

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

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The Government continues to aim that all children, in all year groups, remain in school full-time throughout the autumn term. The Government states that every school will also need to plan for the possibility of local restrictions and how they will ensure continuity of education.

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 and ventilation 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.

It is a legal requirement that schools should have revisited and updated their risk assessments (building on the learning to date and the practices they have already developed) before the autumn term began. Schools should have considered the additional risks and control measures to enable a return to full capacity during the autumn term. Schools should have also reviewed and updated their wider risk assessments and considered the need for relevant revised controls in respect of their conventional risk profile considering the implications of coronavirus (COVID-19). Schools should have ensured that they implemented 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) where recommended, the use of face coverings in schools
- 3) clean hands thoroughly more often than usual
- 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
- 6) minimise contact between individuals and maintain social distancing wherever possible
- 7) where necessary, wear appropriate personal protective equipment (PPE)
- 8) always keeping occupied spaces well-ventilated

Numbers 1 to 5, and number 8, 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:**

9) engage with the NHS Test and Trace process

10) manage confirmed cases of coronavirus (COVID-19) amongst the school community

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

Numbers 9 to 11 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 indoor 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 indoor 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 have already put 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 could have a negative impact on teaching and their use in the classroom should be avoided.

### **Where local restrictions apply**

When an area moves to Local COVID Alert Level: high or very high, in settings where pupils in year 7 and above are educated, face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained. This does not apply to younger children in primary schools and early years settings.

In the event of new local restrictions being agreed, 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 clearly communicated 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.

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.

If the wearer has COVID-19 symptoms [this](#) guidance should be followed for the mask disposal.

### **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>)

### **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.

### **Personal Protective Equipment (PPE) including face covering and face masks:**

The majority of staff in education settings will not require PPE beyond what they would normally need for their work

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

- where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at schools, and only then if a distance of 2 metres cannot be maintained
- where a child or young person already has routine intimate care needs that involve the use of PPE, in which case the same PPE should continue to be used

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>

<b>School Name:</b> South Rise Primary School	<b>Risk Assessment Date:</b> 15.07.20 Updated 02.11.20	<b>Assessed by:</b> Hazel Brown, Sarah Martin, Daniel Holliday and Gavin Collins	<b>Approved by Local Governing Body:</b>
<b>Details of workplace/activity:</b>	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.	<b>Persons affected:</b>	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	All health safety and compliance testing up to date in required timescales		Premises Team	Daily	Daily
	Regular meetings with Health and Safety Governor Governor – socially distanced and in well-ventilated spaces and/or virtual as required		Premises Team/H&S Governor	Every 2 weeks	Ongoing
	Daily thorough cleaning of premises	<p>Additional cleaning of nursery classroom and resources usng Milton Fluid regularly.</p> <p>Additional cleaning of Reception classroom and resources usng Milton Fluid regularly.</p> <p>All staff will also be provided with cleaning</p>	<p>Cleaning Staff Kitchen Staff Nursery Staff</p> <p>Reception staff</p> <p>Premises/ Cleaning Staff</p>	<p>Daily</p> <p>Daily</p> <p>Weekly and as necessary</p> <p>02.09.20</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>03.09.20</p>

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
		kits, should they wish to undertake further cleaning of tables etc.			
Health & safety compliance checks for sites remained closed	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.		Premises Team	Monthly	First Monday in each month
	Ensuring the safety and quality of the water by: <ul style="list-style-type: none"> <li>disinfecting the water system by raising the temperature of the heating of the system; or</li> </ul> in schools which have cooling towers/AC systems, legionella testing the water and receiving a positive clearance.		Premises Team	Monthly	1 <sup>st</sup> Monday in each month
	Testing fire alarms/smoke alarms/panic and accessible-toilet alarms.		Premises Team	Weekly	By Friday
	<b>Checking:</b> fire-door mechanisms; gas supply; kitchen equipment; ventilation system; key holder information;	Keyholder information is up to date	Premises Team	Weekly  Ongoing	By Friday  Ongoing

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	fixed wiring (if the scheduled tests required by regulations have not taken place in the last sixth months); emergency lighting;		Premises Team	Due April 2024	April 2019
	inspection of lifts (if the scheduled tests required by the regulations have not taken place in the last six months);	This lift we have is a dumb waiter for transporting food between levels	Premises Team	Twice Yearly	November 2019
	inspection of all known asbestos sites. These may have been damaged by rodent activity during the closure.		Premises Team	Daily	Daily
	Inspection for rodent activity and/or infestations. Commissioning of pest control may be required.		Premises Team	Daily	Daily
Health & safety compliance checks for sites remained closed	Cleaning of the premises: Deep cleaning is not required if no-one has been into the premises during any periods of closure. However, if someone goes into the premises within five days before the date of reopening, any areas accessed by that person must have a deep clean of touch surfaces. Servicing of reprographic and other equipment in accordance with the manufacturer's/provider's requirements.		Premises Team and Cleaning Staff	As required	Ongoing
	Regular meetings with Health and Safety Governor. When in-person ensuring meetings are socially-distanced and held in well-ventilated spaces.		Premises Team and H&S governors	Every 2 weeks	Ongoing



What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	Staff are briefed and consulted on school procedures and the measures put in place for the wider return to school of all pupils. via meetings and PowerPoint slides.	Staff will receive an update on the INSET Day in September	HT  SLT	10.07.20, 13.07.20 and 14.07.20  02.09.20	Ongoing  Ongoing
	Staff have had sufficient training and briefing regarding infection control and school protocols.	Staff who have been shielding will have training on the use of PPE before working with children.	SLT  SLT	01.06.20  02.09.20	Ongoing  Prior to working with children
	Staff are up to date on other related guidance and support in relation to themselves and pupils such as stress and wellbeing including: <a href="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">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</a>		HT	Ongoing	Ongoing

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>Links to the extra mental health resources available for pupils and staff are shared: <a href="https://www.gov.uk/government/news/extra-mental-health-support-for-pupils-and-teachers">https://www.gov.uk/government/news/extra-mental-health-support-for-pupils-and-teachers</a>  <a href="https://www.educationsupport.org.uk/">https://www.educationsupport.org.uk/</a></p>		Office Lead	Ongoing	Ongoing
	<p>Hazard reporting mechanisms are in place and easily accessible.</p>	<p>Staff will contact the office in an emergency. If lesss urgent, staff will sue the online ticketing system to inform the premises team of any issues.</p>	Premises Team and SLT	Ongoing	Ongoing

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>Talks with staff about the planned changes (e.g. safety measures, timetable changes and staggered arrival and departure times), 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>Timetable and additional spaces to be planned for staff room spaces. Staff to be provided with a safe place to eat lunch and take a break.</p> <p>Staff wellbeing check in weekly by members of SLT. Staff can identify areas of concerns.</p> <p>Individual pupil risk assessments have been reviewed to take account of 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>HT</p> <p>SLT</p> <p>Inclusion Team</p> <p>Inclusion Team</p>	<p>10.07.20, 13.07.20 and 14.07.20 INSET Day 02.09.20</p> <p>Ongoing</p> <p>02.09.20</p> <p>02.09.20</p>	<p>Ongoing prior to opening</p> <p>Prior to opening</p> <p>Prior to opening</p> <p>Prior to opening</p>





What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	support for pupils with special or additional needs taking into account: <ul style="list-style-type: none"> <li>• 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</li> <li>• staff who are self-isolating, and staff on maternity or any other form of leave</li> <li>• availability of supply staff to cover any vacancies or long-term absences.</li> </ul>	be maintained and is continually assessed.  Individual risk assessments will be completed for all staff who have been shielding or who have been working to very strict guidelines.	HT	17.07.20	and ongoing  Ongoing
		Individual risk assessments have been completed for staff already in school. Risk assessments will be undertaken for any new staff returning.	HT	17.07.20	17.07.20
Staff working across bubbles	Staff to ensure they minimise contact and maintain as much distance as possible from other staff.		All staff	Ongoing	Ongoing

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	In the case that the staff member tests positive both bubbles will be required to self-isolate for 14 days and remote learning will be provided.				
Supply staff	Supply teachers, peripatetic teachers and other temporary staff can move between schools as required. Such staff to ensure they minimise contact and maintain as much distance as possible from other staff. Staff are briefed on the school's measures and supply staff protocols prior to arrival onsite and what to do if they become unwell.	Cancel use of supply staff/peripatetic teachers moving between schools if necessary	HT	Ongoing	Ongoing
Local COVID alert levels	Following the requirements of the alert level that applies to the school.  Staff living in areas subject to different alert levels are to follow the highest alert level of the area in which they live/work if different areas.  Reviewing risk assessments for staff members who are clinically or extremely clinically vulnerable or otherwise at increased risk to COVID-19.  For the different alert levels see <a href="#">here</a>  For guidance on shielding see <a href="#">here</a>		All staff  All staff  Head teacher		
Staff who are extremely clinically vulnerable	<b>National lockdown 05/11/20 – 02/12/20: extremely clinically vulnerable staff must not attend and should instead work from</b>	Individual risk assessments will be completed for all staff who	HT	Ongoing	Ongoing



What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p><b>them if they are advised to follow formal shielding and not attend the workplace.</b></p> <p>Further <u>guidance to the clinically extremely vulnerable</u> is available.</p> <p>We will undertake an <b>individual risk assessment</b> for these staff members, and will take account of any further information from the member of staff's GP, consultant, or other senior clinician.</p> <p>The risk assessment should also take into account <u>Disparities in the risk and outcomes of COVID-19</u> 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"> <li>• Older workers</li> <li>• Men</li> <li>• Those who live in deprived areas</li> <li>• People from Black and Asian minority ethnic groups</li> <li>• Comorbidities; particularly diabetes, hypertensive diseases, chronic kidney disease, chronic obstructive pulmonary disease and obesity</li> </ul> <p>Where staff have significant risk factors, leaders will discuss staff concerns and explain the measures the school has already put 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</p>				

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>from home, working with older children who might be more able to social distance, using staff shared spaces safely, staggered start times. Any changes agreed will be reviewed regularly.</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, avoid touching your face, minimising contact and maintaining social distancing. Ideally, adults should maintain at least 2 metre distance from others, and where this is not possible</p> <ul style="list-style-type: none"> <li>➤ avoid close face to face contact</li> <li>➤ minimise time spent within 1 metre of others (maximum 1 minute where possible)</li> <li>➤ minimise time spent within 1 – 2m of others (maximum 15 minutes where possible).</li> <li>➤ not travelling in cars with others outside of their household.</li> </ul> <p>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>Staff who are clinically vulnerable <b>(includes pregnant women)</b></p>	<p>Clinically vulnerable staff can attend school.</p> <p>Ensuring staff for whom this is the case are known to the school.</p> <p>Following current <u>guidelines</u>.</p>		HT	Ongoing	Ongoing

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>Informing employees about any social distancing and infection control measures to be taken.</p> <p>Monitoring local COVID-19 alert levels and reviewing risk assessments for vulnerable groups as needed.</p> <p>Staff to observe good hand and respiratory hygiene, avoid touching your face, minimising contact and maintaining social distancing. Ideally, adults should maintain at least 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.</p> <p>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><b>Pregnant women</b> are in the clinically vulnerable category and advised to follow the advice above, which applies to all staff in schools.</p> <p>More guidance and advice on coronavirus (COVID-19) and pregnancy is available from the Royal College of Gynaecologists. All pregnant women should take particular care to practise frequent, thorough hand washing, and cleaning of frequently touched areas in their home or workspace.</p>		HR Director	Ongoing	Ongoing

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>Existing employer's workplace risk assessment is in place which considers any risks to female employees of childbearing age and, in particular, risks to new and expectant mothers (for example, from working conditions, or the use of physical, chemical or biological agents). Any risks identified are included and managed as part of our general workplace risk assessment.</p> <p>If the school is notified that an employee is pregnant, breastfeeding or has given birth within the last 6 months, the workplace risk assessment is checked to see if any new risks have arisen. If risks are identified during the pregnancy, in the first 6 months after birth or while the employee is still breastfeeding, appropriate, sensible action will be taken to reduce, remove or control them.</p> <p>While it is a legal obligation for employers to regularly review general workplace risks, there is not necessarily a requirement to conduct a specific, separate risk assessment for new and expectant mothers. However, an assessment may help identify any additional action that needs to be taken to mitigate risks.</p>				
<p>Staff who live with someone who is clinically vulnerable or extremely clinically vulnerable or</p>	<p>Following current <u>guidelines</u> on shielding and protecting people in these categories.</p> <p>Ensuring staff for whom this is the case are known to the school.</p> <p>Monitoring local COVID-19 alert levels and reviewing risk assessments for vulnerable groups as needed.</p>		HT	17.07.20	Ongoing



What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
<p>otherwise at increased risk of COVID-19</p>	<p>People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace <b>unless they are advised not to by the Government.</b></p> <p>Clinically vulnerable, extremely clinically vulnerable and those otherwise at increased risk of COVID-19 to follow staying alert and safe (social distancing) guidance.</p> <p>Staff living with individuals who are extremely clinically vulnerable to be offered an individual risk assessment, which is kept under review according to local alert levels.</p>				
<p>Pupils – self-isolation &amp; shielding</p>	<p><b>National lockdown 05/11/20 – 02/12/20: children who have received a letter from their GP/clinician stating they should stay at home must not attend school. Home learning will be arranged for them.</b></p> <p>A small number of pupils will still be unable to attend in line with public health advice to self-isolate because:</p> <ul style="list-style-type: none"> <li>• they have had symptoms or a positive test result themselves</li> <li>• they live with someone that has symptoms or has tested positive and are a household contact</li> </ul>		<p>HT</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"> <li>they are a close contact of someone who has coronavirus (COVID-19)</li> </ul> <p><u>New advice</u> from the NHS or a specialist doctor as in the group deemed clinically extremely vulnerable.</p> <p>Following <u>guidelines</u> on shielding and protecting people who are clinically extremely vulnerable.</p> <p>Following PHE 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>The shielding list provides advice on additional measures individuals in this group can take tailored to each local COVID-alert level. Far fewer children should remain in this group in the future following routine discussions with their clinician.</p> <p>All pupils, including those who are clinically extremely vulnerable, can continue to attend school at all Local COVID Alert Levels unless they are one of the very small number of pupils or students under paediatric care (such as recent transplant or very immunosuppressed children) and have been advised specifically by their GP or clinician not to attend school.</p> <p>In the future, the government will only reintroduce formal restrictive shielding advice in specific local areas at very high alert level with exceptional circumstances where this has been advised by the Chief Medical officer, and then only for a limited period of time. The government will write to families separately to</p>				

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>inform them if they are advised to follow formal shielding and not attend school.</p>				
	<p>Remote education will be provided were a pupil is unable to attend school in the above circumstances. Such absences will not be penalised.</p>		<p>HT and Teaching staff</p>	<p>Ongoing</p>	<p>Ongoing</p>
<p>Vulnerable children who are self-isolating</p>	<p>Systems in place to keep in contact with individuals who are self-isolating and are within the Government's definition of vulnerable.</p> <p>When a vulnerable child is asked to self-isolate, notifying their social worker (if they have one). Agree with the social worker the best way to maintain contact and offer support to the vulnerable child or young person.</p>				

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>Procedures in place to check if a vulnerable child is able to access remote education support, to support them to access it (as far as possible) and to regularly check if they are doing so.</p>				
<p>Pupils or staff wearing face coverings incorrectly</p>	<p>Government is not recommending universal use of face coverings in all schools. Headteachers may use their discretion to allow a child or staff member to wear a face covering, which will be subject to an individual risk assessment being undertaken and subject to ongoing monitoring and review. The child/staff member will be required to follow the Compass protocols for the wearing of face masks and follow government guidance:</p> <ul style="list-style-type: none"> <li>• <a href="https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care-provides">Safe working in education, childcare and children's social care provides</a> (<a href="https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care-provides">https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-socialcare</a>)</li> </ul> <p><a href="https://www.gov.uk/government/publications/face-coverings-in-education-settings">Face coverings in education settings</a> (<a href="https://www.gov.uk/government/publications/face-coverings-in-education-settings">https://www.gov.uk/government/publications/face-coverings-ineducation/face-coverings-in-education</a>)</p>		HT	Ongoing	Ongoing
<p>Teaching &amp; learning expectations</p>	<p>Government expects that most pupils will return in September.</p> <ul style="list-style-type: none"> <li>• existing flexibilities used to create time to cover the most important missed content</li> <li>• Nursery - teachers focus on the prime areas of learning, including: communication and language, personal, social</li> </ul>	<p><b>See School Based Risk Assessment and Plan for Return for further information</b></p>	<p>SLT and Teaching staff</p>	<p>Ongoing</p>	<p>Prior to opening and ongoing</p>

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>and emotional development (PSED) and physical development.</p> <ul style="list-style-type: none"> <li>• Reception - teachers should also assess and address gaps in language, early reading and mathematics, particularly ensuring children's acquisition of phonic knowledge and extending their vocabulary.</li> <li>• Follow updates to the <a href="#">EYFS disapplication guidance</a>.</li> <li>• For nursery settings and Reception, consider how all groups of children can be given equal opportunities for outdoor learning.</li> <li>• 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)</li> <li>• Curriculum should remain broad, so that the majority of pupils are taught a full range of subjects over the year</li> <li>• 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.</li> </ul>				
Music, dance and drama	All pupils should have access to a quality arts education. There may, however, be an additional risk of infection in environments where singing, chanting, playing wind or brass instruments, dance and drama takes place.		HT, SLT, Teaching Staff	Ongoing	Ongoing

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>Singing, wind and brass instrument playing can be undertaken in line with guidance, in particular guidance provided by the <a href="https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/performing-arts">DCMS</a> for professionals and non-professionals, available at <a href="https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/performing-arts">working safely during coronavirus (COVID-19): performing arts</a> (<a href="https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/performing-arts">https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/performing-arts</a>). 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. <a href="https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/performing-arts">DCMS</a> 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 <a href="https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/performing-arts">DCMS</a> guidance on the performing arts.</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 (<a href="https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sport-and-recreation/return-to-recreational-team-sport-framework">https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sport-and-recreation/return-to-recreational-team-sport-framework</a>).</p>		HT, SLT, Teaching Staff	Ongoing	Ongoing

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<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>guidance on the phased return of sport and recreation (<a href="https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sportand-recreation">https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sportand-recreation</a>) and guidance from Sport England (<a href="https://www.sportengland.org/how-we-canhelp/coronavirus">https://www.sportengland.org/how-we-canhelp/coronavirus</a>) for grassroot sport</p> <ul style="list-style-type: none"> <li>• advice from organisations such as the Association for Physical Education (<a href="https://www.afpe.org.uk/physical-education/wp-content/uploads/COVID-19-Interpreting-the-Government-">https://www.afpe.org.uk/physical-education/wp-content/uploads/COVID-19-Interpreting-the-Government-</a></li> </ul>				

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>Guidance-in-a-PESSPA-Context-FINAL.pdf.) and the Youth Sport Trust            (<a href="https://www.youthsporttrust.org/coronavirus-support-schools">https://www.youthsporttrust.org/coronavirus-support-schools</a>)</p> <ul style="list-style-type: none"> <li>• guidance from Swim England on school swimming and water safety lessons available at returning to pools guidance documents            (<a href="https://www.swimming.org/swimengland/pool-return-guidancedocuments/">https://www.swimming.org/swimengland/pool-return-guidancedocuments/</a>)</li> </ul> <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	Circumstances of pupils have been reviewed and any new circumstances that may pose a risk have been assessed.		SLT and Inclusion Leader	02.09.20	02.09.20
	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		Inclusion Leader	02.09.20	02.09.20
	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		Inclusion Leader	02.09.20	02.09.20



What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	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.		Inclusion Leader	02.09.20	02.09.20
	Use age appropriate materials to explain and maintain social distancing		Teaching staff	First day back and ongoing	Ongoing
	Promote understanding of the different experiences for our children and young people during lockdown Consider how pupils with specific needs are reintegrated Deliver activities that focus on relationships – adult/pupil, pupil/pupil 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.		Teaching staff	First day back and ongoing	Ongoing
Pupils with individual risk assessments	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.	SLT to arrange a meeting or telephone call with parents of children with an IRA prior to opening	SLT	02.09.20	Ongoing
	Individual pupil risk assessments have been consulted on with the relevant staff.		SLT	02.09.20	Ongoing
Other pupils who may now require	Pupils who have not previously been risk assessed but in the new circumstances may pose a risk have been identified including;	SLT to arrange a meeting or telephone call	SLT	Prior to opening	Ongoing

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
individual risk assessments	<p>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>These pupil risk assessments have been consulted on with the relevant staff.</p>	with parents of children with an IRA prior to opening	SLT	02.09.20	Ongoing
Class group & size configuration	<p>Maintaining consistent groups is important but given decrease in prevalence of coronavirus &amp; 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.</p> <p>For the majority of the time children will be in their class bubbles of no more than 30 with a member of teaching staff. Support staff will be assigned but may not work directly in the classroom due to their own vulnerability. To facilitate intervention programmes and phonics teaching, there will need to be some times when children are organised across the year group. Class based staff (teachers, student teachers and TAS) will only work across more than one year group if they are able to maintain 2m social distance to minimise contacts. They may be asked to work with one consistent group of younger children and then groups of older children who can maintain distance. This will limit their close contacts.</p> <p>In Year 4, 5 and 6 teaching assistants will be grouped across the whole year group as there is not sufficient staff to allocate one person to each class.</p> <p>Year 5 classes have been organised into four smaller groups to facilitate more intensive teaching.</p>	Individual children have been identified who need a risk assessment	SLT in liaison with Teaching Staff and Inclusion team	02.09.20	Ongoing as numbers increase

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>Nursery will operate as one bubble and will include morning, afternoon and full time children.</p> <p><b>Early years staff to pupil ratio:</b>            In accordance with the early year's framework class sizes for early years will adhere to the following:            Children three or over – one adult for every 13 children</p>				
Classroom environment	<p>The following arrangements are in place</p> <ul style="list-style-type: none"> <li>• Desks and chairs organised in rows facing the front.</li> <li>• There will be a 2m distance at the front of the room to allow for visiting staff to enter safely.</li> <li>• Windows are opened where possible to provide a good flow of fresh air.</li> <li>• Each group will have their own bagged up set of play equipment and this will not be shared across groups.</li> <li>• Children will all have their own bag of writing resources.</li> <li>• Classroom furniture has been reduced.</li> <li>• Soft furnishings, soft toys and those with intricate parts that are hard to clean have been removed from EYFS and Year 1.</li> <li>• 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.</li> <li>• Pupils will be seated at the same desk each day.</li> <li>• Rooms are accessed directly from outside where possible.</li> <li>• For individual and very frequently used equipment, such as pencils and pens, staff and pupils have their own items that are not shared. Classroom based resources, such as books and games, can be used and shared within the</li> </ul>	<p>Each child will have their own equipment in a zip-lock bag that only they use every day</p> <p>Children are not to bring in any equipment from home other than their school bag and PE Kit.</p>	SLT in liaison with teaching, Premises Team and cleaning staff	All completed prior to opening	Prior to opening

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>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>Fans must only be used in hot weather in large well- ventilated spaces.</p>		Premises staff	Ongoing as necessary	Ongoing
Timetable	<ul style="list-style-type: none"> <li>• Fulfil the requirements of the Compass Offer and essentials curriculum for all children whether in school or at home</li> <li>• All school trips and offsite visits cancelled for the autumn term and will then be reviewed (see school trip section of Trust Risk Assessment).</li> <li>• Consider which lessons or classroom activities could take place outdoors</li> <li>• Use the timetable and selection of classroom or other learning environment to reduce movement around the school or building</li> <li>• Assemblies are delivered virtually in classrooms and provided to pupils learning at home</li> <li>• Break times (including lunch) are staggered, so that all children are not moving around the school at the same time</li> </ul>		SLT in liaison with teaching and support staff	All actions completed by 02.09.20	Prior to opening

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"> <li>The timetable has been prepared in order to supplement remote education with some face to face support for pupils. This includes deciding which lessons or activities can be delivered to reduce movement around the school</li> <li>Compass Essentials Curriculum enables same offer to be provided to children both attending school and learning at home.</li> <li>Management of teacher workload through joint planning across year groups for certain subjects</li> </ul>				
Curriculum & Transition	<p>Careful planning of staff will allow for interventions and 'catch up' work to be delivered to all children in small groups based on assessment early in the autumn term</p> <p>The need for remedial work and "catch up" with the social/emotional needs of the children &amp; young people has been balanced</p> <p>Addressing gaps in learning in a structured and appropriately paced way to maximise impact of teaching without overwhelming the pupils</p> <p>Maximising impact of additional adults matched to those identified pupils who need the support most</p>	Compass Essentials Curriculum enables same offer to be provided to children both attending school and learning at home.	SLT in liaison with teaching and support staff	Ongoing	Ongoing
	<p>Managing transition (at all stages) to best support the next stage of learning</p> <p>Supporting the handover of critical information to best support transition (e.g.: Y6/7, SEND pupils)</p>	<p>All staff have met to handover key information</p> <p>Transition booklets have been created</p>	<p>SLT</p> <p>Inclusion leader</p>	17.07.20	<p>End of Summer Term</p> <p>Ongoing</p>

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
		for individual children  Transition plan in place for EYFS moving into Year 1 which will run until the end of the autumn term	SLT/EYFS and Year 1 Team	17.07.20	Ongoing
Shared space and movement around schools <b>See School Based Risk Assessment and Plan for Return for further information</b>	Leaders interacting with classes adhere to social distancing, asking before they cross classroom threshold, maximum of 15 minutes in a class. <ul style="list-style-type: none"> <li>• Halls will be used as dining areas at half capacity – one year group at a time.</li> <li>• Indoor PE lessons will take place in the halls with younger children using the upper hall and older children the lower hall due to the sizes.</li> <li>• Assemblies will be recorded for those undertaking home learning and presented in class by the class teacher</li> <li>• All classes will have a designated playground space These areas can be shared at different times as long as different groups do not mix and do not play sports or games together.</li> <li>• The large playground equipment will be used by one class only on a weekly basis; this will be hosed down after use on a Friday lunchtime.</li> </ul>	Children from different bubbles may pass each other in the corridors on occasion when waiting to use the toilets or on the way outside to play. The government guidance states that this is low risk.  Staff members may also walk through the hall during a PE session, but must ensure they	SLT in liaison with All Staff	All actions completed prior to opening	Reviewed and updated as required



What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>One-way circulation will be set up for lunch halls, toilets and the staffroom corridor to keep groups apart as they move through the school</p> <p>Lunch breaks in the hall are staggered – pupils should clean their hands beforehand and enter in the groups they are already in; groups will be kept apart as much as possible and tables should be cleaned between each group. The lunch halls will have a one way system set up.</p>	<p>Allocated entrance and exits for key areas of the school to avoid contact</p> <p>Premises team will place markings on the floor in key areas to guide children to maintain a 2m distance</p>	Premises Team	<p>Prior to opening</p> <p>Prior to opening</p>	<p>Prior to opening</p> <p>Prior to opening</p>
	Breaks are staggered to ensure that any corridors or circulation routes used have a limited number of pupils using them at any time	Start/finish and break lunch/times will be staggered to increase social distancing ( <b>see Staffing Plan</b> )	Teachers and support staff	02.09.20	Ongoing – reviewed as required
	<p>Number of pupils who use the toilet facilities at one time are limited to ensure they do not become crowded.</p> <p>At lunchtime the playground toilets for older children will operate a one way system.</p> <p>Toilets will be cleaned in the morning, after lunch and at the end of the day by the premises/cleaning team.</p> <p>Hand driers will be in unavailable in children's toilets and paper tissues provided to dry hands</p>		Teachers and support staff	<p>02.09.20</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
			Premises team and cleaning staff  Premises Team	01.06.20	Ongoing
	<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>Outdoor equipment is appropriately cleaned between groups of children and young people using it; multiple groups do not use it simultaneously. Read <a href="#">COVID-19: cleaning of non-healthcare settings</a></p>		SLT in liaison with All Staff	Prior to opening	Ongoing
Start and end of day	<p>Drop-off and collection times have been staggered / start and finish times adjusted to keep groups apart as they arrive/leave school. Drop-off and pick-up protocols for parents established that minimise adult to adult contact</p> <p><b>Drop off (primary):</b></p> <ul style="list-style-type: none"> <li>• Drop-off and collection points and timings for each group have been identified, this information has been shared with parents.</li> <li>• Relevant parts of the playground have been demarcated to enable parents to remain 2m away from other parents during drop off/collection of their children;</li> <li>• Markings have been placed on railings outside the school to mark off the 2m distance for parents</li> </ul>	Nursery parents will be allowed on site to drop and collect their children in the morning and at the end of the	SLT/Premises Team	02.09.20 and Ongoing	02.09.20 and Ongoing

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"> <li>Start times have been staggered for each class in order to prevent large numbers of parents near the gates</li> <li>Start times are designed to enable one group of parents to leave the gates before the next group arrives</li> <li>Only one parent/guardian per child is permitted to wait with their child</li> <li>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.</li> <li>Parents are asked to wear a facemask and for secondary age siblings to do the same when entering the playground to drop off/collect their children unless they are exempt – school office to be notified of any exemptions</li> </ul> <p><b>Entry to the school:</b> Pupils will be met at the school gates by their teacher or member of support staff OR</p> <ul style="list-style-type: none"> <li>Pupils will be met at the designated classroom door or in the playground by their teacher;</li> <li>Entrance doors are held open, reducing the number of occupants touching the doors (only in accordance with safeguarding and fire regulations)</li> <li>All children will be given hand sanitiser) on entry to the school</li> <li>Good hand washing signage to instruct pupils how to do this effectively is displayed;</li> </ul>	<p>day in reduced numbers. Markings will be in place for this. All other parents will drop off children at the gates.</p> <p>At the end of the day, teachers will bring children to their allocated gate.</p> <p><b>See School Based Risk Assessment and Plan for Return for further information</b></p> <p>Parents received letters clearly indicating their entrance and</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"> <li>• Help is available for pupils who require support in cleaning their hands</li> <li>• Hand washing demonstrations have been provided to pupils on how to adequately wash their hands.</li> </ul>	<p>exit gates and times before the end of the summer term. This information will be available on the website prior to opening in September.</p> <p>Signage will be displayed outside the school for the first week to support parents.</p>			
Travel arrangements	<p>Encourage walking and cycling to school where possible. Follow government safer travel <a href="#">guidance</a> and liaise with Local Authority for transport of pupils with SEND. Masks worn on public transport (required to be worn by adults and children of 11 years+ unless they are exempt) 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</p>		Office Staff to email parents re travel and use of face coverings.	Prior to opening	02.09.20

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>plastic bag they can take home with them, and then wash their hands again before heading to their classroom. Guidance on <u>safe working in education, childcare and children's social care</u> provides more advice.</p>				
<p>Pupils, parents 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 <u>COVID-19: guidance for households with possible coronavirus infection</u>)            Parents to inform the school if anyone in the house is displaying symptoms            Inform parents that if their child needs to be accompanied to the school, only one parent should attend            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)            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)            Engage parents and children in education resources such as <u>e-bug</u> and <u>PHE schools resources</u></p>		<p>HT/Office staff</p>	<p>Prior to opening</p>	<p>Prior to opening and Ongoing</p>
<p>Contractors and visitors</p>	<p><b>National lockdown 05/11/20 - 02/12/20: essential visitors only to attend site.</b>            Deliveries will be accepted at designated quiet times only.            Delivered items will be left in the front entranceway for staff to collect.</p>	<p>Contractors will also complete their own COVID 19 risk assessment and</p>	<p>Office staff and Premises Team</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>Deliveries to be dropped at designated areas &amp; 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</p> <p>Markings have been added to the floor in the front entrance way and notices asking visitors to stay back and not to enter the reception area;</p>	<p>share with school AA and GC will liaise with all visitors and ensure they have been emailed a leaflet regarding safe procedures prior to arriving at school</p>	<p>Premises Team Office Lead</p>	<p>Prior to opening</p>	<p>Prior to opening</p>
	<p>Visitors to provide completed questionnaire prior to arrival, school to check responses remain current on arrival; School to keep record of all visitors; with sufficient detail to support rapid contact tracing if required by NHS Test and Trace Therapists and visiting specialists following the guidance provided by their own professional bodies and briefed on school protocols; 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; 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. Where visitors/contractors can attend outside of school hours they will;</p>		<p>Office Staff/Premises Team/ SLT</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>The school contact is required to attend reception in good time to meet their visitor;  <b>Visitors/contractors to wear a facemask inside at all times unless they are exempt or are working in a segregated area of the school.</b>            Meetings with visitors will be via video conference or phone where possible;            If meetings are not possible via video conference/phone, social distancing measures will be adhered to at all times;            Keeping in regular contact with external cleaning and catering suppliers and briefing them on the school's measures and groupings.            Briefing contractors on the school's COVID-19 measures prior to arrival and expectations on site. Reviewing the contractors' COVID-19 measures as detailed in their RAMS (<b>see Contractor/Visitor section of Trust-level RA</b>).</p>				
Cleaning and Hygiene	<p><u>COVID-19: cleaning of non-healthcare settings guidance</u> is followed            Sufficient handwashing facilities are available.            Where a sink is not nearby, hand sanitiser is provided in classrooms and other learning environments</p>		Premises Team	Ongoing	Ongoing
	<p>All adults and children are required to:</p> <ul style="list-style-type: none"> <li>frequently wash their hands with soap and running water for 20 seconds and dry thoroughly and recommended at the following times:</li> </ul>		All staff and children	Ongoing	Ongoing

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	1. Entry and exit from the school; 2. After using the toilet; 3. After playtime; 4. Before and after eating; 5. At other times if needed throughout the day  Review the <u>guidance on hand cleaning</u> <ul style="list-style-type: none"> <li>• after sneezing or coughing</li> <li>• are encouraged not to touch their mouth, eyes and nose</li> <li>• use a tissue or elbow to cough or sneeze and use pedal bins for tissue waste ('catch it, bin it, kill it')</li> </ul>				
	Each classroom will be provided with a pedal bin to ensure safe disposal of tissues. There will be extra boxes of tissues available in each classroom. Help is available for children and young people who have trouble cleaning their hands independently Young children will learn and practise these habits through games, songs and repetition Bins for tissues are emptied throughout the day		Premises Team,  Teaching staff  Cleaning staff	Prior to opening  Ongoing  Throughout the day	Prior to opening  Ongoing  Ongoing
	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		Premises team and teaching staff	Ongoing	Ongoing
	Cleaning supplies are monitored & replenished as required		Premises Team	Daily and ongoing	Daily and ongoing

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>There is no need for anything other than normal personal hygiene and washing of clothes following a day in an educational or childcare setting</p> <p>Waste removal and enhanced cleaning programs are in place for the potential coronavirus contaminated waste.</p>		/Cleaning Staff		
	<p>The school has implemented additional cleaning regimes. This includes the following:</p> <ul style="list-style-type: none"> <li>• Frequent cleaning of all touched surfaces, such as door handles, light switches, handrails, table tops, play equipment and toys.</li> </ul>	<p>Extra daily 'Touch Cleaning' has been arranged by increasing the hours of our current lunchtime cleaner. This will take place at mid-day each day.</p>	<p>Premises Team and cleaning staff          Teaching Staff</p>	<p>Throughout the day</p>	<p>Ongoing</p>



	<ul style="list-style-type: none"> <li>Classrooms furniture and soft furnishings have been reduced in order to improve the ability to effectively clean;</li> <li>Toilets will be cleaned before school, after lunchtime and at the end of the day;</li> <li>Any shared equipment such as science or PE resources used by the pupils and staff will suitably cleaned before it is used by another person;</li> <li>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 <a href="#">COVID-19: cleaning un non-healthcare settings</a>.</li> <li>Staff and parents are encouraged to use education resources such as <a href="#">e-bug</a> and <a href="#">PHE schools resources</a>;</li> <li>All those entering the school are required to wash/sanitise their hands on arrival;</li> <li>Hand washing sinks are located within each toilet provision;</li> <li>Signage is located adjacent to each wash station or sink reminding occupants to wash their hands and how to do it effectively;</li> <li>Pupils and staff have been shown how to wash hands properly;</li> <li>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;</li> </ul>		<p>Premises Team and cleaning staff Teaching Staff</p> <p>Premises Team and cleaning staff</p> <p>All</p> <p>Office staff Premises staff</p> <p>SLT/ Teaching Staff</p> <p>All Staff</p> <p>Premises Team Premises Team</p> <p>Teaching staff</p>	<p>Prior to opening</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Prior to opening and Ongoing</p> <p>Ongoing</p> <p>Prior to opening for staff</p> <p>Ongoing for children</p> <p>Daily and throughout the day as required</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>
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	<ul style="list-style-type: none"> <li>• Anti-bacterial fogging of areas in the case of a larger outbreak of cases in a setting by external cleaning company if necessary, involves setting/ school closure for a day</li> </ul>		Director of Operations	Ongoing	Ongoing
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What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
<p>Poor ventilation</p>	<ul style="list-style-type: none"> <li>• mechanical ventilation systems – adjusted to increase the ventilation rate wherever possible, and checked to confirm that normal operation meets current guidance (if possible, systems should be adjusted to full fresh air or, if not, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply)</li> <li>• natural ventilation – opening windows (in cooler weather windows should be opened just enough to provide constant background ventilation, and opened more fully during breaks to purge the air in the space). Opening internal doors can also assist with creating a throughput of air</li> <li>• natural ventilation – if necessary external opening doors may also be used (as long as they are not fire doors and where safe to do so)</li> </ul> <p>Further advice on this can be found in Health and Safety Executive guidance on <a href="#">air conditioning and ventilation during the coronavirus outbreak</a> and <a href="#">CIBSE coronavirus (COVID-19) advice</a>.</p> <p>To balance the need for increased ventilation while maintaining a comfortable temperature, the following measures should also be used as appropriate:</p> <ul style="list-style-type: none"> <li>• opening high level windows in preference to low level to reduce draughts</li> </ul>		<p>Premises Team and all staff</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"> <li>• increasing the ventilation while spaces are unoccupied (e.g. between classes, during break and lunch, when a room is unused)</li> <li>• providing flexibility to allow additional, suitable indoor clothing. For more information see <a href="#">School uniform</a></li> <li>• rearranging furniture where possible to avoid direct drafts</li> </ul> <p>Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces.</p> <p>Increased ventilation may make school buildings cooler than usual over the winter months. Whilst our uniform policy remains in place, we may allow additional, suitable indoor items of clothing to be worn during the winter period in addition to the current uniform.</p>				
Mixing of groups	<p>Accessing rooms directly from outside where possible considering one-way circulation to keep groups apart as they move through the setting where spaces are accessed by corridors</p> <p>Staggering breaks to ensure that any corridors or circulation routes used have a limited number of pupils using them at any time</p> <p>Staggering lunch breaks – lunch will be eaten in the classroom and children and young people should clean their hands beforehand</p> <p>Ensuring that toilets do not become crowded by limiting the number of children who use the toilet facilities at one time</p>	Children from different bubbles may pass each other in the corridors on occasion when waiting to use the toilets or on the way outside to play. The government guidance states that this is low risk.	HT/Premises Team	02.09.20	Ongoing

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>Allocating different groups to different toilet blocks where practical. (See School Based Risk Assessment for further details)            Noting that some children will need additional support to follow these measures to support them in understanding how to follow the procedures</p>	<p>Staff members may also walk through the hall during a PE session, but must ensure they maintain a 2m distance from the children taking part in PE.</p>			
Playground Equipment	<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 <a href="#">COVID-19: cleaning of non-healthcare settings</a></p> <p>All EYFS outdoor play equipment will be jet washed weekly</p>	<p>Each group will have a designated area to have play/lunchtime in</p> <p>Each group will have their own playground equipment that will be kept within their classroom and taken out with their own group each play/lunchtime</p>	<p>Teaching Staff</p> <p>Premises Team</p>	<p>Prior to opening</p> <p>Prior to opening and then weekly</p>	<p>Ongoing</p> <p>By Friday of each week</p>
Symptomatic of COVID-19	<p>Familiar with NHS Test &amp; Trace process.</p> <p>Ensuring staff and parents understand that they must be willing to do the following in case of infection:</p>	<p>A medical room has been allocated where anyone with symptoms can go when not feeling well. The room will</p>	<p>HT/Office staff/ Premises Team /First Aider</p>	<p>Prior to opening and then ongoing in line with</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"> <li>• Book a test</li> <li>• Provide details of anyone they or their child has been in close contact with if test positive or if asked by NHS Test and Trace</li> <li>• Self-isolate if they have been in close contact with someone who tests positive for coronavirus or if anyone in their household develops coronavirus symptoms</li> <li>• Follow self-isolation <a href="#">guidance</a></li> <li>• Inform school immediately with the result of a test</li> </ul> <p>Keeping (proportionate) records of pupils &amp; staff in each group and any close contact that takes places between children and staff in different groups.</p> <p>Keeping school supply of home test kits replenished.</p> <p>If anyone becomes unwell with a new, persistent cough, a high temperature or a loss or change to their sense of smell, in school, they must be sent home and advised to follow the <a href="#">COVID-19: guidance for households with possible coronavirus infection guidance</a>.</p> <p>Arrange a coronavirus test through <a href="#">NHS.UK</a>/NHS 119, and to let the school know the test outcome as soon as they receive it.</p> <p>If someone with symptoms <b>tests negative</b> they should stay at home until they are recovered as usual from their illness but can safely return thereafter. The only <b>exception</b> to return following a</p>	<p>allow for 2m distancing.</p> <p>Appropriate PPE and cleaning products place in medical room.</p> <p>Cleaning undertaken by Premises/cleaning staff</p> <p>The child will be sent home with a letter (which is also emailed to the parents) giving details of what to do. This will be translated into the child's home language if necessary. The family will receive a daily follow up</p>	<p>HT and Office Lead</p>	<p>any incidents</p> <p>On day symptoms appear</p>	

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>negative test result is where an individual is <b>separately identified as a close contact of a confirmed case</b>, when they will need to <b>self-isolate for 14 days from the date of that contact</b>.</p> <p>If someone with symptoms <b>tests positive</b>, they should follow the <u>guidance for households with possible or confirmed coronavirus (COVID-19) infection</u> and must continue to self-isolate for at least 10 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. A cough or anosmia can last for several weeks once the infection has gone. The 10-day period starts from the day when they first became ill. If they still have a high temperature, they should continue to self-isolate until their temperature returns to normal. Other members of their household should all self-isolate for the full 14 days.</p> <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>phone call until test results are received. If test results, do not appear within 5 days, the HT will seek further advice from the Director of Operations and Public Health England.</p>			

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<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>Any member of staff who has provided close contact care, to someone with symptoms, even while wearing PPE and all other members of staff or pupils who have been in close contact with that person with symptoms, even if wearing a face covering, do not need to go home to self-isolate unless:</p> <ul style="list-style-type: none"> <li>• the symptomatic person subsequently tests positive</li> <li>• they develop symptoms themselves (in which case, they should arrange to have a test)</li> <li>• they are requested to do so by NHS Test and Trace or the PHE advice service (or PHE local health protection team if escalated)</li> </ul> <p>Everyone should wash their hands thoroughly for 20 seconds or use handsanitiser after any contact with someone who is unwell. The area around the person with symptoms must be cleaned after they have left to reduce the risk of passing the infection on to other people. See the <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a>.</p>				



What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<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>				
Confirmed case of COVID-19	<p>Head Teacher to call <b>DfE Helpline on 0800 046 8687 (option 1)</b> for advice on the action to take based on the latest public health advice. Contact Trust Leader and Director of Operations &amp; Partnerships. Trust Leader will update officials at the Royal Borough of Greenwich.</p> <p>The advice service will carry out a rapid risk assessment to confirm who has been in close contact with the person during the period that they were infectious, and ensure they are asked to self-isolate. If, following triage, further expert advice is required the adviser will escalate the school's call to the PHE local health protection team.</p> <p>The advice service (or PHE local health protection team if escalated) will work with schools to guide them through the actions they need to take. Based on their advice, schools must send home those people who have been in close contact with</p>		HT and Director of Operations	When a positive test result is received	

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>the person who has tested positive, advising them to self-isolate for 14 days since they were last in close contact with that person when they were infectious. Close contact means:</p> <ul style="list-style-type: none"> <li>• direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin)</li> <li>• proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual</li> <li>• travelling in a small vehicle, like a car, with an infected person</li> </ul> <p>The advice service (or PHE local health protection team if escalated) will provide definitive advice on who must be sent home.</p> <p>A template letter will be provided to schools, on the advice of the health protection team, to send to parents and staff if needed. Schools must not share the names or details of people with coronavirus (COVID-19) unless essential to protect others.</p> <p>Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within their 14-day isolation period they should follow <a href="#"><u>guidance for households with possible or confirmed coronavirus (COVID-19) infection</u></a>. They should get a test, and:</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"> <li>• if someone who is self-isolating because they have been in close contact with someone who has tested positive for coronavirus (COVID-19) starts to feel unwell and gets a test for coronavirus themselves, and the test delivers a negative result, <b>they must remain in isolation for the remainder of the 14-day isolation period.</b> This is because they could still develop coronavirus (COVID-19) within the remaining days.</li> <li>• if the test result is positive, they should inform their setting immediately, and should isolate for at least 10 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 14-day isolation period). Their household should self-isolate for at least 14 days from when the symptomatic person first had symptoms, following <u>guidance for households with possible or confirmed coronavirus (COVID-19) infection</u></li> </ul> <p>Schools should not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation.</p> <p>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</p>				

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>need to be carefully considered in light of all the circumstances and the current public health advice.</p> <p>The PHE local health protection team will also contact schools directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school - as identified by NHS Test and Trace.</p> <p>Further guidance is available on <a href="#">testing and tracing for coronavirus (COVID-19)</a>.</p> <p>From 28 September, individuals could be fined if they do not stay at home and self-isolate following a positive test result for COVID-19 or if they are contacted by NHS Test and Trace and instructed to self-isolate.</p>				
	<p>The area around the person with symptoms must be cleaned after they have left to reduce the risk of passing the infection on to other people. See the <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a>.</p>		Premises Team	Once room has vacated	Ongoing
Outbreak of COVID-19	<p>If schools have two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus is suspected, they may have an outbreak and must continue to work with their local health protection team who will be able to advise if additional action is required.</p> <p>In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure – perhaps the whole site or year group.</p>		HT and Director of Operations	On advice from PHE	

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>Whole school closure based on cases within the school will not generally be necessary, and should not be considered except on the advice of health protection teams.</p> <p>In consultation with the local Director of Public Health, where an outbreak in a school is confirmed, a mobile testing unit may be dispatched to test others who may have been in contact with the person who has tested positive. Testing will first focus on the person's class, followed by their year group, then the whole school if necessary, in line with routine public health outbreak control practice.</p>				
Administering of first aid	<p>Treating any casualty properly should be the first concern.</p> <p>First aid is administered within the bubble wherever possible.</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.</p> <p>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</p>		<p>Staff in each year group bubble</p> <p>Inclusion team to ensure PPE is kept up to date in First Aid bags</p> <p>Office Lead and staff member with child</p> <p>HT</p>	<p>Ongoing</p> <p>Weekly check Ongoing</p> <p>Ongoing</p> <p>Case by case</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>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 (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:  <a href="https://www.hse.gov.uk/coronavirus/first-aid-and-medicals/first-aid-certificate-coronavirus.htm">https://www.hse.gov.uk/coronavirus/first-aid-and-medicals/first-aid-certificate-coronavirus.htm</a>.</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 programmes are in place for the potential coronavirus contaminated waste;</p> <p>Contingency in place for sudden premises staff absence;</p>	An agency staff member would be employed in the case of all Premises staff being absent	HT/Premises Team	Ongoing	Ongoing

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
<p>Hazardous substance management, unsuitable COSHH management and use of chemicals leading to ill-health or fire.</p>	<p>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;            Appropriate PPE is available for all cleaning including suitable PPE for cleaning of potential coronavirus contaminated rooms or equipment.</p>	<p>All surplus supplies are stored in a locked cupboard, within a locked room</p>	<p>Premises Team</p>	<p>Ongoing</p>	<p>Ongoing</p>
<p>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</p>	<p>The Government expects that all staff will return to work in September.            Evacuation plans including the following have been reviewed:            Safe assembly of occupants in groups following social distancing requirements where possible;            Safe exit via the nearest final exit;</p> <p>Training occupants of any changes to evacuation;</p> <p>Ensuring there are enough trained fire wardens on site with the ability to sweep all used areas of the school;</p>	<p>Premises Staff will produce a plan for where each class will line up if there was to be a fire with clearly labeled signs</p> <p>Fire drill to be completed within the first week to ensure</p>	<p>Premises Team/ HT            Premises Team/ HT</p> <p>Premises Team/ HT</p> <p>Premises Team/ HT</p>	<p>Prior to opening for staff and within the first week for children</p>	<p>Prior to opening</p>

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
procedures in place.	All other fire system testing and maintenance has continued as normal.	<p>all staff and children are clear of assembly points</p> <p>Fire evacuation plan to be updated prior to 2<sup>nd</sup> September. Fire marshalls to be briefed by email.</p>	Premises Team/ HT		
Office spaces & meetings	<p>Desks where staff are sitting are at least 2m apart &amp; not face to face, use back to back or side to side working where possible. 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 at least 2m minimum distance and that employees are not remaining in confined spaces – open windows &amp; doors where possible</p>	Staff are not permitted to use the phones on key people's desks such as AA, CD and JF as they will be using these all of the time. All other phones need to be wiped down with an antibacterial wipe immediately after use	Office team / SLT	02.09. 20  02.09.20	Prior to opening





What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>group tables. They will be called up to collect their breakfast in small groups – cutlery will be laid out in separate piles. Once finished, children will play games and use iPads with the other children on their tables. These will be cleaned daily. Children will remain seated. They will wash their hands before joining their class lines at their designated gates.</p> <p>Weather permitting, the children will go outside for activities that can be accessed whilst maintaining distance.</p> <p>There will be scrupulous cleaning of equipment and tables throughout the session and normal hand hygiene will apply. Numbers will be limited to 20 children initially.</p> <p><b>After School Club</b></p> <p>After School Club will be held in the lower hall. Children will sit at tables in groups organised by year group and have their own activity packs. Children in Year 4, 5 and 6 may be able to be seated together as they are more likely to be able to maintain distance.</p> <p>Larger toys and activities will be rotated daily to ensure access over the week.</p> <p>Each table will have an allotted time outside. If numbers are low, children will play outside together, taking part in activities that</p>		<p>After School Club staff and SLT</p>		

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>can be accessed whilst maintaining distance. There will be scrupulous cleaning of equipment and tables throughout the session and normal hand hygiene will apply.</p> <p>Staff will have a school mobile phone and parents will collect children from the back gate, calling or messaging to let staff know they have arrived.</p> <p>Numbers will be limited to 20 children initially.</p>				

***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.