

# **MOSS LANE SCHOOL**

## **Whole School Risk Assessment** **Updated: November 2020**

It should be used alongside the government guidance below:

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

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

<https://www.gov.uk/government/publications/face-coverings-in-education/face-coverings-in-education>

<https://www.gov.uk/government/publications/face-coverings-when-to-wear-one-and-how-to-make-your-own/face-coverings-when-to-wear-one-and-how-to-make-your-own>

<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>

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

<b>Location / Site</b>	Insert location and site where activity taking place
<b><u>Moss Lane School</u></b>	
<b>Activity / Procedure</b>	Insert name/type of activity or procedure being assessed
Full Time opening for all year groups from September 2020	
<b>Assessment date</b>	Insert date when assessment is being carried out
20/11/2020 – to be updated regularly	

<b>Identify people at risk</b>	<b>YES</b>
<b>Employees</b>	<b>YES</b>
<b>Children</b>	<b>YES</b>
<b>Visitors</b>	<b>YES</b>
<b>Contractors</b>	<b>YES</b>

### **Government guidance states for schools' states**

- "Returning to school is vital for children's education and for their wellbeing. Time out of school is detrimental for children's cognitive and academic development, particularly for disadvantaged children. This impact can affect both current levels of learning and children's future ability to learn, and therefore we need to ensure all children can return to school sooner rather than later."
- "In relation to working in schools, whilst it is not possible to ensure a totally risk-free environment there is no evidence that children transmit the disease any more than adults."
- "The safety of children and staff is our utmost priority."
- "The advice seeks to support staff working in schools, colleges and childcare settings, to deliver this approach in the safest way possible, focussing on measures they can put in place to help limit the risk of the virus spreading within education and childcare settings."
- "In education, childcare and social care settings, preventing the spread of the coronavirus involves dealing with direct transmissions (for instance, when in close contact with those sneezing and coughing) and indirect transmission (via touching

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contaminated surfaces.) A range of approaches and actions should be employed to do this.”

- “We have provided guidance and support to schools, colleges and child care settings on implementing protective measures in education and childcare settings to help them **reduce the risk of transmission as more children and young people return.**”
- “Whilst such changes are likely to look different in each setting, as they will depend upon individual circumstances, they are all designed to minimise risks to children, staff and their families.”

Schools and colleges continue to be best placed to make decisions about how to support and educate their children during this period. This will include: Consideration of the children’s mental health and well-being.

<b><u>Identify hazard</u></b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
<b>1.Lack of awareness of policies and procedures that can result in the transmission of the virus.</b>			
<b><u>Existing level of risk</u></b>		Consider current level of risk	
HIGH	<b><u>MEDIUM</u></b>	LOW	NEGLIGIBLE
<b><u>Control measures</u></b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ul style="list-style-type: none"><li>• Health and Safety Policy has been updated in light of the COVID-19 advice</li><li>• All staff, pupils and volunteers are aware of all relevant policies and procedures including, but not limited to, the following:<ul style="list-style-type: none"><li>- <b>Health and Safety Policy</b></li><li>- <b>Infection Control Policy</b></li><li>- <b>First Aid Policy</b></li></ul></li><li>• All staff have regard to all relevant guidance and legislation including, but not limited to, the following:<ul style="list-style-type: none"><li>- The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013</li><li>- The Health Protection (Notification) Regulations 2010</li><li>- Public Health England (PHE) (2017) 'Health protection in schools and other childcare facilities'</li><li>- DfE and PHE (2020) 'COVID-19: guidance for educational settings'</li></ul></li><li>• The relevant staff receive any necessary training that helps minimise the spread of infection, e.g. infection control training.</li><li>• The school keeps up-to-date with advice issued by, but not limited to, the following:<ul style="list-style-type: none"><li>- DfE; NHS; Department of Health and Social Care; PHE</li></ul></li><li>• Staff are made aware of the school's infection control procedures in relation to coronavirus.</li><li>• Parents are made aware of the school's infection control procedures in relation to coronavirus via letter and social media – they are informed that they must not send their child to school if they have <u>coronavirus (COVID-19) symptoms</u>, or have tested positive in the last 10 days, or if another household member develops coronavirus symptoms. In both these circumstances the parents/carers should call the school to inform the school of this and that they will be following the national <u>Stay at Home</u> guidance.</li><li>• Pupils are made aware of the school's infection control procedures in relation to coronavirus and are informed that they must tell a member of staff if they begin to feel unwell.</li></ul>			

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- Staff and pupils are made aware of the process for removing face coverings when pupils and staff who use them arrive at school, and this is communicated clearly to parents and staff.
- The Staff and Volunteer Confidentiality Policy and Pupil Confidentiality Policy are followed at all times – this includes withholding the names of staff, volunteers and pupils with either confirmed or suspected cases of coronavirus.

<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
HIGH	MEDIUM	<b><u>LOW</u></b>	NEGLIGIBLE

<b><u>Identify hazard</u></b>	Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards
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### **2. Lack of social distancing** resulting in direct transmission of the virus.

<b>Existing level of risk</b>		Consider current level of risk	
HIGH	<b><u>MEDIUM</u></b>	LOW	NEGLIGIBLE

<b><u>Control measures</u></b>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls
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- Staff and other adults do not come into the school if they have coronavirus (COVID-19) symptoms, or have tested positive in the last 10 days, and anyone developing those symptoms during the school day is sent home.
- If anyone in the school becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they are sent home and advised to follow 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection', which sets out that they must self-isolate for at least 10 days and should arrange to have a test to see if they have coronavirus (COVID-19). Other members of their household (including any siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms.
- The number of contacts between children and staff is reduced. This is achieved through keeping groups separate in 'bubbles' and through maintaining distance between individuals. The balance between the bubbles and social distancing is based on:
  - Children ability to distance;
  - The layout of the school site;
  - The feasibility of keeping distinct groups separate while offering a broad curriculum
- Minimise contact between individuals and maintain social distancing wherever possible. e.g. staff not holding children's hands, touch them etc. unless a child is distressed and need reassurance /comforting.
- Reduction in the number of children in an area to enable social distancing (no more than 30 in a class bubble expect YR R where will have a year group bubble).
- Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. They should ensure they minimise contact and maintain as much distance as possible from other staff. We ask supply staff to wear face covering masks or visor.
- Adults to avoid close face to face contact and minimise time spent within 1 metre of anyone.
- Adults should maintain 2 metre distance from each other and from children where possible.
- Staff should only move between bubbles when absolutely necessary. Where staff need to move between classes and year groups, where possible they should try and keep their

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distance from children and other staff as much as they can, ideally 2 metres from other adults. Staff that move between a bubble can wear PPE if they wish.

- The use of shared space such as hall is limited and there is cleaning between use by different groups.
- Where staff work in a communal area e.g. staff room, hall staff are recommended to wear face masks/shields.
- Adults to avoid close face to face contact and minimise time spent within 1 metre of anyone.
- Children old enough should be supported to maintain distance and not touch staff and their peers.
- Children use the same classroom or defined area of a setting throughout the day, with a thorough cleaning of the rooms at the end of the day.
- Adaptations need to be made to classrooms to support distancing where possible, to maintain space between seats and desks where possible.
- Children are seated side by side and facing forwards, rather than face to face or side on.
- Large gatherings such as assemblies are avoided, and groups kept apart.
- The timetable is revised to implement where possible:
  - Plan for lessons or activities which keep groups apart and movement around the school site to a minimum;
  - Maximise the number of lessons or classroom activities which could take place outdoors;
  - Virtual assemblies- to be done in own class bubble-with strong wellbeing focus.
  - Break times (including lunch) are staggered so that all children are not moving around the school at the same time.
  - Drop-off and collection times are staggered and communicated to parents;
  - Parents' drop-off and pick-up protocols are planned communicated so and that they minimise adult to adult contact.
- Mixing within education or childcare setting is minimised by:
  - accessing rooms directly from outside where possible;
  - considering one-way circulation, or place a divider down the middle of the corridor to keep groups apart as they move through the setting where spaces are accessed by corridors;
  - staggering lunch breaks and children clean their hands beforehand and enter in the groups they are already in or children are brought their lunch in their classrooms;
  - The number of children using the toilet at any one time is limited; 2 toilets allocated per class. Only use class allocated toilets.
- Visitors to the site, such as contractors, local authority employees and health employees to be fully briefed on the school's arrangements and follow site guidance on physical distancing and hygiene on or before arrival. Where visits can happen outside of school hours, they should. Visitors to read visitor protocol and complete visitor declaration form. A record will be kept of all visitors. Visitors are to wear facemasks /Visors when in school.
- Classroom based resources, such as books and games, are used and shared within the Bubble; these are cleaned regularly, along with all frequently touched surfaces.
- Resources shared such as sports, art, science equipment should be cleaned frequently and meticulously and always between bubbles or rotated to allow them to be left used and out of reach for a period of 48 hours (72hour for plastic) between use by different bubbles.
- PE lessons are in consistent bubble groups and sports equipment thoroughly cleaned between use by different groups. Contact sport to be avoided. Outdoor sports to be prioritised and large indoor spaces used where not to ensure maximising distance

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between pupils and high levels of cleaning and hygiene. [COVID-19: Guidance on phased return of sport and recreations.](#)

- There may be an additional risk of infection where you or others are singing, chanting, playing wind or brass instruments or shouting. This applies even if individuals are at a distance. School will reduce this risk, particularly when pupils are playing instruments or singing in small groups such as in music lessons by, for example, physical distancing and playing outside wherever possible, limiting group sizes to no more than 15, positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation. Singing, wind and brass playing should not take place in larger groups such as school choirs and ensembles, or school assemblies.
- Limit the amount of equipment children bring into school each day. Book bags and water bottles only. Children and teachers can take books and other shared resources home, although unnecessary sharing is avoided. Limit the use of shared equipment. Children to have own table pots that remain on those tables and not shared. Teachers to make sure they wash their hands and surfaces before and after handling books. Get children to self-mark where possible.
- Social distancing charter created for and with the children. Include instructions how to line up, use of toilet, moving around the classroom etc.
- Charter re-visited and modelled many times a day and linked to school behaviour system – lots of positive praise/reminders, following our school behaviour policy.
- Children who struggle with social distance will be supported through frequent reminders, social stories and positive reminders and ELSA support.
- Lessons planned for individual work (not pairings or group work).
- Feedback and plenaries– using large whiteboard and visualizer and interactive whiteboard not close interaction.
- Lidded bins in all class bubbles with 'Catch it, bin it, kill it' signs in and around school. Bins cleared at the end of the day. All rubbish to be double bagged.
- Children's coats placed on own pegs.
- Each class to have its own first aid and sanitising station.
- Children to wear school uniform but come to school on PE days in their kit.
- Maximising Ventilation-Windows opened and doors propped open where safe to do so to encourage natural ventilation (bearing in mind fire safety and safeguarding considerations).
- Emergency evacuation procedures to be followed and practiced in class bubbles. Hedgehogs, ICT and Otters to go out through front door to playground. All classes to line distanced on the playground.
- Behaviour policy updated to reflect new rules and routines. This to have a strong focus on emotional wellbeing. Policy regularly reinforced throughout each day.
- One-way circulation around school.
- Accessing rooms directly from outside where possible.
- Introduction of drop-off / pick-up protocols that minimise contact, reduce the number of parents on site and provide for a queuing system and process for staff to greet each child on arrival.
- Conducting regular classroom activities outdoors during allocated slots.
- EYFS classes to have allocated outdoors space possible. EYFS to also use secret garden and Peppertop.
- Reduction of unnecessary travel where possible.
- The use of the staff room is staggered to limit occupancy. Staff are encouraged to use the down stair ICT room or to use their allocated class bubble facilities for refreshments.
- Staff are not to go into the office but to speak through the window.
- All children, staff and other adults do not come into the school if they have coronavirus (COVID-19) symptoms, or have tested positive in the last 7 days.
- Anyone developing those symptoms during the school day is sent home.
- Those children who have had low levels of engagement during lockdown and may require additional support will be seated nearer to the front.
- Children to come to school in uniform. Uniforms don't need to be cleaned any more than usual nor do they need to be cleaned using methods which are different from normal.
- Children and teachers can take books and other resources home although unnecessary sharing to be avoided.

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- All fruit to be prewashed and laid out rather than in a bowl.
- Windows to be open and door propped to allow ventilation.
- Surfaces that children are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters are cleaned more regularly than normal.
- The [COVID-19: cleaning of non-healthcare settings guidance](#) is followed.
- All classes to have anti-static spray.
- Non-overnight educational visits can resume. Protective measures, such as keeping children within their consistent bubble group, and the COVID-secure measures will be in place at the destination. Schools will make use of outdoor spaces in the local area to support delivery of the curriculum. School will undertake a full and thorough risk assessments in relation to all educational visits to ensure they can be done safely. As part of this risk assessment, we will consider what control measures need to be used and ensure they we are aware following advice on visiting indoor and outdoor venues. We will consult the [health and safety guidance on educational visits](#) when considering visits.

### **PPE**

- 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 involves the use of PPE, in which case the same PPE should continue to be used
  - If a child is very distressed and need comfort.
- Read the guidance on [safe working in education, childcare and children's social care](#) for more information about preventing and controlling infection and follow [SCC PPE guidance](#).
- Normal supply of (non-coronavirus related) PPE will be maintained. In line with government guidance, face coverings are not required at school.
- Recommended face mask to be work by staff deemed as vulnerable.
- A fluid-resistant surgical facemask will be worn if a distance of 2 metres cannot be maintained from someone with symptoms of coronavirus.
- If contact is necessary, then gloves, an apron and a facemask will be worn.
- If a risk assessment determines that there is a risk of fluids entering the eye from, for example, coughing, spitting or vomiting, then eye protection will also be worn.
- All staff have been trained in the use of PPE and its safe disposal.
- In the event of new local restrictions being imposed, schools will need to communicate quickly and clearly to staff, parents, pupils that the new arrangements require the use of face coverings in certain circumstances
- Some individuals are exempt from wearing [face coverings](#)  
DFE guidance to be followed on the [use of face coverings in education](#) and clear instructions have been provided to staff, on [how to put on, remove, store and dispose of face coverings](#).

### **Aerosol Generating Procedures**

- Staff performing AGPs in these settings should follow PHE's [Safe working in education, childcare and children's social care settings including the use of personal protective equipment \(PPE\) guidance on aerosol generating procedures](#), including the principles and wear the correct PPE, which is:
  - a FFP2/3 respirator
  - gloves
  - a long-sleeved fluid repellent gown
  - eye protection

Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE



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<b><u>Identify hazard</u></b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
3. <b>Lack of social distancing using toilets</b> resulting in direct and indirect transmission of the virus.			
<b><u>Existing level of risk</u></b>		Consider current level of risk	
HIGH	<b><u>MEDIUM</u></b>	LOW	NEGLIGIBLE
<b><u>Control measures</u></b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ul style="list-style-type: none"><li>• Taps allocated to each class bubble including EYFS (as the sink is 1 long big 1 long and only 1) or closed sink for handwashing in toilet but to use sink in their own classroom bubble. Caretaker to cordon off taps for each class bubble.</li><li>• Allocated toilets for each 'class bubbles' children - x 2 per class. Except Yr R they share across the year group.</li><li>• Hand gel used after toilet use as well as washing hands.</li><li>• Extra signs in toilet re washing hands.</li><li>• Wedges for the toilet external toilet doors if not fire doors.</li><li>• Extra soap ordered to ensure we do not run out.</li></ul> <p>Briefings for staff and information provided to parents on expectations with regard to hygiene measures at school (for staff and children on site), including washing hands on arrival, before/after eating and after sneezing/coughing.</p> <p>Provision of liquid hand soap and disposable paper towels instead of hand dryers (where practical) in toilets and regular checking of supply.</p> <ul style="list-style-type: none"><li>• Regular reminders about hand washing and social distancing; <u>E-Bug</u> (or similar) posters displayed in every classroom, at the main entrance/front office, in places visible from the school gate, in the staffroom and all toilets</li><li>• Staff explicitly teaching and supervising health and hygiene arrangements, such as handwashing, tissue disposal and toilet flushing.</li><li>• Hand sanitiser and tissues available in classrooms and other key locations.</li><li>• Staff required to wash their hands and surfaces before and after handling children' books</li><li>• Only lunch items and milk can be stored in the fridge and personal items must be removed daily.</li></ul>			
<b><u>Enhanced cleaning</u></b>			
Enhanced cleaning protocols are in place. These include: - <ul style="list-style-type: none"><li>• Thorough cleaning of classrooms and communal areas at the end of the day.</li><li>• Cleaning of frequently touched surfaces often.</li><li>• Lidded bins provided for tissues; these are double bagged and emptied regularly during the day.</li><li>• Cleaning of play / outdoor equipment between groups.</li><li>• Cleaning of other equipment for practical lessons between groups.</li><li>• Lunch tables cleaned thoroughly between each bubble group.</li><li>• Removal of unnecessary items from learning environments.</li><li>• Removal of soft furnishings, soft toys and toys that are hard to clean.</li><li>• Additional protocols, including provision of PPE, will be followed for cleaning any area where a person with possible or confirmed coronavirus has spent time.</li><li>• Regular checks on cleaning and checks are carried out by identified person on site each day.</li></ul>			
<b><u>Remaining level of risk</u></b>		Consider level of risk following use of control measures	
HIGH	<b><u>MEDIUM</u></b>	LOW	NEGLIGIBLE

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<b><u>Identify hazard</u></b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
4. <b>Lack of social distancing waiting to come into school in morning</b> resulting in direct transmission of the virus			
<b><u>Existing level of risk</u></b>		Consider current level of risk	
HIGH	<b><u>MEDIUM</u></b>	LOW	NEGLIGIBLE
<b><u>Control measures</u></b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ul style="list-style-type: none"><li>• Markers outside for the children and parents to wait – more than 2 metres apart as more than one person. Minimise parent’s adult to adult contact bringing children to school.</li><li>• Only one parent to attend.</li><li>• Parents made clear that they cannot gather at the entrance of gates or doors or enter the site unless they have pre-arranged appointment.</li><li>• Allocated gate for each ‘class bubble’ parents to arrive and leave from.</li><li>• Instructions shared re social distancing between families in the morning with parents and children.</li><li>• Signage for parents and children displayed outside the school by gates reminding about social distancing and not gathering.</li><li>• Signage to guide parents and carers about where and when they should drop off and pick up.</li><li>• Staggered drop off and pick up times for different year groups.</li><li>• Families encouraged to walk, cycle to school to where possible.</li><li>• Staff asked to avoid public transport where possible, particularly during peak times.</li><li>• If using public transport, staff and children need to wear a non-surgical face mask. Upon arrival at school this needs to be changed and their hands washed thoroughly.</li><li>• Staff travelling by public transport offered altered start/finish times where operationally feasible to avoid rush hour.</li><li>• Parents and staff to wear face masks when collecting and dropping off children.</li><li>• Where possible siblings from other schools who are self-isolating should remain at home with an adult. If unable to do so Moss Lane has implemented an additional drop off and pick time for those children whose siblings are self-isolating.</li></ul>			
<b><u>Remaining level of risk</u></b>		Consider level of risk following use of control measures	
HIGH	MEDIUM	<b><u>LOW</u></b>	NEGLIGIBLE



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<b><u>Identify hazard</u></b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
<b>5. Lack of social distancing during playtimes, lunchtimes &amp; lessons</b> resulting in direct transmission of the virus			
<b><u>Existing level of risk</u></b>		Consider current level of risk	
<b><u>HIGH</u></b>	MEDIUM	LOW	NEGLIGIBLE
<b><u>Control measures</u></b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ul style="list-style-type: none"> <li>Staggered playtimes and allocated play zone.</li> <li>Reduced playtime equipment – hard surfaces and can be easily cleaned. Only Yr R to use play equipment.eg. Pepperpot, tractor etc.</li> <li>Each class have own playground box that is for their class only.</li> <li>Games discussed which encourage social distancing – football passing etc. Staff supervision throughout – actively encouraging and insisting on social distancing</li> <li>Children are encouraged to maintain distance – modelled by staff.</li> <li>Staff remain at a safe distance from each other at lunchtimes or during breaks.</li> <li>Children reminded of the playtime rules – regarding social distancing.</li> <li>Sun safety- Parents’ to ensure that children come into school wearing high factor sun cream and have a sun hat.</li> <li>If cold weather all children to wear appropriate clothing e.g. hat, scarf, gloves etc.</li> </ul>			
<p><b><u>PE lessons</u></b> (the coaches remaining distanced from the pupil group).</p> <ul style="list-style-type: none"> <li>Physical Education classes should be kept in consistent groups and sports equipment thoroughly cleaned between use by different groups.</li> <li>Contact sport to be avoided.</li> <li>Outdoor sports to be prioritised and large indoor spaces used where not to ensure maximising distance between pupils and high levels of cleaning and hygiene.</li> <li>External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities. Schools should refer to the following guidance: <ul style="list-style-type: none"> <li><u>guidance on the phased return of sport and recreation</u> and guidance from <u>Sport England</u> for grassroot sport</li> <li>advice from organisations such as the <u>Association for Physical Education</u> and the <u>Youth Sport Trust</u></li> <li>guidance from Swim England on school swimming and water safety lessons available at <u>returning to pools guidance documents</u></li> <li><u>using changing rooms safely</u></li> </ul> </li> <li>School is able to work with external coaches, clubs and organisations for curricular and extra-curricular activities where we are satisfied that it is safe to do so.</li> <li>Outdoor sports to be prioritised and large indoor spaces used where not to ensure maximising distance between children and high levels of cleaning and hygiene.</li> <li>All equipment to be cleaned between use by different groups</li> <li>Adults to maintain strict social distancing.</li> <li>Contact sports avoided.</li> <li>External facilities can be used in line with guidance.</li> <li>Extracurricular sports can run if safe to do so.</li> <li>Children to come dressed on their PE day in their kit.</li> <li>Each class to have own labelled equipment box.</li> </ul>			
<p><b><u>Music</u></b></p> <ul style="list-style-type: none"> <li>Lessons which include singing, chanting, playing wind or brass instruments or shouting may cause an additional risk of infection.</li> <li>Control measures of physical distancing, playing outside, limiting group size to 15,</li> </ul>			

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positioning children back to back or side to side, avoiding sharing of instruments and ensuring good ventilation are put in place.

- If instruments are shared they must be sprayed after use and between groups.
- Focus more on music appreciation- listening to and making music.
- Music slot time will be reducing due to lack of singing this will be replaced by additional PHSE learning.
- Staff to play a 'Happy Birthday' that chn can move/clap to song rather than child sing.
- Singing, wind and brass instrument playing can be undertaken in line with the Music, Dance and drama in schools section in the full opening guidance and other guidance, in particular guidance provided by the DCMS for professionals and non-professionals, available at working safely during coronavirus (COVID-19): performing arts. Further information on music teaching in schools is available in the COVID-19 – guidance for full opening

### Trips

- School can resume non-overnight domestic educational visits. These trips should include any trips for pupils with SEND This should be done in line with protective measures, such as keeping children within their consistent group, and the COVID-secure measures in place at the destination.
- School should also make use of outdoor spaces in the local area to support delivery of the curriculum. As normal, school will undertake full and thorough risk assessments in relation to all educational visits to ensure they can be done safely. As part of this risk assessment, we will need to consider what control measures need to be used and ensure they are aware of wider advice on visiting indoor and outdoor venues. Schools will consult the health and safety guidance on educational visits when considering visits.

### **Remaining level of risk**

Consider level of risk following use of control measures

HIGH

**MEDIUM**

LOW

NEGLIGIBLE

### **Identify hazard**

Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards

**6. Lack of social distancing when eating lunch** resulting in direct transmission of the virus

### **Existing level of risk**

Consider current level of risk

HIGH

**MEDIUM**

LOW

NEGLIGIBLE

### **Control measures**

List your control measures required to reduce risk – add appropriate detail about the type and location of controls

- School meals will be provided to every child.
- Kitchen to comply with guidance for food businesses on coronavirus.
- Children to eat in the hall in their class bubble.
- Lunchtimes to be staggered.
- Tables to be thoroughly cleaned after each class. Staff to wash and wipe down tables with bacteria spray.
- Staff to stay within their year bubble.
- Children to wash hand before and after lunch.
- Children to line up collect their lunch and remain seated until it is time to go out to play. All children to remain seated to reduce the traffic.
- No lunchtime mixed year group club in ICT until further notice .

### **Remaining level of risk**

Consider level of risk following use of control measures

HIGH

MEDIUM

**LOW**

NEGLIGIBLE

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<b><u>Identify hazard</u></b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
7. <b>Lack of social distancing in the corridors</b> and shared spaces, resulting in direct transmission of the virus			
<b>Existing level of risk</b>		Consider current level of risk	
HIGH	<b><u>MEDIUM</u></b>	LOW	NEGLIGIBLE
<b><u>Control measures</u></b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ul style="list-style-type: none"><li>• Children staying in their classroom.</li><li>• One child going to toilet at one time.</li><li>• Messages to office via mobile phones.</li><li>• Staff to distance themselves for each other.</li><li>• One-way system around the school– safety concerns</li><li>• Agree instructions with children concerning going and returning to toilet.</li><li>• When moving class around the school – encourage 2 metres between children – one adult at back insisting the distance is maintained – regular practise this in the first few days</li><li>• The use of staff rooms is staggered to limit occupancy. Staff to follow safety measures.</li><li>• ICT suite will be used for staff lunchtime as it is big with good ventilating. Staff to be socially distanced.</li><li>• Staff to have kettles in classroom in a safe area. Staff to be aware of hot water in classroom and take caution.</li><li>• The use of shared space such as halls is limited and there is cleaning between use by different group.</li></ul>			
<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
HIGH	MEDIUM	<b><u>LOW</u></b>	NEGLIGIBLE

<b><u>Identify hazard</u></b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
<b>8. Contact of shared resources</b> resulting in indirect transmission of the virus			
<b>Existing level of risk</b>		Consider current level of risk	
HIGH	<b><u>MEDIUM</u></b>	LOW	NEGLIGIBLE
<b><u>Control measures</u></b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ul style="list-style-type: none"><li>• Children will have their own equipment, staff to give resources out.</li><li>• Tubs of resources for individuals if needed – maths cubes etc.</li><li>• Resources washed in Milton and left to dry if not same person using them the next day.</li><li>• Tables, door handles and other surfaces cleaned with Milton every night.</li><li>• Lessons planned so resources are more individual and not shared as much – or on white board.</li><li>• Resources on tables ready for lesson and not distributed within the lesson.</li><li>• Plastic packets (zippy) bags can be used for individual resources.</li><li>• Children encouraged to wash hands / use hand gel before lessons and after each lesson.</li></ul>			
<b>Remaining level of risk</b>		Consider level of risk following use of control measures	

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HIGH	<b><u>MEDIUM</u></b>	LOW	NEGLIGIBLE
<b><u>Identify hazard</u></b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
<b>9. Emotional distress of the children.</b>			
<b><u>Existing level of risk</u></b>		Consider current level of risk	
HIGH	<b><u>MEDIUM</u></b>	LOW	NEGLIGIBLE
<b><u>Control measures</u></b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ul style="list-style-type: none"><li>• Children to have class teacher and LSA (if possible under vulnerable staff guidance) in the first instance.</li><li>• Staff to wear PPE if comforting a child.</li><li>• HSLW /ELSA provision available for children who are distressed and struggling emotionally.</li><li>• 2 metre social distancing where possible.</li><li>• Curriculum in first few weeks to support children’s well-being – slowly increasing the cognitive load.</li><li>• Re-establish school routines and expectations in first tem.</li><li>• Big emphasis on HSE in first term.</li><li>• EYFS to come in part time for first few weeks.</li></ul>			
<b><u>Remaining level of risk</u></b>		Consider level of risk following use of control measures	
HIGH	MEDIUM	<b><u>LOW</u></b>	NEGLIGIBLE

<b><u>Identify hazard</u></b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
<b>10. Additional pressures relating coronavirus restrictions resulting in stress reaction or anxiety.</b>			
<b>Existing level of risk</b>		Consider current level of risk	
HIGH	<b><u>MEDIUM</u></b>	LOW	NEGLIGIBLE
<b><u>Control measures</u></b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ul style="list-style-type: none"><li>• Inclusion of staff in risk assessment process – input into hazard identification and control measures.</li><li>• Virtual coaching for any staff who requests it with HT.</li><li>• Staff meeting – virtually on a Wednesday 3.30pm until further notice – to discuss concerns and shared control measures. Staff meeting no more than 1.5hr.</li><li>• At least one SLT member of staff on site every day for staff to share concerns with</li><li>• Risk assessments reviewed -this is flexible.</li><li>• Separate risk assessment for the office area.</li><li>• Separate individual risk assessments carried out on those who were shielding. Those who were shielding /Vulnerable staff – suggests strict social distancing measures in place.</li><li>• Planned time for planning and preparation within the week especially for those with children in school.</li><li>• Ensure sufficient rest breaks for all staff.</li></ul>			

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- Revised timetabling to build in identified breaks during the day for those staff working on site.
- If any staff have to work working remotely encouraged to ensure that they take breaks from work during the day.
- Staff encouraged to take breaks outdoors where practical maintaining social distancing.
- Regular contact with all staff by line managers.
- Line managers contact those staff working remotely by telephone or video conference fortnightly, to include a wellbeing check
- Line managers speak weekly (either by phone or in person, observing social distancing) to all staff working on site to identify any concerns they may have
- Weekly communication
- Provision of a weekly update from school leaders ensuring that all staff are well informed of key messages and reminded about wellbeing issues.
- Provision of Employee Assistance Programme / Signposting support.
- Sharing of support helplines.
- School has signposted suggested sources of support to all staff
- Staff encouraged to come forward confidentially with any concerns they have about workload or wellbeing.
- Tea, coffee and milk supplies stocked for staff in classrooms.
- Any staff alone in class bubble to can call office if a comfort break pm is required.
- An attitude of praise and support for our staff and all that they are doing. Staff and child wellbeing of equal importance.
- Staff should be encouraged to go home as soon as possible at the end of the school day.
- Dress code for staff is professional. Follow staff dress code in handbook.

### **Remaining level of risk**

Consider level of risk following use of control measures

HIGH

MEDIUM

**LOW**

NEGLIGIBLE

### **Identify hazard**

Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards

**11.Risk of spreading virus due to close contact with children – 1:1 and restraint**  
resulting in direct transmission of the virus

### **Existing level of risk**

Consider current level of risk

HIGH

**MEDIUM**

LOW

NEGLIGIBLE

### **Control measures**

List your control measures required to reduce risk – add appropriate detail about the type and location of controls

- Seek expert guidance from behaviour support (Jackie Foley's team) re support for children with behaviour difficulties – that might need restraint and display spitting, biting etc. Leading to individual risk assessments.
- Masks purchased if needed – N95 grade and instructions form PHE re cleaning – so issued to individuals.
- Extra disposable aprons ordered.
- Extra gloves ordered.
- Wear Visors if needed
- Reduced timetable / exclusion / inclusion considered if necessary if children are acting in a way staff are put at risk.
- Staff might have to wear PPE when in close contact with some children.
- If any adult in school is concerned about close contact, they must speak to their line manger immediately so that risk can be assessed and suitable measures can be put in place.

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<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
<b><u>HIGH</u></b>	<b><u>MEDIUM</u></b>	LOW	NEGLIGIBLE

<b><u>Identify hazard</u></b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
<b>12.SEND children –resulting in direct transmission of the virus</b>			
<b>Existing level of risk</b>		Consider current level of risk	
<b><u>HIGH</u></b>	MEDIUM	LOW	NEGLIGIBLE
<b><u>Control measures</u></b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ul style="list-style-type: none"> <li>• To work with any outside agencies if available.</li> <li>• May not be possible to provide full range of provisions set out in the plan so may be necessary to make different arrangements.</li> <li>• Where possible try to keep them with familiar adults.</li> <li>• Use of social stories to help support and explain the need for close contact</li> <li>• With SENDco answer questions-               <ul style="list-style-type: none"> <li>• What are the potential health risks to the child from COVID-19? (bearing in mind any underlying health conditions)</li> <li>• What is the risk to the child if some or all elements of their EHC plan cannot be delivered at all?</li> <li>• What is the risk if some or all elements of their EHC plan cannot be delivered in the normal manner or in the usual setting?</li> <li>• What is the ability of the individual's parents or home to ensure their health and care needs can be met safely?</li> <li>• What is the potential impact to the individual's wellbeing of changes to routine or the way in which provision is delivered?</li> <li>• It is recognised that some children with SEND present behaviours that are challenging to manage e.g. Spitting, hitting. In these circumstances, staff need to increase their level of self-protection, such as minimising close contact and having more frequent hand-washing and other hygiene measures, and regular cleaning of surfaces.</li> <li>• SENDco to stay in close contact with those families who have a child with an EHCP to address and concerns or worries.</li> <li>• Risk assessments on children with complex needs who struggle to maintain good respiratory hygiene, for example those who spit uncontrollably or use saliva as a sensory stimulant.</li> </ul> </li> </ul>			
<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
HIGH	<b><u>MEDIUM</u></b>	LOW	NEGLIGIBLE



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<b><u>Identify hazard</u></b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
<b>13. Risk of infection due to lack of hygiene practices</b> resulting in indirect transmission of the virus.			
<b><u>Existing level of risk</u></b>		Consider current level of risk	
<b><u>HIGH</u></b>	MEDIUM	LOW	NEGLIGIBLE
<b><u>Control measures</u></b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ul style="list-style-type: none"> <li>The school will ensure that children clean their hands regularly, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating. Where a sink is not nearby, provide hand sanitisers in classrooms and other learning environments. Washing hands posters replaced in all washing areas.</li> <li>Reminders how to wash hands properly – videos and posters.</li> <li>Supervision of hand sanitiser use will take place due to risk around ingestion. Younger children and children with complex needs will continue to be helped to clean their hands properly.</li> <li>The school will build hand washing routines into school culture, supported by behaviour expectations set out in the school Behaviour Policy.</li> <li>Children arriving at school wearing a face covering are instructed not to touch the front of their face covering during use or when removing them. They immediately wash their hands on arrival, dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they take home with them, and then wash their hands again before heading to their classroom. Guidance on <a href="#"><u>safe working in education, childcare and children's social care</u></a> provides more advice.</li> <li>Sufficient handwashing facilities are available. Where a sink is not nearby, provide hand sanitisers in classrooms and other learning environments.</li> <li>All surfaces, handles, toilets and shared equipment will be cleaned each daily.</li> <li>PPE will be worn by all cleaning staff.</li> <li>Toilets and intervention room to be cleaned at lunchtime.</li> <li>Some resources will be rotated and left to de-contaminate for 3 or 4 days after cleaning to reduce the risk of indirect transmission.</li> <li>Soft furnishings and soft / cloth toys will be removed from use in classrooms.</li> <li>Deep clean of classrooms over the summer holidays.</li> <li>Fogging cleaning to be carried out prior to September opening – last for 21-28 days.</li> <li>Staff to use fogging spray to keep shared equipment clean.</li> <li>Hand gel dispenser stations in all classrooms.</li> <li>Hand gel order in large quantities.</li> <li>Extra soap dispensers and re-fills in each classroom.</li> <li>Extra hand washing bowls in each classroom if required.</li> </ul>			
<b><u>Enhance Cleaning</u></b>			
<ul style="list-style-type: none"> <li>Surfaces that children are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters are cleaned more regularly than normal.</li> <li>Soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts) are removed.</li> <li>Different "Bubbles" do not need allocated toilet blocks, but toilets will be cleaned more regularly, and children encouraged to clean their hands thoroughly after using the toilet.</li> <li>The <a href="#"><u>COVID-19: cleaning of non-healthcare settings guidance</u></a> is followed.</li> <li>Outdoor playground equipment cleaned more frequently. This includes resources used inside and outside by other people.</li> <li>Spillages of bodily fluids, e.g. respiratory and nasal discharges, are cleaned up immediately</li> </ul>			

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in line with the Infection Control Policy and [Cleaning in non-healthcare settings guidance](#).

- Cleaners are employed by the school to carry out daily, thorough cleaning that follows national guidance and is compliant with the COSHH Policy and the Health and Safety Policy.
- The SBM arranges enhanced cleaning to be undertaken where required – advice about enhanced cleaning protocols is sought from the local health team. Schools short of cleaning product supplies, should email [DfE-CovidEnquiries.COMMERCIAL@education.gov.uk](mailto:DfE-CovidEnquiries.COMMERCIAL@education.gov.uk)
- The SBM monitors the cleaning standards of school cleaning contractors and discusses any additional measures required with regards to managing the spread of coronavirus.
- All classes use the outdoor Pepper pot equipment. This is to be sprayed/ cleaned after use by each class
- All classes have their own playground equipment, staff to ensure it is sprayed after use.

Remaining level of risk		Consider level of risk following use of control measures	
HIGH	<b>MEDIUM</b>	LOW	NEGLIGIBLE

<u>Identify hazard</u>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
<b>14. Risk of illness of vulnerable children, staff and family members</b> through direct and indirect transmission of the virus			
Existing level of risk		Consider current level of risk	
<u>HIGH</u>	MEDIUM	LOW	NEGLIGIBLE
		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ul style="list-style-type: none"><li>• The new <a href="#">national restrictions from 5 November</a>, which apply to everyone, mean you must not leave or be outside of your home, except for limited purposes, which are set out in that guidance.</li><li>• Advising clinically extremely vulnerable people to stay at home as much as possible, except to go outdoors for exercise or to attend essential health appointments. You may wish to meet up with one other person from outside your household or support bubble, for example, to exercise in an outdoor public place, but we suggest that you always try to do so as safely as possible.</li><li>• Try to keep all contact with others to a minimum and avoid busy areas. Whenever you go out, continue to maintain strict social distancing, wash your hands regularly and avoid touching your face.</li><li>• You should also try to stay 2 metres away from other people within your household, especially if they display symptoms of the virus or have been advised to self-isolate.</li></ul>			
<b>Work</b>			
<ul style="list-style-type: none"><li>• You are strongly advised to work from home. If you cannot work from home, you should not attend work for this period of restrictions.</li><li>• If you cannot attend work for this reason, you may be eligible for Statutory Sick Pay (SSP), Employment Support Allowance (ESA) or Universal Credit. Other eligibility criteria will apply. The formal shielding notification you receive may act as evidence for your employer or the Department for Work and Pensions (DWP) that you are advised to follow shielding guidance and should not work outside of your home for the period stated in the letter. See <a href="#">COVID-19: letters to clinically extremely vulnerable people</a> for reference purposes only.</li><li>• If you were on payroll before 30 October 2020, you may also be eligible for the <a href="#">Coronavirus Job Retention Scheme (on furlough)</a>, which is being extended until 31 March 2021. Speak to your employer if you think you are eligible.</li></ul>			

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- Other people you live with who are not clinically extremely vulnerable themselves can still attend work if they cannot work from home, in line with the wider rules set out in the new [national restrictions from 5 November](#).

### **Education settings**

- There is a very low risk of children becoming very unwell from COVID-19, even for children with existing health conditions. Most children originally identified as clinically extremely vulnerable no longer need to follow this advice. Speak to your GP or specialist clinician, if you have not already done so, to understand whether your child should still be classed as clinically extremely vulnerable.
- Those children whose doctors have confirmed they are still clinically extremely vulnerable are advised not to attend school while this advice is in place. School will make appropriate arrangements for you to be able to continue your education at home. Children who live with someone who is clinically extremely vulnerable, but who are not clinically extremely vulnerable themselves, should still attend school.

### **Travel**

- You should avoid all non-essential travel by private or public transport. This includes not travelling to work, school or the shops. You should still travel to hospital and GP appointments unless told otherwise by your doctor. If you need help to travel to an appointment, speak to your healthcare professional to arrange transport support with [NHS Volunteer Responders](#).

### **Shopping**

- You are advised not to go to the shops. Shop online if you can, or ask others to collect and deliver shopping for you (friends, family, or a volunteer, including [NHS Volunteer Responders](#)). If you already have a priority delivery slot with a supermarket, that will continue – you do not need to do anything further.
- If you cannot access food, your local council can offer support. This may include helping you to request a priority supermarket delivery slot (if you do not already have one) or help with shopping.

### **Medicines**

- You are advised not to go to a pharmacy. You are encouraged, in the first instance, to ask a friend, family member, carer or a volunteer (for example, one of the [NHS Volunteer Responders](#)) to collect your medicines for you. If none of these are available, contact your pharmacy to inform them you are clinically extremely vulnerable and need your medicines delivered. They will arrange this free of charge.

### **Accessing care and support**

- It is important that you continue to receive the care and support you need to help you stay safe and well.
- If you have [symptoms of COVID-19](#), you should [arrange to have a test](#). You may wish to request a home test to be sent to you or consider attending a test site at a quieter time.
- We urge you to continue to seek support from the NHS and other health providers for your existing health conditions and any new health concerns.
- You can access a range of NHS services from home, including ordering repeat prescriptions or contacting your health professional through an online consultation. To find out more, visit [NHS Health at home](#) or download the [NHS App](#). If you have an urgent medical need, call NHS 111 or, for a medical emergency, dial 999.
- If you do need to receive care in person, you can. Your local NHS services are well prepared and will put in measures to keep you safe.
- It is also really important to look after your mental health. The [Every Mind Matters](#) website offers advice and practical steps that you can take to support your wellbeing and manage your mental health during this pandemic. If you, or someone you care for, are experiencing a mental health crisis, we urge you to [make contact with a local health professional](#) immediately.
- Any carers or visitors who support you, or a child or young person in your care, with

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everyday needs, can continue to visit. They should follow [social distancing guidance](#) where close or personal contact is not required.

- You should also continue to access support from local charities, organisations and NHS Volunteer Responders. As well as helping with shopping and medicines delivery, NHS Volunteer Responders can help with a regular, friendly phone call and transport to and from medical appointments.
- Call 0808 196 3646 between 8am and 8pm to arrange support or visit [NHS Volunteer Responders](#)

### **Definition of clinically extremely vulnerable groups**

People who are defined as clinically extremely vulnerable are at very high risk of severe illness from COVID-19. There are 2 ways you may be identified as clinically extremely vulnerable:

1. You have one or more of the conditions listed below, or
  2. Your hospital clinician or GP has added you to the [Shielded patients list](#) because, based on their clinical judgement, they deem you to be at higher risk of serious illness if you catch the virus.
- If you do not fall into either of these categories and have not been informed that you are on the Shielded patients list, follow the new [national restrictions from 5 November](#).
  - If you think there are good clinical reasons why you should be added to the Shielded patients list, discuss your concerns with your GP or hospital clinician.
  - Adults with the following conditions are automatically deemed clinically extremely vulnerable:
    - solid organ transplant recipients
    - those with specific cancers:
      - people with cancer who are undergoing active chemotherapy
      - people with lung cancer who are undergoing radical radiotherapy
      - people with cancers of the blood or bone marrow such as leukaemia, lymphoma or myeloma who are at any stage of treatment
    - people having immunotherapy or other continuing antibody treatments for cancer
    - people having other targeted cancer treatments that can affect the immune system, such as protein kinase inhibitors or PARP inhibitors
    - people who have had bone marrow or stem cell transplants in the last 6 months or who are still taking immunosuppression drugs
    - those with severe respiratory conditions including all cystic fibrosis, severe asthma and severe chronic obstructive pulmonary disease (COPD)
    - those with rare diseases that significantly increase the risk of infections (such as severe combined immunodeficiency (SCID), homozygous sickle cell disease)
  - those on immunosuppression therapies sufficient to significantly increase risk of infection
  - adults with Down's syndrome
  - adults on dialysis or with chronic kidney disease (stage 5)
  - pregnant women with significant heart disease, congenital or acquired
  - other people who have also been classed as clinically extremely vulnerable, based on clinical judgement and an assessment of their needs. GPs and hospital clinicians have been provided with guidance to support these decisions

### **Pupils and families who are anxious about return to school**

- All other children must attend school. Schools will support and parents and households who may be reluctant or anxious about returning to school. This may include pupils who have themselves been shielding previously but have been advised that this is no longer necessary, those living in households where someone is clinically vulnerable, or those concerned about the comparatively increased risk from coronavirus (COVID-19), including those from Black, Asian and Minority Ethnic (BAME) backgrounds or who have certain conditions such as obesity and diabetes.
- If parents of child with significant risk factors are concerned, school will discuss their concerns and provide reassurance of the measures they are putting in place to reduce the risk in school.
- All children of compulsory school age must be in school unless a statutory reason applies

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(e.g. the child has been granted a leave of absence, is unable to attend because of sickness, is absent for a necessary religious observance).			
<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
HIGH	<b><u>MEDIUM</u></b>	LOW	NEGLIGIBLE

<b><u>Identify hazard</u></b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
<b>15. Individuals who are unwell with COVID 19</b> -resulting in direct transmission of the virus			
<b>Existing level of risk</b>		Consider current level of risk	
<b><u>HIGH</u></b>	MEDIUM	LOW	NEGLIGIBLE
<b><u>Control measures</u></b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ul style="list-style-type: none"> <li>• If anyone in the school becomes unwell with a new and persistent cough or a high temperature, or has a loss of or change in, their normal sense of taste or smell (anosmia), they must be sent home and advised to follow <u>guidance for households with possible or confirmed coronavirus (COVID-19) infection</u>, which sets out that they should self-isolate for at least 10 days and should <u>arrange to have a test</u> to see if they have coronavirus (COVID-19).</li> <li>• If they have tested positive whilst not experiencing symptoms but develop symptoms during the isolation period, they should restart the 10-day isolation period from the day they develop symptoms.</li> <li>• Other members of their household (including any siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms.</li> <li>• If a child 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 and needs of the child, 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.</li> <li>• If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom must be cleaned and disinfected using standard cleaning products before being used by anyone else.</li> <li>• PPE must be worn by staff caring for the child 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). More information on PPE use can be found in the <u>safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE) guidance</u>.</li> <li>• As is usual practice, in an emergency, call 999 if someone is seriously ill or injured or their life is at risk. Anyone with coronavirus (COVID-19) symptoms should not visit the GP, pharmacy, urgent care centre or a hospital.</li> <li>• Any members of staff who have helped someone with symptoms and any pupils who have been in close contact with them do not need to go home to self-isolate unless they develop symptoms themselves (in which case, they should arrange a test) or if the symptomatic person subsequently tests positive or they have been requested to do so by NHS Test and Trace.</li> <li>• Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. The area around the person with symptoms must be cleaned with normal household bleach after they have left to reduce the risk of passing the infection on to other people. See the <u>COVID-19: cleaning of non-healthcare settings guidance</u>.</li> </ul>			



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- Public Health England is clear that routinely taking the temperature of pupils is not recommended as this is an unreliable method for identifying coronavirus (COVID-19).
- In an emergency, call 999 if someone is seriously ill or injured or their life is at risk. Anyone with coronavirus (COVID-19) symptoms should not visit the GP, pharmacy, urgent care centre or a hospital.
- The Infection Control Policy and Cleaning in non-healthcare settings guidance will followed to clean the area.
- Any medication given to ease the unwell individual's symptoms, e.g. paracetamol, is administered in accordance with the schools Administering Medications Policy.
- Spillages of bodily fluids, e.g. respiratory and nasal discharges, are cleaned up immediately in line with the Infection Control Policy and Cleaning in non-healthcare settings guidance

### **Track and Trace process**

- Schools knows the NHS Test and Trace process and how to contact their local Public Health England health protection team.
- School will ensure that staff members and parents/carers understand that they will need to be ready and willing to:
- book a test if they or their child are displaying symptoms. Staff and pupils must not come into the school if they have symptoms and must be sent home to self-isolate if they develop them in school. All children can be tested, including children under 5, but children aged 11 and under will need to be helped by their parents/carers if using a home testing kit
- provide details of anyone they or their child have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace
- self-isolate if they have been in close contact with someone who tests positive for coronavirus (COVID-19), or if anyone in their household develops symptoms of coronavirus (COVID-19)
- Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests can be booked online through the NHS testing and tracing for coronavirus website, or ordered by telephone via NHS 119 for those without access to the internet. Essential workers, which includes anyone involved in education or childcare, have priority access to testing.
- School has a small number of home testing kits that we can give directly to parents/carers collecting a child who has developed symptoms at school, or staff who have developed symptoms at school.
- Parents and staff to inform them immediately of the results of a test and follow this guidance.
- If someone tests negative, if they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating. They could still have another virus, such as a cold or flu – in which case it is still best to avoid contact with other people until they are better. Other members of their household can stop self-isolating.
- If someone tests positive, they should follow the guidance for households with possible or confirmed coronavirus (COVID-19) infection 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. This is because 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 keep self-isolating until their temperature returns to normal. Other members of their household should continue self-isolating for the full 14 days.

NB : In the event that demand for the testing exceeds national or local capacity, and testing for symptomatic school staff or pupils is delayed, the school will implement the current policy on self-isolation in line with public health guidance. This means that symptomatic staff or pupils will be asked to self-isolate in their homes for 10 days and 14 days for household members.

Remaining level of risk		Consider level of risk following use of control measures	
HIGH	<b><u>MEDIUM</u></b>	LOW	NEGLIGIBLE



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<b><u>Identify hazard</u></b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
<b>16. Confirmed case of Coivd19</b> -resulting in direct transmission of the virus <b>and containing the outbreak.</b>			
<b><u>Existing level of risk</u></b>		Consider current level of risk	
HIGH	<b><u>MEDIUM</u></b>	LOW	NEGLIGIBLE
<b><u>Control measures</u></b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ul style="list-style-type: none"><li>Flowchart school response to suspected or confirmed COVID-19 cases to be followed for suspected or confirmed cases.</li><li>Schools should contact the DfE Helpline on 0800 046 8687 and select option 1 for advice on the action to take in response to a positive case. Schools will be put through to a team of advisers who will inform them of what action is needed based on the latest public health advice. If, following triage, further expert advice is required the adviser will escalate the school’s call to the local health protection team. The 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.</li><li>The health protection team will provide guidance to support a rapid risk assessment to confirm who has been in close contact with the person during the period they were infectious and ensure they are asked to self-isolate.</li><li>Based on the advice from the health protection team, schools must send home those people who have been in close contact with 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:<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</li></ul></li></ul>			

## **MOSS LANE SCHOOL**

- unprotected physical contact (skin-to-skin)
  - Proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual
  - Travelling in a small vehicle, like a car, with an infected person
- The health protection team will provide definitive advice on who must be sent home. To support this records of pupils and staff in each group and any close contact that takes place between pupils and staff in different groups to be kept. This does not need to include every interaction a member of staff or pupil has.
- 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 guidance for households with possible or confirmed coronavirus (COVID-19) infection. They should get a test, and:
  - 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, they must remain in isolation for the remainder of the 14-day isolation period. This is because they could still develop coronavirus (COVID-19) within the remaining days.
  - 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 guidance for households with possible or confirmed coronavirus (COVID-19) infection
- Evidence should not request of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation
- 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.
- Records of children and staff in each group and any close contact that takes place between children and staff in different groups to be kept. This does not need to include every interaction a member of staff or pupil has.
- Remote education plan in place for individual children or groups of children self-isolating.

### **Contain any outbreaks**

- If two or more cases are confirmed within 14 days or an overall rise in sickness absence where COVID-19 is suspected, there may be an outbreak and the local health protection will advise on any additional action required.
- Follow local health protection advice, this may include a larger number of other children self-isolate at home as a precaution.
- In consultations 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 tested positive.
- Remote education plan in place for individual children or groups of children self-isolating.

### **Remaining level of risk**

Consider level of risk following use of control measures

HIGH

MEDIUM

**LOW**

NEGLIGIBLE

### **Identify hazard**

Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards

### **17. Emergencies**

## **MOSS LANE SCHOOL**

Existing level of risk		Consider current level of risk	
HIGH	<b><u>MEDIUM</u></b>	LOW	NEGLIGIBLE
<b><u>Control measures</u></b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ul style="list-style-type: none"><li>• All pupil emergency contact details are up-to-date, including alternative emergency contact details, where required.</li><li>• Parents are contacted as soon as practicable in the event of an emergency.</li><li>• Pupil alternative contacts are called where their primary emergency contact cannot be contacted.</li><li>• There is an up-to-date First Aid Policy in place which outlines the management of medical emergencies – medical emergencies are managed in line with this policy.</li></ul>			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	<b><u>LOW</u></b>	NEGLIGIBLE

<b><u>Identify hazard</u></b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
<b>18. Risk Social distancing in school office and communal area resulting in indirect transmission of the virus</b>			
<b>Existing level of risk</b>		Consider current level of risk	
HIGH	<b><u>MEDIUM</u></b>	LOW	NEGLIGIBLE
<b><u>Control measures</u></b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ul style="list-style-type: none"><li>• The use of shared space such as halls is limited and there is cleaning between use by different groups.</li><li>• School advise that staff wear face masks in all communal areas and at the gates.</li><li>• Office staff to remain in the office.</li><li>• Communication via the office is through mobile phones.</li><li>• Office to do DFE attendance recording, <b>noon</b> each day.</li><li>• Children not to be sent to the office for first aid. Teachers/LSA to do within their own class bubble. Each class to have a first aid kit.</li><li>• Avoid parents in school /office unless pre-arranged.</li><li>• Staff not to sign in /out at the office.</li><li>• Office desks to be separated by 2m.</li><li>• Office to ensure that clean desk policy in place after school day.</li><li>• Only one office member to open school gate buzzer.</li><li>• IT workstations in use simultaneously are distanced at least 2 metres apart.</li></ul>			

## **MOSS LANE SCHOOL**

- Staff work back-to-back or side-to-side (rather than face-to-face) if 2-metre distance is not possible and dividing screens installed.
- Staff required not to share workstations, telephones, radios or other equipment unless properly sanitised between users.
- Reception/ meeting areas reassessed to observe social distancing rules; additional chairs removed and signage installed.
- Office staff instructed on how to deal with deliveries safely.
- Should a child have an accident and require first aid or a change of clothing, children must be sent to the school office and wait on a chair outside of the office until a member of staff is ready to assist them. The staff member will wear PPE (face mask, apron and gloves) before assisting.

<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
HIGH	MEDIUM	<b><u>LOW</u></b>	NEGLIGIBLE

<b><u>Identify hazard</u></b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
<b>19. EYFS - resulting in indirect transmission of the virus</b>			
<b>Existing level of risk</b>		Consider current level of risk	
HIGH	<b><u>MEDIUM</u></b>	LOW	NEGLIGIBLE
<b><u>Control measures</u></b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ul style="list-style-type: none"><li>• To follow whole school risk assessment</li><li>• Yr R will have a year group bubble.</li><li>• YR Stay and Play sessions will take place in groups of 5 children, each to attend with only one parent and no siblings.</li><li>• School will have contact details of adults attending the Stay and Play sessions.</li><li>• YR Stay and Play will make use of both the indoor and outdoor spaces. All adults will be expected to exercise social distancing at these sessions.</li><li>• Resources used during the Stay and Play sessions will be cleaned in between groups of children attending.</li><li>• Only YR children will play on the Pepperpot and tractor.</li><li>• YR children will attend part time to begin with, as per our usual induction arrangements. Parents who are bringing their children into school will be permitted to wait in a taped off area of the playground, only for use by Reception children.</li><li>• Parents will be reminded of the need to practise social distancing when they are on the school premises to drop off and collect their children.</li><li>• All YR children will arrive via the main gate and come in through the car park.</li><li>• YR children will be trained in new routines of handwashing, toilet use and catch it, bin it, kill it when they join us at school.</li></ul>			
<b>Remaining level of risk</b>		Consider level of risk following use of control measures	

# MOSS LANE SCHOOL

HIGH		MEDIUM		<u>LOW</u>		NEGLIGIBLE	
<b><u>Identify hazard</u></b>				Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards			
<b>20. Managing transport and the risk</b>							
<b><u>Existing level of risk</u></b>				Consider current level of risk			
HIGH		<b><u>MEDIUM</u></b>		LOW		NEGLIGIBLE	
<b><u>Control measures</u></b>				List your control measures required to reduce risk – add appropriate detail about the type and location of controls			
<ul style="list-style-type: none"> <li>Parents and children are encouraged to walk or cycle to their education setting where possible.</li> <li>Parents and children are discouraged from using public transport, where possible particularly during peak times.</li> <li>For more information on home to school transport, please refer to SCC guidance in safer working for home to school transport.</li> <li>Further information on transport is available in the COVID-19 – guidance for full opening.</li> <li>Where possible, transport arrangements are organised to cater for any changes to start and finish times.</li> <li>Transport providers are advised that they do not work if they or a member of their household are displaying any symptoms of coronavirus.</li> <li>Transport providers, as far as possible, are advised of the need to follow hygiene rules and try to keep distance from their passengers.</li> <li>Revised travel plans are communicated clearly to contractors, local authorities and parents where appropriate (for instance, to agree pick-up and drop-off times).</li> <li>Transport providers are advised that they do not work if they or a member of their household are displaying any symptoms of coronavirus.</li> <li>Transport providers, as far as possible, are advised of the need to follow hygiene rules and try to keep distance from their passengers.</li> <li>Revised travel plans are communicated clearly to contractors, local authorities and parents where appropriate (for instance, to agree pick-up and drop-off times).</li> </ul>							
<b><u>Remaining level of risk</u></b>				Consider level of risk following use of control measures			
HIGH		MEDIUM		<b><u>LOW</u></b>		NEGLIGIBLE	



# **MOSS LANE SCHOOL**



# MOSS LANE SCHOOL

## PHE South East Health Protection Team:

### Guidance for Childcare and Educational Settings in the Management of COVID-19

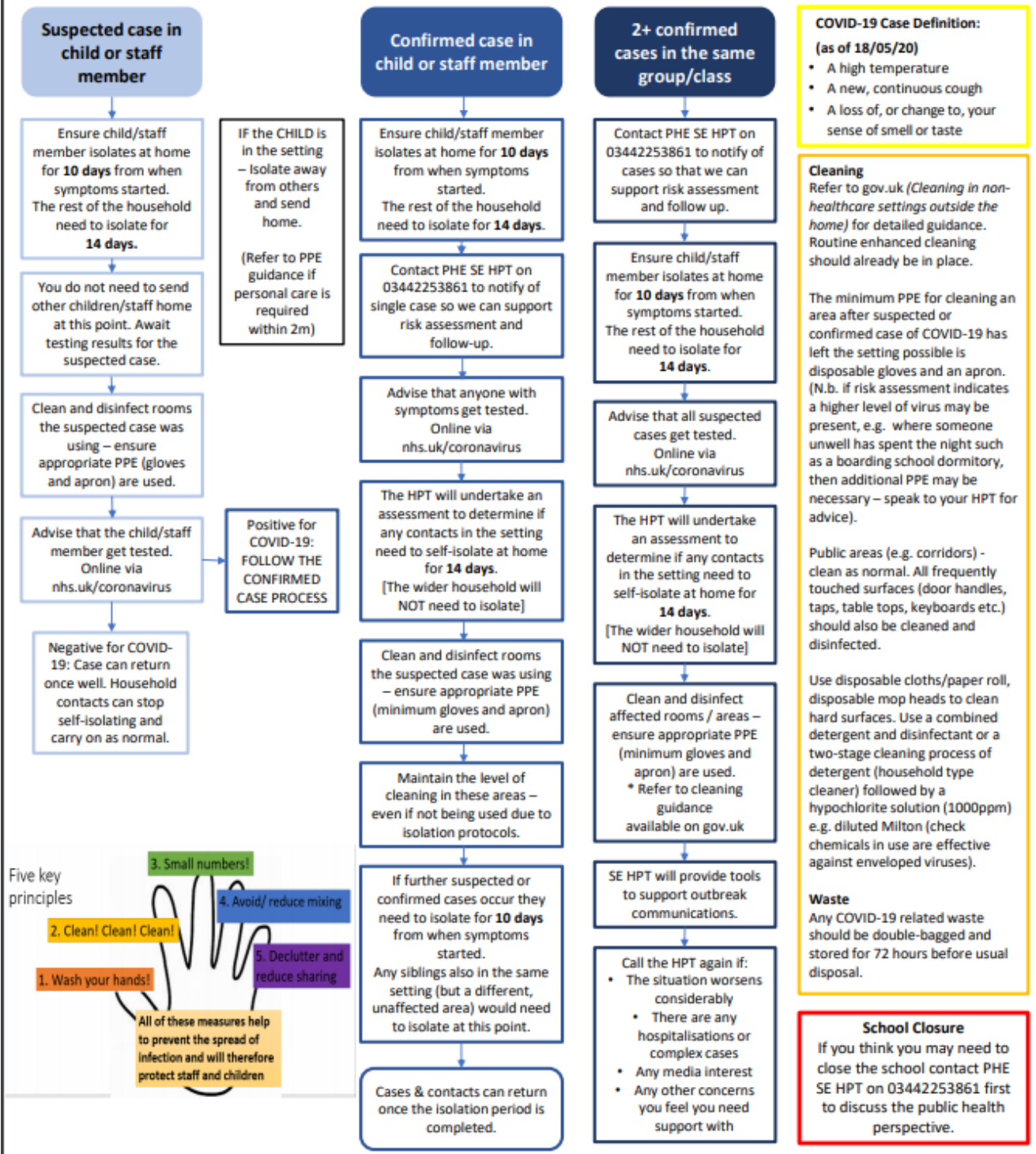
Version 2.0 Date 5/08/2020

Prevent the spread of infection by maintaining high standards of hygiene, including hand washing and regular cleaning and disinfection of surfaces. This will help prevent COVID-19 spreading in schools, as well as other infectious diseases.

If you have any infection control concerns or questions please call the Thames Valley Health Protection Team on 03442253861 (08449670083 out of hours). If the matter is not urgent you can also email [TVPHE@phe.gov.uk](mailto:TVPHE@phe.gov.uk)

GUIDANCE: Visit [gov.uk/coronavirus](https://gov.uk/coronavirus) for detailed schools guidance and other guidance

TESTING: Visit [nhs.uk/ask-for-a-coronavirus-test](https://nhs.uk/ask-for-a-coronavirus-test)



## **MOSS LANE SCHOOL**

<b>OVERALL level of risk</b>		Consider level of risk following use of control measures	
<b>HIGH</b>	<b><u>MEDIUM</u></b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>Assessor's comments</b>		Insert comments relevant to findings as appropriate	

<b>Name of assessor</b>	<b>Signature of assessor</b>	<b>Date</b>
<b>Laura Edmonds Governors Health and safety Representative</b>		<b>01-09-20</b>

<b>Name of headteacher</b>	<b>Signature of manager</b>	<b>Date</b>
<b>Victoria Abbott</b>	<i>Victoria Abbott</i>	<b>01-09-20</b>

<b>Risk assessment reviews</b>	Set future review dates & sign/comment upon completion
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