staff are briefed and consulted on school procedures and the measures put in place for the wider return to school of all pupils.</p> <p>Staff have had sufficient training and briefing regarding infection control and school protocols. Ongoing reminders of protocols are provided in regular staff meetings.</p> <p>Staff are up to date on other related guidance and support in relation to themselves and pupils such as stress and wellbeing including: https://www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing/guidance-for-parents-and-carers-on-supporting-children-and-young-peoples-mental-health-and-wellbeing-during-the-coronavirus-covid-19-outbreak Links to the extra mental health resources available for pupils and staff are shared: https://www.gov.uk/government/news/extra-mental-health-support-for-pupils-and-teachers https://www.educationsupport.org.uk/</p>	<p>summer 2. Risk assessments completed where appropriate</p> <p>Risk assessment and timetables etc all shared with staff. Further inset in September given to staff.</p> <p>Regular bubble/phase meetings</p> <p>Staff can access</p> <p>Details of information shared with staff</p> <p>Leadership regular contact with individuals</p>	<p>Michelle Bernard</p> <p>ZC/MB/HR</p> <p>ZC/HR</p> <p>Zoe Crosland</p> <p>SLT</p> <p>SLT</p> <p>Zoe Crosland</p>	<p>July 20</p> <p>July 20</p> <p>July 20</p> <p>20/5/20</p> <p>Ongoing</p> <p>01/06/20</p>	<p>18/5/20</p>

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>In relation to mental health and stress support organisation, details are available to staff including the confidential Employee Assistance Programme.</p> <p>There are communication and support networks in place for staff and if there are particular concerns staff can raise them quickly and effectively.</p> <p>Hazard reporting mechanisms are in place and easily accessible.</p> <p>Talks with staff about the planned changes (e.g. safety measures, timetable changes and staggered arrival and departure times, PPA), have taken place, including discussing whether additional training would be helpful.</p> <p>Planning builds in the need to avoid increases in unnecessary and unmanageable workload burdens and existing practices are reviewed. DFE's workload reduction toolkit.</p>	<p>Phase hubs to have weekly virtual meeting</p> <p>Tickets raised to send to PM if issue on health and safety (not urgent)</p> <p>Staff briefing /inset and PDM</p>			
Staffing levels and staff members	<p>Assessing availability of staff for all activities during school day, including lunchtime and break supervision, and to provide support for pupils with special or additional needs taking into account:</p> <ul style="list-style-type: none"> • staff who are in the most at risk categories. Individual risk assessments are conducted for staff members in these categories, including staff who are from Black, Asian and minority ethnic backgrounds, or have certain conditions such as diabetes or obesity • staff who are self-isolating, and staff on maternity or any other form of leave • availability of supply staff to cover any vacancies or long-term absences. 	<p>Individual staff circumstances reviewed in summer 2. Risk assessments completed where appropriate</p> <p>Continually review this and adapt risk assessment/staffing where necessary</p>	Zoe Crosland/ Michelle Bernard	1.7.20	

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
<p>Staff who work across two schools pose increased risk of cross school contamination</p>	<p>A review of part time teacher's hours and roles in different schools has been undertaken.</p> <p>In the instance of part time teachers working across the partnership, HOS from both schools to have discussed timetables and ensure they plan so that the teachers are not working across two bubbles.</p> <p>Communication between schools on a weekly basis to confirm that no potential cases have been identified among any of the children or staff the part time teacher has been working with before going to the next school.</p> <p>When not working in bubble, small focus group work to be carried out using social distancing measures.</p> <p>-If a COVID-19 test is required for any of the bubble members the part time teacher has worked in, the part-time teacher will not attend the other school until a negative result has been confirmed. If a positive result is confirmed the part-time teacher will isolate with the rest of the bubble members for 14 days and following the Staying at home guidance.</p>	<p>Weekly communication with heads.</p> <p>Music teacher to work with individual/ small groups of children ensuring social distancing guidelines are followed. (year 5 and 6)</p> <p>Gardening teacher to be attached to year 1 and 2</p> <p>Phase lead to meet with teachers for any updates</p>	<p>Zoe Crosland</p> <p>Paul Gregory</p> <p>Martin Bowes</p> <p>SLT</p>	<p>On going</p> <p>Ongoing</p> <p>Ongoing</p>	
<p>Staff who are clinically extremely vulnerable and may otherwise be at increased risk of COVID-19 (see guidance)</p>	<p>Generally we will expect all staff to attend for work at school, but before a final decision is made, for all staff who were previously shielding, we will undertake an individual risk assessment and will take account of any further information from the member of staff's GP, consultant, or other senior clinician.</p>	<p>Discussions had with staff and additional risk assessment put in place where necessary</p>	<p>Michelle Bernard/Zoe Crosland/Helen Robinson</p>	<p>Sep 20</p>	

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>The risk assessment should also take into account <i>Disparities in the risk and outcomes of COVID-19</i> which says that the following people are more at risk of serious illness or death from COVID-19:</p> <ul style="list-style-type: none"> • Older workers • Men • Those who live in deprived areas • People from Black and Asian minority ethnic groups • Comorbidities; particularly diabetes, hypertensive diseases, chronic kidney disease, chronic obstructive pulmonary disease and obesity <p>Where staff have significant risk factors, leaders will discuss staff concerns and explain the measures the school is putting in place to reduce risks. Leaders will try as far as practically possible to accommodate additional measures where appropriate.</p> <p>The risk assessment will consider ways to mitigate increased risk such as temporary changes to working arrangements to work from home, working with older children, using staff shared spaces safely, staggered start times. Any changes agreed will be reviewed regularly.</p> <p>If transmission of COVID-19 increases</p>				

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	<p>Affected staff could be advised to shield again if the situation changes and there is an increase in the transmission of COVID-19 in the community. Government guidance states that the names of people who were previously shielding will be kept securely on the shielded patient list by NHS Digital. They will write to affected individuals if the advice changes. Any national changes will be reflected in government guidance on shielding and protecting people who are clinically extremely vulnerable.</p> <p>In the event of a local lockdown, see the information below and visit your local authority's website for further guidance. If you're clinically extremely vulnerable, you are advised not to enter any area where shielding advice is in place.</p> <p>While in school staff should follow the sector specific measures to minimise the risk of transmission this includes taking particular care to observe good hand and respiratory hygiene, minimising contact and maintaining social distancing. Ideally, adults should maintain 2 metre distance from others, and where this is not possible avoid close face to face contact and minimise time spent within 1 metre of others. While the risk of transmission between young children and adults is likely to be low, adults should continue to take care to socially distance from other adults including older children/adolescents.</p>				
Staff who are clinically vulnerable (includes	Staff to observe good hand and respiratory hygiene, minimising contact and maintaining social distancing. Ideally, adults should maintain 2 metre distance from others, and where this is not possible avoid close face to face contact and minimise time	Discussion had with relevant staff and risk assessments created.	Michelle Bernard	1.09.20	ongoing

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pregnant women)	<p>spent within 1 metre of others. While the risk of transmission between young children and adults is likely to be low, adults should continue to take care to socially distance from other adults including older children/adolescents.</p> <p>For pregnant women, risk assessments conducted in line with the Management of Health and Safety at Work Regulations 1999 (MHSW). Following the occupational health advice for employers and pregnant women published by: https://www.rcog.org.uk/en/guidelines-researchservices/guidelines/coronavirus-pregnancy/. This includes advice for women from 28 weeks gestation or with underlying health conditions who may be at greater risk. Monitoring this advice for future updates.</p>		HR director		
Staff who live with someone who was previously shielding	Staff living with an individual who was previously shielding will be offered an individual risk assessment				
Teaching & learning expectations	<p>Government expects that most pupils will return in September.</p> <ul style="list-style-type: none"> existing flexibilities used to create time to cover the most important missed content Nursery - teachers focus on the prime areas of learning, including: communication and language, personal, social and emotional development (PSED) and physical development. Reception - teachers should also assess and address gaps in language, early reading and mathematics, particularly ensuring 	<p>All children to return to school – nursery – year 6 (400 children)</p> <p>SPD focuses on key skills and closing gaps- Inset for all</p>	<p>No action</p> <p>Curriculum delivered and shared– MB/ZC/HR/JL/RG</p>	<p>ongoing</p> <p>01.07.20 Sep 1st</p>	Ongoing

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>children's acquisition of phonic knowledge and extending their vocabulary.</p> <ul style="list-style-type: none"> • Follow updates to the EYFS disapplication guidance. • For nursery settings and Reception, consider how all groups of children can be given equal opportunities for outdoor learning. • For pupils in key stages 1 and 2, prioritise identifying gaps and re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics) • Curriculum should remain broad, so that the majority of pupils are taught a full range of subjects over the year • availability of appropriate personal protective equipment (PPE) for staff dealing with someone exhibiting COVID-19 symptoms in school/children whose intimate care routines already require use of PPE, and access to running water and soap and arrangements for the regular cleaning of touch surfaces throughout the day. 	<p>staff to deliver training</p> <p>Bubble to have own section of playground. Outdoor sessions are rota'd between classes to enable bubbles to remain at a safe distance.</p> <p>Clear plan and timetable put in place.</p> <p>Collaboration between schools with foundation planning – online offer provided via uploading lessons to google classroom.</p> <p>Zip lock bags ordered for all children to keep their own equipment to</p>	<p>/JG/CA</p> <p>Joe Leslie</p> <p>Chelsea Ablitt</p> <p>groups led by Compass Heads</p> <p>Joanne Rose</p> <p>Inclusion leader - Becki Gittins</p>	<p>01.07.20</p> <p>01.09.20</p> <p>01.09.20</p> <p>Ongoing</p>	<p>Ongoing</p>

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		<p>prevent hazards. Additional PPE has been ordered and isolation rooms identified.</p> <p>Individual risk assessments are updated including use of appropriate PPE if required</p> <p>PPE stocks are monitored and replenished as needed.</p> <p>School will be shut to children on a Friday afternoon in order for teachers to have their dedicated PPA time. Teaching time will not be reduced.</p>	<p>Jamie Clark</p> <p>Michelle Bernard</p>	<p>01.09</p>	
<p>Music, dance and drama</p>	<p>All pupils should have access to a quality arts education. There may, however, be an additional risk of infection in environments</p>	<p>Additional risk assessment in place for use of music room, music</p>	<p>Paul Gregory Zoe Crosland</p>	<p>15.07.20</p>	

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	<p>where singing, chanting, playing wind or brass instruments, dance and drama takes place.</p> <p>Singing, wind and brass instrument playing can be undertaken in line with guidance, in particular guidance provided by the <u>DCMS</u> for professionals and non-professionals, available at <u>working safely during coronavirus (COVID-19): performing arts</u> (https://www.gov.uk/guidance/workingsafely-during-coronavirus-covid-19/performing-arts). However, these studies have also indicated that it is the cumulative aerosol transmission from both those performing in and attending events is likely to create risk. <u>DCMS</u> is continuing to develop a more detailed understanding of how to mitigate this potential aggregate risk, but in that context, organisations should follow the guidance set out in the full opening of schools (see 'Minimising contact between individuals' to 'Scores, parts and scripts'). Schools that offer specialist, elite provision in music, dance and drama may also wish to consider this guidance alongside the <u>DCMS</u> guidance on the performing arts.</p>	<p>lessons and individual music lessons. (see music risk assessment)</p> <p>Risk assessment to be reviewed in accordance with government updates</p>			
Physical activity	<p>Following the measures in the system of controls.</p> <p>Sports whose national governing bodies have developed guidance under the principles of the government's guidance on team sport and been approved by the government are permitted. Schools must only provide team sports on the list available at return to recreational team sport framework</p>	<p>Additional risk assessment in place for: Use of P.E equipment, P.E lessons, after school clubs</p> <p>Clear timetables in place</p>	Richard Harries	ongoing	

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	<p>(https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sport-andrecreation/return-to-recreational-team-sport-framework).</p> <p>Pupils kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided.</p> <p>Outdoor sports are prioritised where possible, and large indoor spaces used where it is not, maximising natural ventilation flows (through opening windows and doors or using air conditioning systems wherever possible) distancing between pupils and paying scrupulous attention to cleaning and hygiene. External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities.</p> <p>Following the below guidance:</p> <p style="padding-left: 40px;">guidance on the phased return of sport and recreation (https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sportand-recreation) and guidance from Sport England (https://www.sportengland.org/how-we-canhelp/coronavirus) for grassroot sport</p>	<p>Year 6 to come to school uniform on days which they have P.E to reduce risk when changing in different rooms.</p> <p>Swimming not going ahead this half term.</p>			

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	<ul style="list-style-type: none"> • advice from organisations such as the Association for Physical Education (https://www.afpe.org.uk/physical-education/wp-content/uploads/COVID-19-Interpreting-the-Government-Guidance-in-a-PESSPA-Context-FINAL.pdf.) and the Youth Sport Trust (https://www.youthsporttrust.org/coronavirus-support-schools) • guidance from Swim England on school swimming and water safety lessons available at returning to pools guidance documents (https://www.swimming.org/swimengland/pool-return-guidancedocuments/) <p>Work with external coaches, clubs and organisations for curricular and extracurricular activities where satisfied that it is safe to do so within the school's wider protective measures.</p>				
Pupil wellbeing	<p>Circumstances of pupils likely to be returning have been reviewed and any new circumstances that may pose a risk have been assessed. Individual pupils who need specific care which cannot be delivered whilst ensuring social distancing have been risk assessed and staff are provided with appropriate PPE</p>	DSLs have continually reviewed children not in school through Covid 19 – support continue	SLT/DSL	ongoing July 20	14/05/20

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>Pupils with behaviour issues or who may be potentially violent, especially those with a known risk of spitting and or requiring physical restraint, have been risk assessed.</p> <p>Pupils who may be worried about returning to school or who have been in challenging home circumstances or experienced bereavement during the pandemic (covid19 related or not) have been risk assessed.</p> <p>Use age appropriate materials to explain and maintain social distancing. This will include Public Health England recommended resources: https://campaignresources.phe.gov.uk/schools</p> <p>Promote understanding of the different experiences for our children and young people during lockdown</p> <p>Consider how pupils with specific needs are reintegrated</p> <p>Deliver activities that focus on relationships – adult/pupil, pupil/pupil</p> <p>In relation to mental health and stress support organisation, details are available of help lines and information that can be provided to pupils and their parents.</p> <p>Consider effects of use of technology on mental well being during lock down. Deliver activities on online safety and how to use appropriately</p> <p>Following government guidance, KCSIE & appendix to Compass safeguarding policy: https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-</p>	<p>to be given where appropriate to aid smooth transition back to school.</p> <p>All returning children with an EHCP have been risk assessed. Children with behaviour challenges have been risked assessed. Other children have been identified and risk assessed</p> <p>Risk assessment for pupils who need specific care, which cannot be delivered whilst ensuring social distancing; potentially violent pupils, especially those with a known risk of spitting and/or requiring physical restraint</p>	<p>Inc lead – Rebecca Gittins</p> <p>Wellbeing lead (Jordan Noel)</p> <p>SLT</p> <p>Michelle Bernard</p> <p>Zoe Crosland</p> <p>PE lead – Richard Harries</p>	<p>1.7.20</p> <p>1.7.20</p> <p>01/07/20</p> <p>18/06/20</p> <p>April 20</p>	<p>Ongoing</p>

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers (Guidance due to be updated following government announcement) Provide DLS & deputies with more time to support staff & children in case of new safeguarding & welfare concerns, handling of referrals. Report main concerns to Trust Leader for SEND if advice is needed.</p>	<p>Contact made with each parent beforehand and risk assessment discussed/shared</p> <p>advice and support given to parents to share with children prior to return</p> <p>PDM for staff</p> <p>Support for teachers shared</p> <p>Advice on non-contact games</p> <p>Advice and activities sent to staff</p> <p>Advice sent to parents via newsletter</p>	<p>Jordan Noel</p>		<p>Ongoing</p>

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
		Mental well-being lead to work with class teachers in how to support children			
Pupils who are shielding or self isolating	<p>Following <u>guidelines</u> on shielding and protecting people who are clinically extremely vulnerable.</p> <p>A small number of pupils will still be unable to attend in line with public health advice because they are self-isolating and have had symptoms or a positive test result themselves, or because they are a close contact of someone who has coronavirus (COVID-19)</p> <p>Following public health advice if local rates of the disease rise in the area such that children/family members from the area are advised to shield.</p> <p>Ensuring families of pupils who no-longer need to shield but remain under the care of specialist health professionals discuss their child's care with health professionals before return to school. See further government guidance here</p>	<p>Continued communication with parents/carers</p> <p>Continue to work with school nurse, attendance advisory, outside agencies to ensure families receive appropriate support</p>	<p>Zoe Crosland and Helen Robinson</p> <p>Rebecca Gittins/Jordan Noel</p>	<p>1.9.20</p> <p>1.9.20</p>	

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>See guidance from the Royal College of Paediatrics and Child Health here.</p> <p>If transmission of COVID-19 increases</p> <p>Affected pupils could be advised to shield again if the situation changes and there is an increase in the transmission of COVID-19 in the community. Government guidance states that the names of people who were previously shielding will be kept securely on the shielded patient list by NHS Digital. They will write to affected individuals if the advice changes. Any national changes will be reflected in government guidance on shielding and protecting people who are clinically extremely vulnerable.</p> <p>In the event of a local lockdown, see the information below and visit your local authority's website for further guidance. If you're clinically extremely vulnerable, you are advised not to enter any area where shielding advice is in place.</p>				
Pupils with individual risk assessments	<p>Individual pupil risk assessments have been reviewed to take account the new situation relating to the change in the nature of the provision being made and the provisions of COVID-19 guidance.</p> <p>Individual pupil risk assessments have been consulted on with the relevant staff.</p>	<p>Complete in consideration of Situational PPE</p> <p>Children who are returning with specific need, who would not usually have risk assessment reviewed and risk</p>	Inc. lead Becki Gittins to review	<p>20/05/20 07/07/20</p> <p>1/7/20</p>	

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
		assessment created. Share with relevant staff			
Other pupils who may now require individual risk assessments	Pupils who have not previously been risk assessed but in the new circumstances may pose a risk have been identified including; <ul style="list-style-type: none"> • pupils who need specific care, which cannot be delivered whilst ensuring social distancing; • potentially violent pupils, especially those with a known risk of spitting and/or requiring physical restraint These pupil risk assessments have been consulted on with the relevant staff.	Risk assessments created for all key pupils and shared/discussed with parents and staff. These will be constantly reviewed. Situational PPE has been reviewed and adaptations made where necessary	Jordan Noel and Rebecca Gittins Inc lead- Rebecca Gittins	10.07.20 10.07,20	
Class group & size configuration	Maintaining consistent groups is important but given decrease in prevalence of coronavirus & resumption of full range of subjects, the emphasis on bubbles within the system of controls may need to change and the size of groups increase. Early years staff to pupil ratio: <ul style="list-style-type: none"> • In accordance with the early year's framework class sizes for early years will adhere to the following: • Children under two – one adult for every three children • Children aged two – 1 adult for every 4 children • Children three or over – one adult for every 13 children 	Clear staffing timetable in place Nursery to be one bubble with AM and PM Timetable created –movement	Chelsea Ablitt (EYFS/Ks1 lead) Michelle Bernard	18/05/20	

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>Classrooms and other learning environments are organised to support distancing as far as possible.</p> <p>Play equipment is appropriately cleaned between groups of children and multiple groups do not use equipment simultaneously.</p> <p>For individual and very frequently used equipment, such as pencils and pens, staff and pupils have their own items that are not shared.</p> <p>Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces. Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles</p> <p>Unnecessary items have been removed from classrooms and other learning environments.</p> <p>Classroom furniture has been reduced.</p> <p>Displays, soft furnishings, soft toys and those with intricate parts that are hard to clean have been removed.</p> <p>Wherever possible, children use the same classroom or area of a setting throughout the day, with a thorough cleaning of the rooms before the start of the next school day.</p> <p>Consider seating pupils at the same desk each day if they attend on consecutive days</p> <p>Rooms are accessed directly from outside where possible</p>	<p>when entering school</p> <p>Cleaning equipment provided for each classroom – wipes, spray and blue cloth.</p> <p>KS1 to have own packs-pencil, ruler, pen in a pack</p> <p>KS2 to have own pencil and ruler- other resources shared</p> <p>All staff to ensure environment maintained and set expectations to children on top of cleans by GS plus, Jamie Clark and Mandy Flynn- (mid point clean)</p>	<p>Class teachers</p>	<p>01/07/20</p> <p>1/06/20</p>	

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
<p>Timetable</p>	<p>Fulfil the requirements of the Compass Offer and essentials curriculum for all children whether in school or at home</p> <p>Use the timetable and selection of classroom or other learning environment to reduce movement around the school or building Assemblies are delivered virtually in classrooms and provided to pupils learning at home Break times (including lunch) are staggered, so that all children are not moving around the school at the same time</p> <p>Management of teacher workload through joint planning across year groups for certain subjects</p> <p>A blended curriculum is offered to children so that children receive education if at home – arrangements made over what is uploaded to Google classroom.</p>	<p>Trust year group meetings to be arranged for Autumn term to make decisions around collaboration of foundation planning</p> <p>Assembly timetable created – staff to share out looms.</p> <p>Share advice in opening plan. Reinforce through PDM</p> <p>Timetable created and shared with staff</p>	<p>Zoe/Michelle/Helen Robinson</p> <p>SLT</p> <p>Michelle/Zoe/Helen</p> <p>SLT</p>	<p>14/05/20</p> <p>01/07/20</p> <p>01/07/20</p>	<p>15/05/20</p> <p>March 20</p>
<p>Curriculum & closing gaps in learning</p>	<p>The need for remedial work and “catch up” with the social/emotional needs of the children & young people has been balanced Addressing gaps in learning in a structured and appropriately paced way to maximise impact of teaching without overwhelming the pupils</p>	<p>PDM before summer holidays to establish reading tasks.</p>	<p>SLT</p>	<p>Ongoing</p>	

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>Maximising impact of additional adults matched to those identified pupils who need the support most</p> <p>Managing transition (at all stages) to best support the next stage of learning</p> <p>Support children in their transition back to school if they have been off since March</p> <p>Also think about engaging parents and children in education resources such as e-bug and PHE schools resources</p>	<p>Shared documents to be read linked to: teaching and learning, curriculum, assessment, Rosenshine's principles.</p> <p>Inset day to refresh and reframe teaching for September</p>	<p>Becki Gittins and year 6 teachers</p>	<p>01/07/20</p>	
<p>School trips</p>	<p>No overnight UK or overseas educational visits see travel advice for education settings guidance. No educational visits for first half term. Following review of first half term and on consideration of local/national context, arranging non-overnight UK visits in accordance with protective measures (keeping pupils in consistent groups) and thorough risk assessment, including review of COVID-secure measures at destination. Making use of outdoor spaces in local areas. Highlighting up to date government advice to families and staff about what action they should take if experience symptoms. Staff and children not to attend school if experiencing symptoms and to self-isolate for 14 days if household members are experiencing symptoms.</p>	<p>Local outings to park and local nature points which do not involve public transport to be risk assessed.</p> <p>Visitors to enter school for trips – risk assessed</p> <p>Review trips using public transport at half term</p>	<p>SLT</p>	<p>July 20</p>	

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
Whole school events	Postpone all whole-school events until further notice Assemblies and other group activities to be restricted to consistent 'bubble' groups.	Virtual assembly every day Music events to be done virtually	All staff		
Shared space and movement around schools	<p>Use of halls, dining areas and internal and external sports facilities exercise rota'd to ensure only class group are using specified space</p> <p>(if they continue to shield following clinician's advice from August 1st/are self-isolating)</p> <p>Assemblies recorded for those undertaking home learning If class groups take staggered breaks between lessons, these areas can be shared as long as different groups do not mix and do not play sports or games together. Adequate cleaning between groups is in place, following the COVID-19: cleaning of non-healthcare settings guidance</p> <p>Stagger the use of staff rooms and offices to limit occupancy Staff rooms are not to be used unless these are large enough to safely accommodate current staff numbers at safe distance from each other; Each staff area has been assessed, a maximum number of staff per room has been placed on the door; Staff are encouraged to bring a packed lunch and use large areas keeping a suitable distance from other occupants;</p>	<p>Plan and Rota created</p> <p>Groups to remain separate at all times</p> <p>Staff to have a maintaining environment basic kit</p> <p>Main office only admin staff to use, adhering to social distancing.</p> <p>Email to be used for messaging</p> <p>Staff shared areas - limited staff numbers in rooms</p>	<p>Joe Leslie</p> <p>All staff Premises to provide</p> <p>All staff All staff</p> <p>Jamie Clark</p> <p>All staff</p>	<p>20/05/20 18/06/20</p> <p>Ongoing</p> <p>01/06/20</p> <p>Ongoing</p> <p>1/06/20</p>	

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>–Breaks are staggered to ensure that any corridors or circulation routes used have a limited number of pupils using them at any time</p> <p>Lunch breaks are staggered. Pupils should clean their hands beforehand.</p> <p>Number of pupils who use the toilet facilities at one time are limited to ensure they do not become crowded</p> <p>Pupils who may need additional support to follow these measures are identified and appropriate arrangements have been put in place to support them in understanding how to follow the procedures</p>	<p>for social distancing Shared areas for staff work/lunch - library, cookery room, staff room people Ensure social distancing in all rooms and areas cleaned after use</p> <p>Year groups have own toilets Staff to monitor use (Where toilets are shared, cubicles to be labelled)</p> <p>At playtime, one member of staff to stay at toilets to ensure children following social distancing and washing hands –</p>	<p>Joe Leslie</p> <p>SLT</p> <p>All staff</p> <p>All staff</p>	<p>Ongoing</p> <p>ongoing</p> <p>18.06.20</p> <p>1/6/20</p>	

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>Where possible classes/activities will be completed outside Maximise the use of outdoor space for outdoor education, exercise and breaks Outdoor spaces are timetabled for each group. Outdoor equipment is appropriately cleaned between groups of children and young people using it, and that multiple groups do not use it simultaneously. Read COVID-19: cleaning of non-healthcare settings</p>	<p>mid morning clean to wipe handles.</p> <p>Risk assessments</p> <p>All available space to be rota'd - All staff to be aware of this. Cones marking areas used where needed.</p> <p>Timetable shared with staff that states lunch times – 35 mins – sticking to year group bubbles</p>		Ongoing	
Start and end of day	Drop-off and collection times have been staggered-/start and finish times adjusted to keep groups apart as they arrive/leave school. Drop-	staggered timetable created	SLT to remind and monitor	20/05/20	

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>off and pick-up protocols for parents established that minimise adult to adult contact</p> <p>Nursery</p> <ul style="list-style-type: none"> • In through nursery gate • Out through nursery gate <p>Reception to Year 6 to enter through front gate or back park gate. Exit through carpark gate or park gate</p> <p>Timings</p> <p>School starts School finishes</p> <p>Nursery part time 8:30 11:30</p> <p>Nursery (30hrs) 8:30 3:00</p> <p>Reception 8:30 - 3:00</p> <p>Year 1 and 2 8:40 -3:10</p> <p>Year 3 and 4 8:50 -3:20</p> <p>Year 5 and 6 9:00 - 3:30</p> <p>Sycamores 9:10 - 3:10 9:10 - 3:10</p> <p>Millennium 9:00 3:30 9-1:30</p>	<p>Staff to enter car park by 8.30 and not leave until 3.45</p> <p>Detailed information shared with parents</p> <p>Website updated continually to include relevant information</p> <p>Review system of giving parents choice of both gates as entry points after one week.</p> <p>Signposted details of exits in and out using cones and tape – one way system</p>	<p>SLT</p> <p>Zoe Crosland/Helen Robinson</p> <p>SLT to monitor</p> <p>SLT</p>	<p>18/06/20</p> <p>01/06/20</p>	

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>School will be shut to children on a Friday afternoon in order for teachers to have their dedicated PPA time, teaching time will not be reduced.</p> <p>Drop off (primary):</p> <ul style="list-style-type: none"> • Drop-off and collection points and timings for each group have been identified, this information has been shared with parents. • The playground has been demarcated to enable parents to remain 2m away from other parents during drop off their children; • Parents are asked to not congregate in the playground for longer than 5 minutes before the designated school start time for their child (if more than one child is to be dropped off, Siblings to go straight to playground with earliest child and go straight to class with hub adult • Start times have been staggered for each class in order to prevent large numbers of parents in the playground/on school grounds; • Start times are designed to enable one group of parents to leave the site before the next group arrive; • Parents are reminded to leave the site once their children have entered the building; • Only one parent/guardian per child is permitted on site; • If there are additional siblings who have no other carers at home and who are not at school, they are permitted to stand with their parent. They are not to be allowed to run around the playground or interact with other families. 	<p>Detailed guidance to be shared with parents</p> <p>Leaders positioned at key points to ensure guidelines followed</p> <p>Playground clearly marked</p>	<p>Jamie Clark</p> <p>SLT to monitor</p> <p>SLT</p> <p>Premises manager to arrange based</p>	<p>Ongoing</p> <p>ongoing</p> <p>Ongoing</p>	

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
		Teachers to implement when children enter classroom and throughout day.			
Return to school – Parents and children arriving and departing – not observing social distancing	<p>Parents to be reminded before return to school to ensure to observe 2 metre distancing, gathering at school gates & coming onto site without an appointment is not allowed. Implementing clear procedure for removing face coverings when pupils and staff arrive.</p> <p>Pupils not to touch front of face covering during use/when removing. Must wash hands on arrival, dispose of temporary face coverings in covered bin, reusable face coverings placed in plastic bag & wash hands again. More advice here. School to stagger start and finish of the school day (if relevant). After school clubs procedure (if relevant). Only essential access authorised</p>	Information and guidance shared with parents and staff	Zoe Crosland and Helen Robinson		
Travel arrangements	Encourage walking and cycling to school where possible. Follow government safer travel guidance and liaise with Local Authority for transport of pupils with SEND. Masks worn on public transport should be removed before entering the school building. There is a clear process for removing face coverings when pupils and staff who use them arrive at school, which has been communicated clearly to them. Pupils are reminded not to touch the front of their face covering during use or when removing it. They must wash their hands immediately on arrival (as is the case for all pupils), dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they can take home with them, and then wash their	Share link to guidance on web site Include in parent letter	SLT	20/05/20	

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	hands again before heading to their classroom. Guidance on <u>safe working in education, childcare and children's social care</u> provides more advice.				
Contractors and visitors	<p>No visitors to site except those who need to bring essential deliveries, carry out essential services, premises compliance, provide safeguarding assistance, therapists.</p> <p>Where this is the case follow COVID-19 visitor protocols: visitor to provide completed questionnaire prior to arrival, school to check response remain current on arrival, visitor to use handsanitiser/wash hands under school supervision on arrival & departure, avoid touching surfaces unnecessarily, advised to maintain social distancing as far as practical, arrange visit outside of core school hours where practical</p> <p>Deliveries will be accepted at designated quiet times only; Delivered items will be left outside of the school building for staff to collect. Deliveries to be dropped at designated areas & delivery person to be advised in advance deliveries will not be physically signed for. Delivery drivers to be advised to maintain 2m distance from collecting staff</p> <p>There is currently no perceived increase in risk for handling post or freight from specified areas Markings have been added to the floor asking visitors to stay back at least 2m from the reception desk;</p> <p>Visitors and/or contractors will only be permitted into the school if they have confirmed that they are not symptomatic of COVID-19 or been with anyone who is symptomatic within the last 14 days prior to arrival;</p>	<p>Office lead and premises to send email to contractors</p> <p>Meeting with Jamie to adapt daily checks</p> <p>Office Lead to induct visitor and to be main point of contact.</p> <p>Refer premises and admin to protocols</p> <p>Timetable additional office</p>	<p>Jo Rose</p> <p>Jo Rose/Zoe Crosland/Helen Robinson</p>	<p>18/05/20</p> <p>20/05/20 01.07.20</p>	

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>Visitors will only be permitted at their designated time and will be asked to wait outside of the school building until their school contact is available;</p> <p>The school contact is required to attend reception in good time to meet their visitor;</p> <p>Meetings with visitors will be via video conference or phone where possible;</p> <p>If meetings are not possible via video conference/phone, social distancing measures will be adhered to at all times;</p>	<p>space – office 365 calendar</p>			
<p>Pupil, presents and carers</p>	<p>Inform pupils, young people, parents, carers or any visitors, such as suppliers, not to enter the education or childcare setting if they are displaying any symptoms of coronavirus or if someone in their household has been diagnosed with or is displaying symptoms (following the COVID-19: guidance for households with possible coronavirus infection)</p> <p>Parents to inform the school if anyone in the house is displaying symptoms</p> <p>Inform parents that if their child needs to be accompanied to the school, only one parent should attend</p> <p>Inform 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)</p> <p>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)</p> <p>Also think about engaging parents and children in education resources such as e-bug and PHE schools resources</p>	<p>Information shared with parents</p> <p>Website continuously updated</p> <p>Parental queries directed to office who can support</p> <p>Leaders outside during pick up and drop</p>			

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
Parent meetings	<p>Meetings with parents are always pre-booked Parents to inform school if they display symptoms and not enter site if they do have them. Parents to complete & provide visitor questionnaire prior to arrival.</p> <p>Meetings to be had in well ventilated room. Parents to wash hands/use hand sanitiser on arrival and departure.</p> <p>Social distancing guidelines should be followed</p>	<p>Information to be shared with parents.</p> <p>Jordan's room to be used as meeting room - large double doors to outside which will be open.</p> <p>Option to parents to have a virtual meeting if they would prefer</p> <p>Social distancing guidelines in place during meeting</p>	SLT Helen Robinson/Zoe Crosland	ongoing	
Cleaning and Hygiene	<p><u>COVID-19: cleaning of non-healthcare settings guidance</u> is followed Ensure that sufficient handwashing facilities are available. Where a sink is not nearby, hand sanitiser is provided in classrooms and other learning environments All adults and children are required to:</p> <ul style="list-style-type: none"> ➤ frequently wash their hands with soap and running water for 20 seconds and dry thoroughly and recommended at the following times: <ol style="list-style-type: none"> 1. Entry and exit from the school; 2. After using the toilet; 3. On entry to the dining hall; 	<p>Guidance on maintaining surface cleaning</p> <p>Posters Remind and model to children</p> <p>Tissues in class Hand sanitiser or soap and water in class</p>	Premises manager All staff All staff	27.05.20 Ongoing Ongoing	Ongoing

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>4. Before and after eating; 5. When changing rooms</p> <p>Review the <u>guidance on hand cleaning</u></p> <ul style="list-style-type: none"> ➤ after sneezing or coughing ➤ are encouraged not to touch their mouth, eyes and nose ➤ use a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it') <p>Help is available for children and young people who have trouble cleaning their hands independently Consider how to encourage young children to learn and practise these habits through games, songs and repetition Bins for tissues are emptied throughout the day Where possible, all spaces should be well ventilated using natural ventilation (opening windows) or ventilation units Doors are propped open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation Cleaning supplies are monitored & replenished as required there is no need for anything other than normal personal hygiene and washing of clothes following a day in an educational or childcare setting Waste removal and enhanced cleaning programs are in place for the potential coronavirus contaminated waste.</p> <p>The school has implemented additional cleaning regimes. This includes the following:</p> <ul style="list-style-type: none"> • Frequent cleaning of all touched surfaces, such as door handles, light switches, handrails, table tops, play equipment and toys. 	<p>Adults with children with complex needs to carry hand sanitiser with them</p> <p>Share advice with parents</p> <p>Adults within bubble to support</p> <p>PM to check bins throughout the day and empty where needed.</p> <p>Office Lead to monitor this in the entrance and office area</p>	<p>All staff</p> <p>SLT/newsletter</p> <p>All staff</p> <p>All staff</p> <p>Office lead</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<ul style="list-style-type: none"> • Classrooms furniture and soft furnishings have been reduced in order to improve the ability to effectively clean; • Toilets will be cleaned at lunchtime and at the end of the day; • Equipment used by the pupils and staff will suitably cleaned at the end of each day or before it is used by another person; • If an area is suspected to have been contaminated by coronavirus (a positive case is detected for an occupant of a classroom), the room will be closed for 72 hours and then deep cleaned as per the guidance set on COVID-19: cleaning un non-healthcare settings. • Staff and parents are encouraged to use education resources such as e-bug and PHE schools resources; • All those entering the school are required to wash/sanitise their hands on arrival; • Hand washing sinks are located within each toilet provision; • Signage is located adjacent to each wash station or sink reminding occupants to wash their hands and how to do it effectively; • Pupils and staff have been shown how to wash hands properly; • Teachers will remind pupils to use tissues and bin them once used. If tissues are not readily available exactly when needed occupants are reminded to cough or sneeze into their arm; • Ensure a good stock of all supplies 	<p>Staff Inset</p> <p>Staff to maintain environment as it is used. Staff to teach and encourage children to do the same.</p> <p>Extra clean carried out during the day.</p> <p>During middle of the day clean, cleaner to not enter classroom – wipe door handles at the start of day before children come in.</p> <p>Day clean protocols outlined by PM</p>	<p>All staff</p> <p>All staff</p> <p>All staff</p> <p>Jamie Clark</p>	<p>Ongoing</p> <p>01/06/20</p> <p>Ongoing</p>	

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>Noting that some children will need additional support to follow these measures to support them in understanding how to follow the procedures</p> <p>Children to not completed jobs outside classroom without supervision e.g. take messages/collect equipment.</p>				
Playground Equipment	<p>Allow for distance between children and staff</p> <p>Outdoor equipment should not be used unless the setting is able to ensure that it is appropriately cleaned between groups of children people using it, and that multiple groups do not use it simultaneously. Read COVID-19: cleaning of non-healthcare settings</p>	<p>Each bubble to be assigned their own equipment and to be responsible for maintaining each day.</p> <p>P.E lead to oversee</p> <p>Trim trial will be used – children to wash hands before and after using</p> <p>Wiped every day</p>	<p>All staff</p> <p>Richard Harries</p> <p>Jamie Clark</p>	<p>29th May</p> <p>20/06/20</p>	ongoing
Extra-curricular provision	<p>Keeping children within their year groups/bubbles where possible. If not possible to maintain day-time bubbles/groups, use small, consistent groups. Plan groupings for after school and breakfast provision so that contacts are limited within and across bubbles. The hierarchy of controls will underpin this and arrangements monitored closely. Consult summer holiday childcare guidance Advise parents to limit amount of wraparound providers used & where using out of school provider, encourage parents to seek assurances on their protective measures.</p> <p>Contact sports should not take place</p>	<p>Staff to run after school club within own bubbles</p> <p>P.E specialist to run clubs staggered across term to cover each bubble</p> <p>Information shared with parents</p>	<p>All staff</p> <p>Richard Harries</p>	07.07.20	ongoing

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
Specialist lessons- Forest school,	<p>Following control system measures</p> <p>Minimise mixing of equipment and ensure when shared, it is wiped down.</p> <p>children kept in bubbles unless in a situation where full social distancing guidelines can be followed.</p>	Please see Forest school risk assessment	Debbie Riddlesdale		
symptomatic of COVID-19	<p>If anyone becomes unwell with a new, persistent cough or a high temperature in school, or loss or change of sense of taste or smell, they must be sent home and advised to follow the COVID-19: guidance for households with possible coronavirus infection guidance. Engage with NHS Test and Trace process.</p> <p>Household members to self- isolate for 14 days from day to first person displayed symptoms.</p> <p>NHS direct define high temperature as 38degrees and above. A temperature of 37.5 and above will be result in child being sent home and asked to take test.</p> <p>They should self-isolate for at least 10 days from the start of their symptoms. Other household members should self-isolate for 14 days from the date the first person started to have symptoms. If a negative test result is received, they feel well and no-longer have symptoms, they and their household members can stop self-isolating.</p> <p>They will be advised to arrange a coronavirus test through NHS.UK/NHS 119, and to let the school know the test outcome as soon as they receive it.</p>	<p>Ash classroom assigned as quarantine space</p> <p>Ensure contact list is updated</p> <p>If a temperature is detected, an instant call to parent – clear expectations shared with parents around contact</p> <p>Child escorted by adult walking 2 meters away where possible</p> <p>Early years, yr 1 to use external door</p>	<p>SLT and All staff</p> <p>Jo Rose</p> <p>All staff</p> <p>All staff/Jamie Clark</p>	<p>29.05.20</p> <p>01.07.20</p>	<p>ongoing</p> <p>ongoing</p>

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>If anyone is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age of the individual and with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people.</p> <p>If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom should be cleaned and disinfected using standard cleaning products before being used by anyone else.</p> <p>PPE should be worn by staff caring for the individual while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs).</p> <p>In an emergency, call 999 if they are seriously ill or injured or their life is at risk. Do not visit the GP, pharmacy, urgent care centre or a hospital.</p> <p>If a member of staff has helped someone who was unwell with a new, persistent cough or a high temperature, or a loss of change to sense of smell or taste they do not need to go home unless they develop symptoms themselves (and in which case, a test is available) or the individual subsequently tests positive (see 'What happens if there is a confirmed case of coronavirus in a setting?' below).</p> <p>They should wash their hands thoroughly for 20 seconds after any contact with someone who is unwell. Cleaning the affected area with normal household disinfectant after someone with symptoms has left</p>	<p>and walk outside of building</p> <p>Disabled toilet to be used if needed. PM then informed to let cleaning company know to deep clean.</p> <p>Full PPE to be used if social distancing cannot be followed and child is symptomatic</p> <p>Staff to continue to follow guidelines at all times re. handwashing</p> <p>Clear guidelines set out</p>	<p>Member of SLT</p> <p>All staff</p> <p>Ongoing</p>		

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>will reduce the risk of passing the infection on to other people. See the COVID-19: cleaning of non-healthcare settings guidance.</p> <p>In the majority of cases, schools and parents will be in agreement that a child with symptoms should not attend school, given the potential risk to others. In the event that a parent or guardian insists on a child attending school, schools can take the decision to refuse the child if in their reasonable judgement it is necessary to protect their pupils and staff from possible infection with coronavirus (COVID-19). Any such decision would need to be carefully considered in light of all the circumstances and the current public health advice.</p> <p>A good stock of PPE is always maintained</p>				
Confirmed case of COVID-19	<p>Familiar with NHS Test & Trace process and <u>how</u> to contact PHE protection team.</p> <p>Ensuring staff and parents understand the following in case of infection:</p> <ul style="list-style-type: none"> • Book a test • Provide details of anyone in close contact with if test positive • Follow self-isolation guidance • Inform school immediately with the result of a test <p>Keeping records of pupils & staff in each group.</p> <p>If positive result:</p>	<p>Staff aware of procedure through updated risk assessment</p> <p>Continuous communication and updates given to parents</p> <p>Messages and key reminders delivered through weekly bubble</p>	<p>Michelle Bernard/Zoe Crosland/Helen Robinson</p> <p>SLT</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>Contact Trust Leader & Director of Operations & Partnerships who will contact local health protection team if someone who has been in school has confirmed they have tested positive. School will follow health protection team advice.</p> <p>Send home people who have been in <u>close contact</u>, to the person to self-isolate for 14 days since last in contact with them, following PHE advice.</p> <p>If someone in the class/group self-isolating develops symptoms within 14 day period follow staying at home guidance & get a test. If test is negative stay in isolation for remainder of 14 days. If test positive inform the school & isolate for at least 7 days from start of symptoms. Their household should self-isolate for 14 days from when symptomatic person's symptoms started & follow staying at home guidance</p> <p><u>See testing and tracing guidance</u></p> <p>A standard letter is to be sent to members of the group explaining what to do.</p> <p>See the <u>implementing protective measures guidance.</u></p> <p>Cleaning the affected area with normal household disinfectant after someone with symptoms has left will reduce the risk of passing the infection on to other people. See the <u>COVID-19: cleaning of non-healthcare settings guidance.</u></p>	<p>meetings and briefings.</p> <p>Staff to be informed if parents of a child in their bubble has informed school that they are symptomatic</p> <p>Michelle Bernard/Zoe Crosland/Helen Robinson</p> <p>GS plus informed for deep clean</p>	<p>Zoe Crosland/Helen Robinson</p>		

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Administering of first aid	<p>Treating any casualty properly should be the first concern.</p> <p>First aid is administered within the class/year group bubble.</p> <p>Staff use appropriate PPE when administering first aid - gloves for grazed knees etc. and gloves and masks for nose bleeds or if the first aider needs to get close to the face. If a member of staff is with a symptomatic child and can't be 2 metres away they wear full emergency PPE.</p> <p>Those administering it should pay particular attention to sanitation measures immediately afterwards including washing hands.</p> <p>Whether a member of staff is to go home will be decided on a case by case basis. Consideration will be given on whether to send a member of staff home if there had been bodily fluids involved and the 2 metre distancing could not be observed</p> <p>In the majority of cases, schools and parents will be in agreement that a child with symptoms should not attend school, given the potential risk to others. In the event that a parent or guardian insists on a child attending school, schools can take the decision to refuse the child if in their reasonable judgement it is necessary to protect their pupils and staff from possible infection with coronavirus</p>	<p>All staff to administer first aid within bubbles</p> <p>Staff receive training in INSET</p> <p>Member of SLT informed and there to support.</p> <p>Discussion with member of SLT present and decision made</p>	<p>All staff</p> <p>All staff</p> <p>SLYT</p>	ongoing	

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>(COVID-19). Any such decision would need to be carefully considered in light of all the circumstances and the current public health advice.</p> <p>Following HSE advice: (https://www.hse.gov.uk/coronavirus/first-aid-and-medicals/first-aid-certificate-coronavirus.htm).</p>				
Lack of suitable premises management	<p>Premises staff levels are maintained and suitable for the use of the building;</p> <p>Appropriate cleaning and premises staffing levels are in place;</p> <p>Waste removal and enhanced cleaning programs are in place for the potential coronavirus contaminated waste;</p> <p>Contingency in place for sudden premises staff absence;</p>	<p>Jamie to carry out stringent daily checks in line with risk assessment</p> <p>In absence of Jamie, share across the trust. HT to ensure government guidance followed</p>	<p>PM/HT</p> <p>Jamie/Zoe/Helen</p>	<p>Ongoing</p> <p>Ongoing</p>	

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Hazardous substance management, unsuitable COSHH management and use of chemicals leading to ill-health or fire.	Suitable storage and management of flammable hand sanitizer is in place; All chemicals used for the cleaning of school buildings and equipment is COSHH assessed and managed appropriately; Material safety data sheets are held for all chemicals and readily available to all staff; All cleaning chemicals are stored safely and securely in accordance with requirements; COSHH safety training has been completed by all those using chemicals for cleaning; <ul style="list-style-type: none"> • Appropriate PPE is available for all cleaning including suitable PPE for cleaning of potential coronavirus contaminated rooms or equipment. 	Risk assessment in place Premises manager to communicate this with cleaning company and monitor	Premises manager- Jamie Clark	ongoing	ongoing
Fire and evacuation procedures being inadequate at this time due to lack of trained fire wardens or occupants being spread around the building without suitable procedures in place.	Evacuation plans including the following have been reviewed: <ul style="list-style-type: none"> • Safe assembly of occupants following social distancing requirements; • Safe exit via the nearest final exit; • Training occupants of any changes to evacuation; • Ensuring there are enough trained fire wardens on site with the ability to sweep all used areas of the school; All other fire system testing and maintenance has continued as normal.	Appendix created for fire evacuation procedures Adaptions to evacuation procedures shared with staff Briefing/further induction to fire marshals	Zoe/Helen and Jamie	29.05.20 01.07.20	29.05.20

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Office spaces & meetings	<p>Desks where staff are sitting are at least 2m apart & not face to face, use back to back or side to side working where possible.</p> <p>Reduce number of people each person has contact with by using 'fixed teams or partnering' (so each person works with only a few others).</p> <p>Keeping hot desking to a minimum. Office surfaces, telephones and computers to be wiped with appropriate cleaning products in between users.</p> <p>Rooms to be kept well ventilated.</p> <p>Keeping meetings virtual where possible. If taking place in-person, ensure 2m minimum distance and that employees are not remaining in confined spaces – open windows & doors where possible</p>	<p>Virtual meetings to continue</p> <p>Only 2 people to be working in school office</p> <p>Adults within bubbles to only work/have contact with each other – all staff aware of staffing teams</p> <p>Studio to be used for leadership meeting when more than two leaders</p>	Jo Rose	01.06.20	01.06.20

Please note:

All controls are subject to change should government guidance change due to changes to the 'R' rate. This could change on a daily basis. Government and Department for Education guidance must be regularly reviewed. Risk assessment must be reviewed if there is a significant change.