

Moss Lane School **Whole School Risk Assessment** **Updated March 2021**

Moss Lane will open for all children from March 8th 2021. Any children who are isolating will remain at home and will learn remotely.

Public Health England know that the predominant new variant of coronavirus (COVID-19) is more transmissible however, PHE advice remains that the way to control this virus is with the system of controls, even with the current new variants. It will not spread as readily if we avoid close contact with others. Wash your hands, wear a mask (when necessary), keep your distance from others, and reduce social contact in line with guidance. It remains vital that these measures, along with enhanced environmental cleaning and ventilation, are practised stringently.

It should be used alongside the government guidance below: -

<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>

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

[Schools coronavirus \(COVID-19\) operational guidance \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/86444/schools-coronavirus-covid-19-operational-guidance.pdf)

Location / Site	Insert location and site where activity taking place
Moss Lane School	
Activity / Procedure	Insert name/type of activity or procedure being assessed
Full Time opening for all children attending school	
Assessment date	Insert date when assessment is being carried out
03/3/2021 – to be updated regularly	

Identify people at risk		How someone could be harmed:	Coronavirus disease (COVID-19) is an infectious disease caused by a newly discovered coronavirus. The COVID-19 virus spreads primarily through droplets of saliva or discharge from the nose when an infected person coughs or sneezes.
Staff Pupils Agency staff/contractors Visitors Vulnerable groups: BAME Underlying health conditions including clinically extremely vulnerable (CEV) and extremely vulnerable Pregnant workers Over the age of	YES		Most infected people will develop mild to moderate illness and recover without hospitalisation. In some cases, and if a person has a underlying health conditions, COVID-19 can cause serious ill health.

Government guidance states for schools

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

Identify hazard		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
1. Lack of awareness of policies and procedures that can result in the 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	
<ul style="list-style-type: none">• Health and Safety Policy has been updated in light of the COVID-19 advice• 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">❖ Health and Safety Policy❖ Infection Control Policy❖ First Aid Policy• All staff have access to• all relevant guidance and legislation including, but not limited to, the following:<ul style="list-style-type: none">❖ The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013❖ The Health Protection (Notification) Regulations 2010❖ Public Health England (PHE) (2017) 'Health protection in schools and other childcare facilities'❖ DfE and PHE (2020) 'COVID-19: guidance for educational settings'• The relevant staff receive any necessary training that helps minimise the spread of infection, e.g. infection control training.• The school keeps up-to-date with advice issued by, but not limited to, the following:<ul style="list-style-type: none">❖ DfE; NHS; Department of Health and Social Care; PHE• Staff are made aware of the school's infection control procedures in relation to coronavirus.• 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 all 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.• 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.• 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.			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	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	
2. Lack of social distancing resulting in direct transmission of the virus.			
<u>Existing level of risk</u>		Consider current level of risk	
HIGH	<u>MEDIUM</u>	LOW	NEGLIGIBLE
<u>Control measures</u>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ul style="list-style-type: none">• 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 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 10 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's 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, touching them etc. unless a child is distressed and needs reassurance/comforting.
- Reduction in the number of children in an area to enable social distancing (no more than 30 in a class bubble except YR R where will have a year group bubble).
- 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 distance from children and other staff as much as they can, ideally 2 metres from other adults. Staff that move between bubbles wear PPE when not in their 'home' 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. Staff that move between bubbles wear PPE when not in their 'home' bubble.
- Where staff move through a communal area e.g. staff room, hall staff are to wear face masks/shields.
- Face coverings should be worn in classrooms or during activities where social distancing can't be maintained. This does not apply in situations where wearing a face covering would impact on the ability to take part in exercise or strenuous activity, for example in PE lessons.
- Transparent face coverings, may assist communication with someone who relies on lip reading, clear sound or facial expression to communicate, can also be worn.
- Face visors or shields should not be worn as an alternative to face coverings. They may protect against droplet spread in specific circumstances but are unlikely to be effective in reducing aerosol transmission when used without an additional face covering.
- Children old enough should be supported and encouraged 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 and a light touch clean at lunchtimes by staff.
- Adaptations have been made to classrooms to support distancing where possible.
- Large gatherings such as assemblies do not happen, and groups are kept apart.
- The timetable has been revised to implement where possible:
 - ❖ lessons or activities keeping groups apart and movement around the school site to a minimum;
 - ❖ Where possible more lessons or classroom activities taking 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 and communicated so and that they minimise adult to adult contact.
 - ❖ Parents to wear masks at drop off and pick up times. Reminders given regularly to parents regarding social distancing when outside the school gates.
- Mixing within education or childcare setting is minimised by:
 - ❖ Where possible accessing rooms directly from outside
 - ❖ Circulation around school limited and where possible groups kept apart as they move through the setting
 - ❖ Staggered lunch breaks and children clean their hands beforehand
 - ❖ The number of children using the toilet at any one time is limited (2 At a time); 2 toilets allocated per class. Children to use their class allocated toilets
- Essential visitors only on site. 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. A record will be kept of all visitors. Visitors are to wear facemasks /Visors when in school. Visitors to scan the Track and Trace app if they have it.

- The use of shared space such as hall is limited and there is cleaning between use by different groups.
- 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 unused and out of reach for a period of 48 hours (72hour for plastic) between use by different bubbles.
- Children are limited on the amount of equipment they 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. The use of shared equipment is limited. Table pots that remain on those tables and not shared. Teachers make sure they wash their hands and surfaces before and after handling books. Children self-mark where possible.
- Social distancing charter created for and with the children. Instructions on how to line up, use of toilet, moving around the classroom etc. have been shared.
- 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 to 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– uses of the large whiteboard and visualizer and interactive whiteboard and reduce any close interaction.
- Lidded bins in all class bubbles with 'Catch it, bin it, kill it' signs around school. Bins cleared at the end of the day. All rubbish to be double bagged.
- Children's coats placed on own pegs. Staff ensure cloakrooms are used safely. Clear communication between year groups.
- 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.
- Behaviour policy updated to reflect new rules and routines. This to have a strong focus on emotional wellbeing. Policy regularly reinforced throughout each day.
- Introduction of drop-off / pick-up protocols that minimise contact, no parents on site and a queuing system and process for staff to greet each child on arrival.
- EYFS classes to have allocated outdoors space where possible. EYFS to also use secret garden.
- Reduction of unnecessary travel where possible.
- The use of the staff room is staggered to limit occupancy. Staff are encouraged to use their allocated class bubble facilities for refreshments.
- Staff are not to go into the office but to speak through the window.
- Anyone developing Covid 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 to wear extra layers underneath uniform in cold weather.
- All fruit to be prewashed and laid out rather than in a bowl. If fruit scheme is not running children to bring in to school a piece of fruit.
- 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 use anti-static spray to regularly clean classroom surfaces and equipment.
- Based on current evidence and the measures that are 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 would have a negative impact on teaching and their use in the classroom should be avoided.
- In the event of an area moving into local restriction tiers 2, 3 or 4, we will communicate this quickly and clearly to staff, parents and pupils any new arrangements.

PPE

- Follow latest PPE Guidance issued Feb 2021.
- Where social distancing is not possible in areas outside of classrooms between members of staff or

visitors, for example in staffrooms, VA will have the discretion to decide whether to ask staff or visitors to wear, or agree to them wearing face coverings in these circumstances.

- 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 safe working in education, childcare and children's social care provides more advice.
- The majority of staff 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 school, and only then if a distance of 2 metres cannot be maintained.
 - ❖ where a child or young person already has routine intimate care need 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.
- Guidance followed on safe working in education, childcare and children's social care and preventing and controlling infection (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 worn 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, e.g. a child is unwell 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.
- Some individuals are exempt from wearing face coverings
- DFE guidance is 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.

Ventilation

- Good ventilation reduces the concentration of the virus in the air, which reduces the risk from airborne transmission. When the school is in operation, it is important to ensure it is well ventilated and a comfortable teaching environment is maintained. These can be achieved by a variety of measures including:
- mechanical ventilation systems – these should be adjusted to increase the ventilation rate wherever possible and checked to confirm that normal operation meets current guidance and that only fresh outside air is circulated. 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
- 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
- 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) The Health and Safety Executive guidance on air conditioning and ventilation during the coronavirus outbreak and CIBSE coronavirus (COVID-19) advice provides more information.
- To balance the need for increased ventilation while maintaining a comfortable temperature, consider:
 - opening high level windows in colder weather in preference to low level to reduce draughts
 - increasing the ventilation while spaces are unoccupied (for example, between classes, during break and lunch, when a room is unused)
 - providing flexibility to allow additional, suitable indoor clothing
 - rearranging furniture where possible to avoid direct draughts
 - Heating to be used as necessary to ensure comfort levels are maintained particularly in occupied spaces.

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	
2. Lack of social distancing using toilets resulting in direct and indirect 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	
<ul style="list-style-type: none">• Taps allocated to each class bubble including EYFS. Caretaker to cordon off taps for each class bubble.• 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.• Sufficient handwashing facilities are available. Where a sink is not nearby, hand sanitisers we be provided in classrooms and other learning environments. Skin friendly skin cleaning wipes can be used as an alternative.• Allocated toilets for each 'class bubbles' children - x 2 per class. Except YR, they share across the year group.• Hand gel can be used after toilet use as well as washing hands.• Extra signs in toilet re washing hands.• Wedges for the toilet external toilet doors if not fire doors.• Extra soap ordered to ensure we do not run out.• 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.• Provision of liquid hand soap and disposable paper towels instead of hand dryers (where practical) in toilets and regular checking of supply.• 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• Staff explicitly teaching and supervising health and hygiene arrangements, such as handwashing, tissue disposal and toilet flushing.• Hand sanitiser and tissues available in classrooms and other key locations.			
Enhanced cleaning Enhanced cleaning protocols are in place. These include: <ul style="list-style-type: none">• Regular checks on cleaning and checks are carried out by identified person on site each day.			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	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	
3. Lack of social distancing waiting to come into school in morning resulting in direct transmission of the virus			
<u>Existing level of risk</u>		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
<u>Control measures</u>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ul style="list-style-type: none">• Markers outside for the children and parents to wait – more than 2 metres apart.• Minimise parents’ adult to adult contact bringing children to school• Only one parent to attend.• Parents made aware that they cannot gather at the entrance of gates or doors or enter the site unless they have pre-arranged appointment.• Allocated gate for each ‘class bubble’ parents to arrive and leave from.• Instructions shared re social distancing between families in the morning with parents and children.• Signage for parents and children displayed outside the school by gates reminding about social distancing and not gathering.• Staggered drop off and pick up times for different year groups.• Families encouraged to walk, cycle to school to where possible.• Car sharing should be avoided where possible.• Staff asked to avoid public transport where possible, particularly during peak times.• If using public transport, staff and children 11 and over need to wear a non-surgical face mask. Upon arrival at school this needs to be changed and their hands washed thoroughly.• Staff travelling by public transport offered altered start/finish times where operationally feasible to avoid rush hour.			

<ul style="list-style-type: none"> Parents to wear face masks when collecting and dropping off children. 			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	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	
5. Lack of social distancing during playtimes, lunchtimes and lessons resulting in direct transmission of the virus			
<u>Existing level of risk</u>		Consider current level of risk	
HIGH	<u>MEDIUM</u>	LOW	NEGLIGIBLE
<u>Control measures</u>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	

- Staggered playtimes and use of allocated 'play zones'.
- Reduced playtime equipment – Only hard surfaces and items that can be easily cleaned are used.
- Each class has its own playground box that is for their class only.
- Games discussed which encourage social distancing – football passing etc. Staff supervision throughout – actively encouraging social distancing
- Children are encouraged to maintain distance – modelled by staff.
- Staff remain at a safe distance from each other at lunchtimes or during breaks.
- Children reminded of the playtime rules – regarding social distancing.
- If hot weather - Parents to ensure that children come into school wearing high factor sun cream and have a sun hat.
- If cold weather all children to wear appropriate clothing e.g. hat, scarf, gloves etc.

PE lessons (the coaches remaining distanced from the pupil group).

- Physical Education classes should be kept in consistent groups and sports equipment thoroughly cleaned between use by different groups.
- Contact sport to be avoided.
- Outdoor sports prioritised and large indoor spaces used to ensure maximising distance between pupils and high levels of 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. Schools should refer to the following guidance:
- guidance on the phased return of sport and recreation and guidance from Sport England for grassroots sport
- 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.
- Outdoor sports are prioritised and large indoor spaces used to ensure maximising distance between children and high levels of cleaning and hygiene.
- Indoor swimming pools, used by settings for education and training, including hydrotherapy pools used for physical therapy, can continue to be used. Advice from organisations such as the Association for Physical Education and the Youth Sport Trust and Guidance from Swim England on school swimming and water safety lessons available at returning to pools guidance documents
- using changing rooms safely
- All equipment to be cleaned between use by different groups
- Adults to maintain strict social distancing.
- External facilities can be used in line with guidance.
- Extracurricular sports can run if safe to do so.
- Children come dressed on their PE day in their kit.

Schools in Tier 4 – Physical Education

- PE, sport and physical activity provided by Moss Lane for children under their systems of control can continue. This includes sports clubs or activities before or after school, in addition to their regular PE lessons. Children will be kept in consistent groups and sports equipment thoroughly cleaned between each use by different individual groups. Competition between different schools will not take place, in line with the local restrictions on grassroots sport.
- We can hold PE lessons indoors, including those that involve activities related to team sports, for example practising specific techniques, within their own system of controls. When it comes to playing team sport, we will offer those with approved guidance listed in the DCMS return to recreational team sport framework, offering the activity in line with guidance.
- Outdoor sports are prioritised where possible, and large hall space 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.
- Where open, external facilities, including other schools' facilities, are used this is in line with government guidance, and travel to and from, those facilities and our own systems of controls.

Music

- 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](#).
- Where school is unable to put on live performances to parents, we will consider alternatives such as the use of live streaming and recording, subject to the usual safeguarding considerations and parental permission.
- If School is in a local restriction tier areas and is planning an indoor or outdoor performance in front of an audience we would follow the latest advice in the [DCMS performing arts guidance](#), implementing events in the lowest risk order as described. If planning an outdoor performance, we would give particular consideration to the guidance on delivering outdoor events.
- Lessons which include singing, chanting, playing wind or brass instruments or shouting may cause an additional risk of infection.
- Control measures of physical distancing, playing outside, limiting group size to 15, 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 reduced due to lack of singing. This will be replaced by additional PHSE learning.
- Staff to play a 'Happy Birthday' that children 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](#).
- If we go into a local restriction tier 3 and 4 we will not host performances with an audience.
- Where we are unable to put on live performances to parents, we will consider alternatives such as the use of live streaming and recording, subject to the usual safeguarding considerations and parental permission.
- If we are in other local restriction tier areas planning an indoor or outdoor performance in front of an audience will follow the latest advice in the [DCMS performing arts guidance](#), implementing events in the lowest risk order as described. Outdoor performance will be given particular consideration to the guidance on delivering outdoor events.
- Singing, wind and brass playing will not take place in larger groups such as school choirs and ensembles, or school assemblies.

Trips

- Educational visits are currently advised against. This advice will be kept under review.

Wrap around care

- We will work closely with our external wraparound providers which our children use, to ensure that as far as possible they can be kept in a group with others from the same bubble they are in during the school day. Where it is not possible, or it is impractical, to group children in the same bubbles as they are in during the school day, we /external providers may need to group children with others from outside their school day bubble and /or from a different school. This may happen, for example, if only one or two children are attending wraparound provision from the same school day bubble and / or where multiple schools are attending provision. If school or external providers need to do this, we will seek to keep children in small, consistent groups with the same children each time, as far as this is possible.
- We will follow all [local restriction tiers guidance](#) and apply any additional restrictions.
- We will continue to offer all before and after-school educational activities and wraparound childcare in all local restriction tiers if it is viable to do so.

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	
<ul style="list-style-type: none">• 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 or in full lockdown in their classroom.• 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 hands 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.• In full lock down lunches will be pre served in take away boxes .			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	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	
7. Lack of social distancing in the corridors and shared spaces, resulting in direct transmission of the virus			
<u>Existing level of risk</u>		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
<u>Control measures</u>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ul style="list-style-type: none">• Children staying in their classroom.• Two children going to toilet at one time.• Messages to office via mobile phones.• Staff to distance themselves from each other.• One-way system around the school– safety concerns• Agree instructions with children concerning going and returning to toilet.• When moving class around the school – encourage 2 metres between children – one adult at back insisting the distance is maintained – regular practise in the first few days• Staff room to only be used by individuals. Staff to follow safety measures.• Staff to use allocated spaces for their lunches. Staff to be socially distanced.• Staff to have kettles in classroom in a safe area. Staff to be aware of hot water in classroom and take caution.			
<u>Remaining level of risk</u>		Consider level of risk following use of control measures	
HIGH	MEDIUM	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	
8. Contact of shared resources		resulting in indirect transmission of the virus	
<u>Existing level of risk</u>		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
<u>Control measures</u>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ul style="list-style-type: none">• Children will have their own equipment, staff to give resources out.• Tubs of resources for individuals if needed – maths cubes etc.• Resources washed in Milton and left to dry if not same person using them the next day.• Tables, door handles and other surfaces cleaned with Milton every night.• Lessons planned so resources are more individual and not shared as much – or on white board.• Resources on tables ready for lesson and not distributed within the lesson.• Plastic packets (zippy) bags can be used for individual resources.• Children encouraged to wash hands / use hand gel before lessons and after each lesson.			
<u>Remaining level of risk</u>		Consider level of risk following use of control measures	
HIGH	MEDIUM	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	
9. Emotional distress of the children.			
<u>Existing level of risk</u>		Consider current level of risk	
HIGH	<u>MEDIUM</u>	LOW	NEGLIGIBLE
<u>Control measures</u>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ul style="list-style-type: none">• Children to speak to class teacher and LSA (if possible under vulnerable staff guidance) in the first instance.• Staff to wear PPE if comforting a child.• HSLW /ELSA provision available for children who are distressed and struggling emotionally.• 2 metre social distancing where possible.• Curriculum support children’s well-being.• Re-establish school routines and expectations when any children return back.• Big emphasis on HSE.			
<u>Remaining level of risk</u>		Consider level of risk following use of control measures	
HIGH	MEDIUM	<u>LOW</u>	NEGLIGIBLE

Identify hazard		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
10. Additional pressures relating to coronavirus restrictions resulting in stress reaction or anxiety.			
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	
<ul style="list-style-type: none">• Inclusion of staff in risk assessment process – input into hazard identification and control measures.• Virtual coaching for any staff who requests it with HT.• Staff meeting – virtually on alternate Wednesday’s 3.30pm until further notice – to discuss concerns and shared control measures. Staff meeting no more than 1hr• Teaching staff do not have to attend Friday briefing.• At least one SLT member of staff on site every day for staff to share concerns with• Risk assessments reviewed -this is flexible.• Separate risk assessment for the office area.• Separate individual risk assessments carried out on those who were shielding. Those who were shielding /Vulnerable staff – suggests strict social distancing measures in place.• Planned time for planning and preparation within the week especially for those with children in school.• Ensure sufficient rest breaks for all staff.• 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.• Staff using class pages to update photos rather than newsletter.• PPA to be done at home if possible.• Tea, coffee and milk supplies stocked for staff in classrooms.• Any staff alone in class bubble to can call office if a comfort break is required.• An attitude of praise and support for our staff and all that they are doing. Staff and children’s 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	<u>LOW</u>	NEGLIGIBLE

<u>Identify hazard</u>		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	
<u>HIGH</u>	MEDIUM	LOW	NEGLIGIBLE
<u>Control measures</u>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ul style="list-style-type: none">• 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.			
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	
12. SEND children – due their additional needs 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	
<ul style="list-style-type: none">• To work with any outside agencies if available.• May not be possible to provide full range of provisions set out in the plan so may be necessary to make different arrangements.• Where possible try to keep them with familiar adults.• Use of social stories to help support and explain the need for close contact• With SENDco answer questions<ul style="list-style-type: none">❖ What are the potential health risks to the child from COVID-19? (bearing in mind any underlying health conditions)❖ What is the risk to the child if some or all elements of their EHC plan cannot be delivered at all?❖ 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?❖ What is the ability of the individual’s parents or home to ensure their health and care needs can be met safely?❖ What is the potential impact to the individual’s wellbeing of changes to routine or the way in which provision is delivered?❖ 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.❖ SENDco to stay in close contact with those families who have a child with an EHCP to address and concerns or worries. 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.			
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	
13. Risk of infection due to lack of hygiene practices resulting in indirect 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	
<ul style="list-style-type: none"> 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. Reminders how to wash hands properly – videos and posters. 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. The school will build hand washing routines into school culture, supported by behaviour expectations set out in the school Behaviour Policy. 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 safe working in education, childcare and children's social care provides more advice. Sufficient handwashing facilities are available. Where a sink is not nearby, provide hand sanitisers in classrooms and other learning environments. All surfaces, handles, toilets and shared equipment will be cleaned daily. PPE will be worn by all cleaning staff. Toilets and intervention room to be cleaned at lunchtime. Some resources will be rotated and left to de-contaminate for 2 or 3 days after cleaning to reduce the risk of indirect transmission. Soft furnishings and soft / cloth toys will be removed from use in classrooms. Deep clean of classrooms over the summer holidays. Fogging cleaning to be carried out as required. Staff to use fogging spray to keep shared equipment clean. Hand gel dispenser stations in all classrooms. Hand gel order in large quantities. Extra soap dispensers and re-fills in each classroom. Extra hand washing bowls in each classroom if required. 			
Enhance Cleaning			
<ul style="list-style-type: none"> Surfaces that children are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters are cleaned more regularly than normal. Soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts) are removed. Different "Bubbles" have allocated toilets. Toilets will be cleaned more regularly, and children encouraged to clean their hands thoroughly after using the toilet. 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 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. <ul style="list-style-type: none"> The COVID-19: cleaning of non-healthcare settings guidance is followed. Outdoor playground equipment cleaned more frequently. This includes resources used inside and outside by other people. This includes resources used inside and outside by wrap around care providers as set out in the School Lettings Policy/Contract. The SBM arranges enhanced cleaning to be undertaken where required – advice about enhanced cleaning protocols is sought from the local health team. If school is short of cleaning product supplies, we will email 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 sprayed/ cleaned after use by each class. All classes have their own playground equipment, staff to ensure it is sprayed after use. Thorough cleaning of classrooms and communal areas at the end of the day. 			

- Cleaning of frequently touched surfaces often.
- Lidded bins provided for tissues; these are double bagged and emptied regularly during the day.
- Cleaning of other equipment for practical lessons between groups.
- Lunch tables hall or classroom will be cleaned thoroughly between each use.
- Removal of unnecessary items from learning environments.
- Removal of soft furnishings, soft toys and toys that are hard to clean.
- Additional protocols, including provision of PPE, will be followed for cleaning any area where a person with possible or confirmed coronavirus has spent time.

Aerosol Generating Procedures

- Staff performing AGPs will 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

<u>Identify hazard</u>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
14. Risk of illness of all staff, children and family members, especially those who are vulnerable through direct and indirect transmission of the virus			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	

Attendance

- The advice for pupils who have been confirmed as clinically extremely vulnerable is to shield and stay at home as much as possible until further notice.
- Children who live with someone who is clinically extremely vulnerable, but who are not clinically extremely vulnerable themselves, should still attend school in all local restriction tiers

Clinically extremely vulnerable (CEV)

- Clinically extremely vulnerable people should not go to the workplace if they live or work in areas where shielding advice is active.

Pregnant women

- Pregnant women are considered 'clinically vulnerable' or in some cases 'clinically extremely vulnerable' to coronavirus (COVID-19) and therefore require special consideration as set out in the [guidance for pregnant employees](#). Employers should carry out a risk assessment to follow the Management of Health and Safety at Work Regulations 1999 (MHSW). Pregnant women of any gestation should not be required to continue working if this is not supported by the risk assessment.
- Women who are 28 weeks pregnant and beyond, or are pregnant and have an underlying health condition that puts them at a greater risk of severe illness from COVID-19 at any gestation, should take a more precautionary approach. Employers should ensure pregnant women are able to adhere to any active national guidance on social distancing and/or advice for pregnant women considered to be clinically extremely vulnerable (this group may previously have been advised to shield).

Clinically vulnerable

- Clinically vulnerable staff can continue to attend school. While in school they should follow the sector-specific measures in this document to minimise the risks of transmission.
- This includes taking particular care to observe good hand and respiratory hygiene, minimising contact and maintaining social distancing in line with the provisions set out in section 6 of the 'prevention' section of this guidance. This provides that ideally, adults should maintain 2 metre distance from others, and where this is not possible avoid close face to face contact and minimise time spent within 1 metre of others. While the risk of transmission between young children and adults is likely to be low, adults should continue to take care to socially distance from other adults

including older children and adolescents. <ul style="list-style-type: none"> People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace unless advised otherwise by an individual letter from the NHS or a specialist doctor. 			
Testing (as of w/c 25/01/2021) <ul style="list-style-type: none"> Rapid testing remains a vital part of our plan to suppress this virus. Schools should follow the guidance set out for their settings: <ul style="list-style-type: none"> <u>Primary schools, school-based nurseries and maintained nursery schools</u> Lateral flow device (LFD) tests are better at identifying people who are the most infectious, and so they act as an additional part of the armoury to reduce the risk of virus circulating, by finding people without symptoms who are carrying more virus. It is very important to continue with all the protective measures put in place to reduce the risk of transmission at school. Information for testing can be found at <u>Mass asymptomatic testing in specialist settings - GOV.UK (www.gov.uk)</u> 			
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	
15. Individuals who are unwell with COVID 19 - 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	
<ul style="list-style-type: none">• 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).• 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.• Other members of their household (including any siblings) should self-isolate for 10 days from when the symptomatic person first had symptoms.• 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.• 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.• 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)</u> guidance.• 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.• 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.• 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>.• 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).• The Infection Control Policy and <u>Cleaning in non-healthcare settings</u> guidance will be 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			

- NHS Test and Trace process to be followed. Staff members and parents/carers understand that they will need to be ready and willing to:
 - ❖ book a test if they 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 pupils 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 have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test & Trace
 - ❖ self-isolate if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19)
- A small number of home testing kits available to be given directly to parents/carers collecting a child who has developed symptoms at school or staff who have developed symptoms at schools, where providing a test will increase the likelihood of them getting tested.
- 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.
- The school will ask parents and staff to inform them immediately of the result of the test:
 - ❖ If someone tests negative, if they feel well and no longer have symptoms similar to COVID-19 they can stop self-isolating.
- If someone test positive they should follow the 'stay at home: 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. Other members of their household should continue self-isolating for the full 10 days.

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		
16. Confirmed case of Covid19 - resulting in direct transmission of the virus and containing the outbreak.			
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		

- Flowchart shows school response to suspected or confirmed COVID-19 cases to be followed for suspected or confirmed cases.
- We will 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.
- 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.
- Based on the advice from the health protection team, school must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 10 days since they were last in close contact with that person when they were infectious. Close contact means:
 - ❖ 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)
 - ❖ 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 10 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 10-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 10-day isolation period). Their household should self-isolate for at least 10 days from when the symptomatic person first had symptoms, following guidance for households with possible or confirmed coronavirus (COVID-19) infection
- Evidence should not be 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, school 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, we 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.

Contain any outbreaks

- If two or more cases are confirmed within 10 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

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

- All pupil emergency contact details are up-to-date, including alternative emergency contact details, where required.
- Parents are contacted as soon as practicable in the event of an emergency.
- Pupil alternative contacts are called where their primary emergency contact cannot be contacted.
- 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.

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	
18. Lack of Social distancing in school office and communal area resulting in indirect 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	
<ul style="list-style-type: none">• The use of shared space such as halls is limited and there is cleaning between use by different groups.• School advise that staff wear face masks in all communal areas and at the gates.• Office staff to remain in the office.• Communication via the office is through mobile phones.• Office to do DFE attendance recording, 2pm each day.• 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.• Avoid parents in school /office unless pre-arranged.• Office to ensure that clean desk policy in place after school day.• IT workstations in use simultaneously are distanced at least 2 metres apart.• 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 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.			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	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	
19. EYFS - resulting in indirect transmission of the virus			
<u>Existing level of risk</u>		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
<u>Control measures</u>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ul style="list-style-type: none">• To follow whole school risk assessment.• YR will have a year group bubble.• Resources used during the day will be cleaned• Parents will be reminded of the need to practise social distancing when they drop off and collect their children.• All YR children will arrive on time via their bubble gate.• 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.			
<u>Remaining level of risk</u>		Consider level of risk following use of control measures	
HIGH	MEDIUM	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	
20. Managing transport and the risk			
<u>Existing level of risk</u>		Consider current level of risk	
HIGH	MEDIUM	<u>LOW</u>	NEGLIGIBLE
<u>Control measures</u>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ul style="list-style-type: none">• Parents and pupils are encouraged to walk or cycle to their education setting where possible.• Parents and pupils are discouraged from using public transport, where possible particularly during peak times.• For more information on home to school transport - COVID-19 Schools recovery phase - Surrey County Council (surreycc.gov.uk)			

- Where possible, transport arrangements are organised to cater for any changes to start and finish times.
- Transport providers are advised that they do not work if they or a member of their household are displaying any symptoms of coronavirus.
- Transport providers, as far as possible, are advised of the need to follow hygiene rules and try to keep distance from their passengers.
- Revised travel plans are communicated clearly to contractors, local authorities and parents where appropriate (for instance, to agree pick-up and **drop-off times**).

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

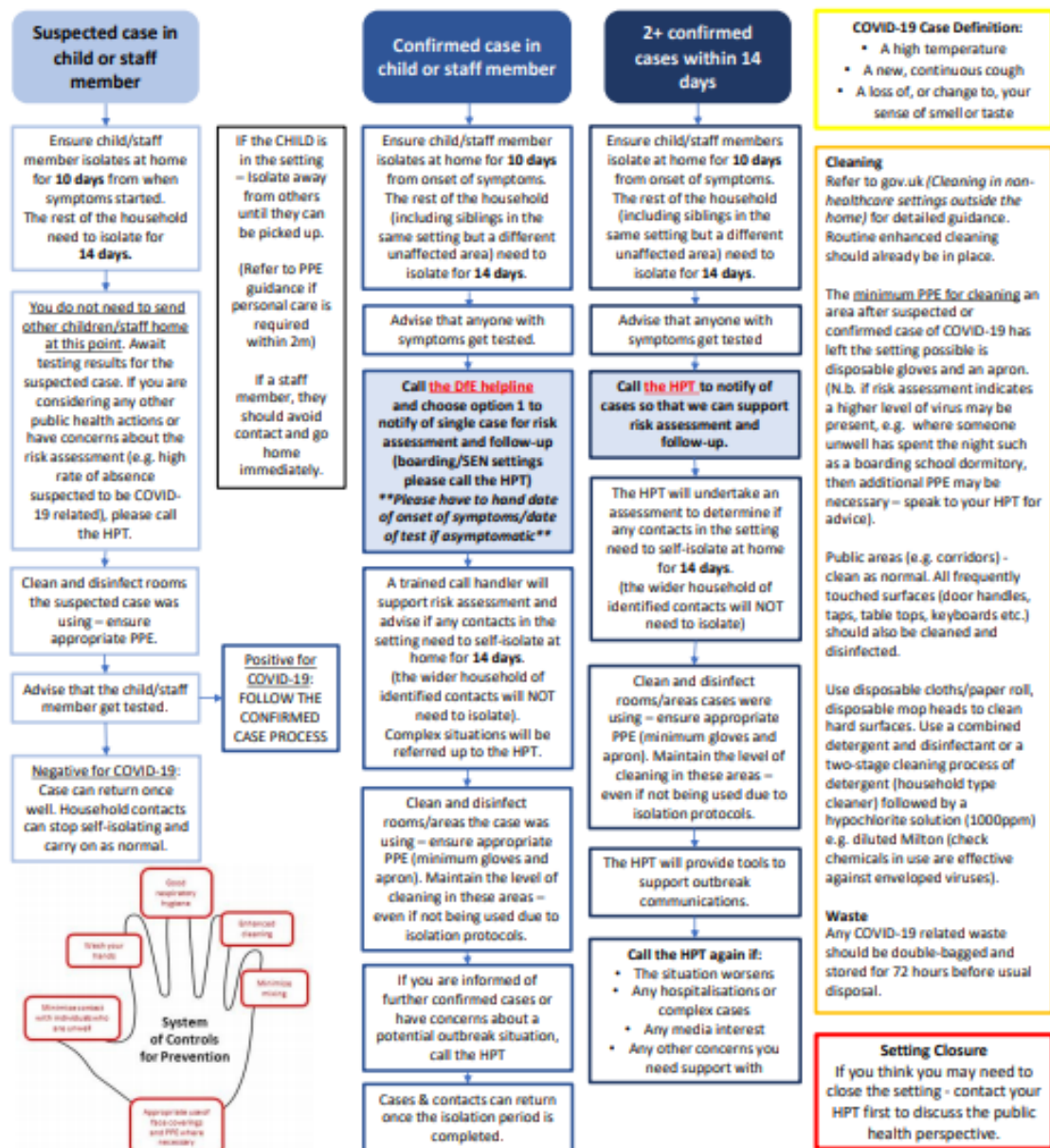
PHE South East Health Protection Team:

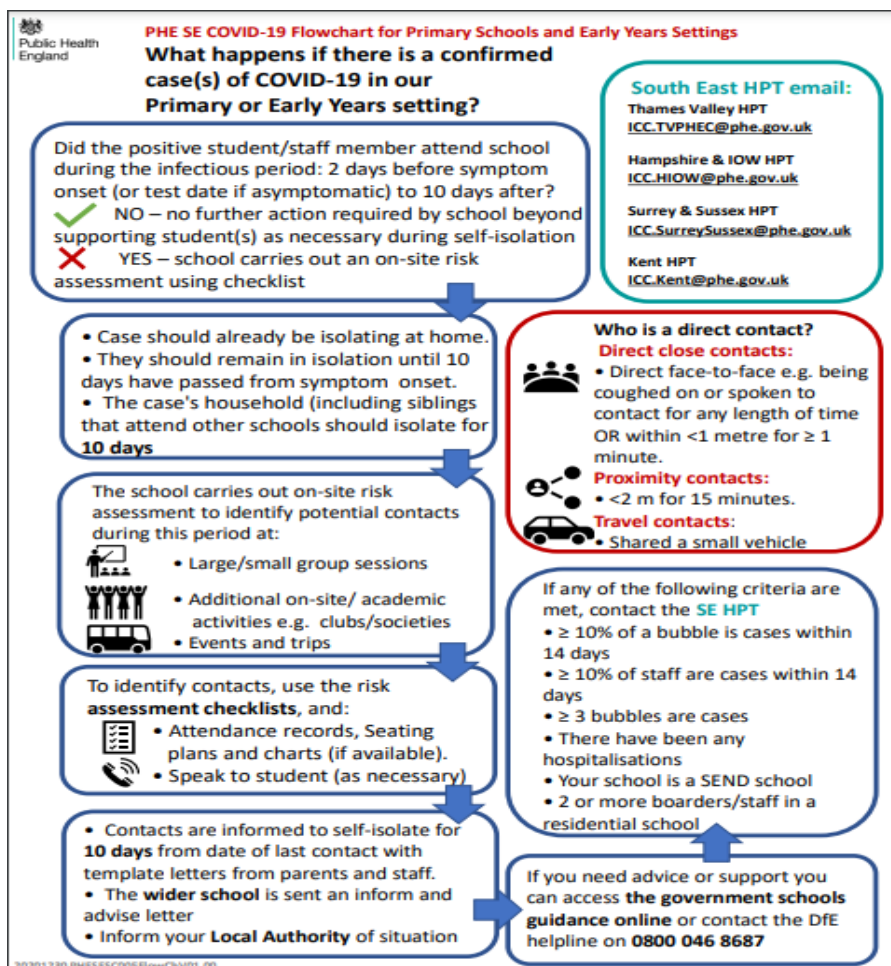
Managing Suspected and Confirmed COVID-19 cases in Childcare and Educational Settings

Version 4.1 Date 23/9/2020


****Prevent the spread of infection by maintaining high standards of hygiene, including hand washing and regular cleaning and disinfection of surfaces.****

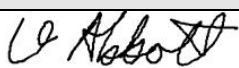
- To notify of 2+ confirmed cases or for advice about a potential outbreak situation, call **Hampshire & Isle of Wight Health Protection Team (HPT)** on **0344 225 3861** (0844 967 0082 out of hours). If the matter is not urgent you can email HIOW@phe.gov.uk
- For general queries about COVID-19 in educational settings, or to notify of a single confirmed case, contact the **DfE Helpline** on **0800 046 8687** (option 1 for confirmed cases). The line is open Monday-Friday 8am-6pm and Saturday-Sunday 10am-4pm.
- For detailed COVID-19 guidance for educational settings, see www.gov.uk/coronavirus/education-and-childcare
- To book a coronavirus test, see www.nhs.uk/ask-for-a-coronavirus-test (call 119 if you don't have internet access)





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

Name of assessor	Signature of assessor	Date
Nicola Riley Governors Health and Safety Representative		08-03-21

Name of Headteacher	Signature of manager	Date
Victoria Abbott		08-03-21

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