

This document is to remain under constant review due to the fast-changing nature of DfE / Government guidance in response to the challenges posed by Covid-19

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|---------------------------------|--|----------|--------------------------------|--------------|----------------|-------|---|
| Risk Assessment for: | Whole School - Covid 19 (8th March 2021 Onwards) | | | Version | 2.0 | (18) |  |
| School: | All Saints Academy | Address: | Honicknowle, Plymouth, PL5 3NE | | | | |
| Person(s) / Group at risk: | Staff, pupils, visitors and contractors | | | | | | |
| Risk Assessment carried out by: | Lee Sargeant (Headteacher) | Date: | 03/03/21 | Approved by: | SLT | Date: | 09/03/21 |
| | Katie Plant (H&S Lead) | Date: | 03/03/21 | Approved by: | Governing body | Date: | 09/03/21 |

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| <p>Rules come into effect on 8th March 2021 with a roadmap to remove restrictions. More information can be found here: https://www.gov.uk/government/publications/covid-19-response-spring-2021 From 8 March, all pupils should attend school. Secondary pupils will be offered testing from Friday 5th March.</p> | <p>Current Tier: National lockdown with roadmap</p> |
| <p>This is a model risk assessment and MUST be adapted to reflect the significant hazards and control measures present in your site to allow the safe return of pupils and staff to your school. This is a live document and it must be continuously reviewed alongside the latest Covid-19 government guidance and hierarchy of controls: Annex A: health and safety risk assessment. It must also be read alongside existing risk assessments and health and safety arrangements for your school.</p> <p>The following guidance must be followed as the return to school risk assessment is based on the principles and guidance contained within DfE Guidance: Schools Coronavirus operational guidance from 8th March Actions for early years and childcare providers during the coronavirus (Covid 19) outbreak</p> <p>When conducting the risk assessment, it is important that the school adopts a considered collaborative approach in line with DfE Guidance. It is a legal requirement that schools should revisit and update their risk assessments (building on the learning to date and the practices they have already developed), to consider the additional risks and control measures. This risk assessment is generic, and each school is responsible for reviewing and amending to ensure it is applicable to their setting and the latest government guidance and must consult with their staff regarding the risks and control measures being implemented.</p> | |

The control measures listed **are prompts** and will not necessarily reflect those in all establishments and you **MUST** adapt it by adding or removing and outlining in detail the control measures as appropriate to your establishment.

PLYMOUTH SCHOOLS

Please see updated guidance from PHE SW HPT: Guidance for Childcare and Educational Settings in the management of COVID-19 Flowchart.

- There is no longer a need to routinely report individual suspected cases to PHE South West Health Protection Team (PHE SW HPT)
- There is still a need to report suspected cases to PHE SW HPT in the following scenarios:
 - The symptomatic person has been admitted to Hospital
 - The possible case REFUSES testing
 - There are a cluster of possible cases/unexpected increase in absenteeism
 - The possible case has DEFINITE link to a confirmed case

Local reporting to Plymouth City Council

- You no longer need to report individual cases to Plymouth City Council.
- Inform Plymouth City Council if you are reporting to PHE SW HPT any suspected cases in line with the scenarios noted above
- Contact PCC if you have any concerns or queries regarding COVID-19 for additional advice and support
- Report any suspected cases in line with scenarios noted above using this email address: childrensservicesresponse@plymouth.gov.uk
- If you have any concerns or queries regarding COVID-19 contact PCC on the email above.
- As with the PHE flow chart continue to report to PCC any confirmed cases or outbreaks in your setting using the childrensservicesresponse@plymouth.gov.uk email address

Note: timely local reporting will enable swift local response and support.

| No. | Significant hazard / risk | Normal control measures | Additional measures in place | Further action? Yes / No |
|-----|--|---|------------------------------|-----------------------------|
| 1 | Social distancing and reducing risk of transmission | | | |
| | Definition of a close contact | <p>When completing your risk assessment, it is important that your mitigations control measures in all aspects of the school day, considers PHE definition of ‘close contact’. The following definition of ‘close contact’:</p> <p>Manage confirmed cases of coronavirus (COVID-19) amongst the school community. (Close contact means):</p> <ul style="list-style-type: none"> • direct close contacts - face to face contact with an infected individual for any length of time, within 1 meter, 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 meters for more than 15 minutes) with an infected individual • travelling in a small vehicle, like a car, with an infected person <p>Focusing on obtaining mitigations they reduce close contact, will reduce staff and pupil absences when there are cases within the school.</p> | | |
| 1.1 | Entrance and egress to school site causing large groups of people inside school grounds compromising social distancing | <p>Stagger drop-off and collection times avoiding any changes to pupils that arrive at school on school transport where possible.</p> <p>Provide information to parents.</p> <p>If possible, only one parent to attend.</p> <p>Use alternative drop off locations and utilise all entrance routes where possible.</p> <p>One way system to be put in place where possible.</p> <p>All reminded to keep to the left when moving around the school.</p> <p>Have a process for safely removing and disposing of / storing face coverings when pupils and staff who use them arrive at school.</p> <p>Communicate this process clearly to them, following the recommendations in the government guidance Staying safe outside of your home: face coverings and Schools Coronavirus operational guidance</p> | | |

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| | | <p>from 8th March</p> <p>Pupils must be instructed to sanitise their hands, on arrival.</p> <p>Pupils, staff and others are not permitted entry to the school building and should not come to the school grounds if they have coronavirus (Covid 19) symptoms, or have tested positive in the last 10 days.</p> <p>Anyone who 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, is sent home and advised to follow:</p> <p>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 at least 10 days from when the symptomatic person first had symptoms.</p> | | |
| 1.2 | Parents gathering at school gate not social distancing | <p>Plan parents' drop-off and pick-up protocols that minimise adult to adult contact.</p> <p>Make clear to parents that they cannot gather at entrance gates or doors or enter the site (unless they have a pre-arranged appointment, which should be conducted safely).</p> <p>No stay and play sessions / reading with children sessions are planned.</p> | | |
| 1.3 | Overcrowding in classrooms and corridors. | <p>Children are to be grouped into consistent groups with contact between groups avoided (see Curriculum section below).</p> <p>Desks should be forward facing and spaced as far apart as possible and arranged so that face to face seating is avoided.</p> <p>Set out classrooms where possible to ensure access to outside space and their age appropriate equipment and resources, whilst preventing mixing with other groups.</p> <p>Removal of some furniture may be required to enable this.</p> <p>Reduce movement around the school using timetabling and appropriate selection of classroom or other learning environments.</p> | | |

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| | | <p>Stagger assembly groups</p> <p>All staff, students and visitors will be supported in their wishes to wear face coverings wherever possible.</p> <p>Schools will mandate the use of face masks in accordance with latest government guidance Schools Coronavirus operational guidance from 8th March and https://www.gov.uk/government/publications/face-coverings-in-education/face-coverings-in-education</p> <p>Where individuals are wearing a face mask they must provide their own and follow disposal measures as laid out by the school. Reusable masks must be kept on their person or inside their bag at all times.</p> <p>Where face coverings are detrimental to the needs of the staff or students, the school leadership team will work closely with individuals to find a resolution to help them feel comfortable and safe.</p> <p>In schools where pupils in year 7 and above are educated, face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained.</p> <p>In addition, it is recommended that all staff and students in year 7 and above wear face coverings in classrooms or during activities unless social distancing can 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.</p> <p>Face visors or shields should not be worn as an alternative to face coverings, unless supported by an appropriate risk assessment for a specific situation.</p> <p>Some individuals are exempt from wearing face coverings and adults and pupils should be sensitive to those needs. As in the general approach, it will not usually be necessary to wear face coverings in the classroom,</p> | | |

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| | | where protective measures already mean the risks are lower, and they may inhibit teaching and learning. | | |
| 1.4 | Risk of transmission within EYFS settings | <p>The EYFS setting within the school site will follow the relevant system of controls and follow the latest guidance Action for Early Years and Childcare Providers during the Coronavirus outbreak.</p> <p>The setting will carry out separate risk assessments for specific areas (i.e. malleable materials / messy play / tooth brushing) and will communicate these fully to the relevant parties.</p> | Not applicable to our site | |
| 1.5 | Groups mixing during breaks and lunchtime compromising social distancing. | <p>Staggered break times and ensure appropriate supervision is in place.</p> <p>Use different playground locations where possible</p> <p>Staggered lunchtimes & in set groups with handwashing</p> <p>Tables kept apart.</p> <p>Or lunches delivered to classrooms.</p> <p>Ensuring everyone keeps further apart than normal.</p> <p>Cleaning of tables between uses by different groups.</p> | | |
| 1.6 | Groups mixing during extra-curricular provision | <p>Carefully consider how such provision can work alongside wider protective measures, including keeping children within their year groups or bubbles where possible.</p> <p>If it is not possible to maintain bubbles being used during the school day then use small, consistent groups.</p> <p>Holiday club guidance suggests delivering sessions outside where possible</p> <p>As with physical activity during the school day, contact sports should not take place and recommendations set out in Protective measures for out-of-school settings during the coronavirus (COVID-19) outbreak should also be taken into consideration.</p> | | |
| 1.7 | Wraparound provision: Groups mixing during extra- | <p>Schools should work to continue breakfast and after-school provision, where possible, in line with the latest guidance, Protective measures for out-of-school settings during the coronavirus (COVID-19) outbreak</p> | | |

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| | curricular provision | <p>Schools can consult the guidance produced for providers who run community activities, holiday clubs, after-school clubs, tuition and other out-of-school provision for children</p> <p>Carefully consider with external providers how such provision can work alongside wider protective measures, including keeping children within their year groups or bubbles where possible. If it is not possible to maintain bubbles being used during the school day then use small, consistent groups.</p> <p>DfE have issued guidance for parents and carers, which schools may circulate to parents and carers.</p> <p>Encourage parents to limit their use of multiple out of school setting providers as far as possible.</p> | | |
| 1.8 | Spread of virus due to increased numbers of people within the building. | <p>Inform staff, parents, carers and other adults that:</p> <ul style="list-style-type: none"> • if their child needs to be accompanied to school only one parent should attend • Pupils, staff and other adults not to come into the school they have one or more symptoms, a member of their household / support bubble or childcare bubble has symptoms, they are required to quarantine after visiting countries outside the Common Travel Area or they have had a positive test. • They must immediately cease to attend and not attend for at least 10 days from the day after: <ul style="list-style-type: none"> • the start of their symptoms • the test date if they did not have any symptoms but have had a positive test (whether this was a Lateral Flow Device (LFD) or Polymerase Chain Reaction (PCR) test) <p>Active engagement with NHS Test and Trace Children will be grouped together Contact between groups limited so far as possible Forward facing desks where practical and possible Staff maintaining distance from others as much as possible</p> | | |

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| | | <p>Posters and briefings to those who have access to the school to remind them to focus on the 4 key points of infection control:</p> <ol style="list-style-type: none"> 1. Do not attend if symptomatic. If symptoms commence on site, isolate, inform leadership and leave. Unless caring for a student in which case PPE required, avoid contact with anyone with symptoms 2. Frequent hand cleaning and good respiratory hygiene practices. Promote the 'catch it, bin it. Kill it' approach. 3. Regular cleaning of settings has been increased with additional cleaning support from (Devon Norse / Sodexo / the in-house team / Cormac). Cleaning time allocation amended to enable a more thorough clean in the areas of the building that are in use. In addition, antibacterial spray, gloves, aprons and goggles / visors are provided where required. 4. Minimising contact and mixing by; grouping students into year groups, entry to administration and support offices is limited to those who work in these areas so far as reasonably practicable, lunch may be served to classrooms to minimise any gatherings, mass use of touch points. 5. Bubbles will remain in their classrooms so far as reasonable practicable. Staff will move around the school and maintain distancing so far as reasonably practicable. | | |
| 1.9 | Staff | <p>Staff should maintain social distancing of 2m wherever possible. If reduced to 1m as long as mitigations are in place, e.g. appropriate PPE. The priority is always to try to maintain 2m social distancing, but where this cannot be achieved, regular hand washing/cleaning and good respiratory hygiene are also important for both staff and pupils. Government guidance should be followed where reasonably practicable but due to the nature of the work, it is acknowledged that the majority of staff will not be able to work from home while students are at school.</p> | | |

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| 2 | Premises related matters | | | |
| 2.1 | Visitors and deliveries | Visits and deliveries to be arranged for quiet times or outside school hours wherever possible. Signing in system and lanyard use to be reviewed. Signing in screen to be cleaned regularly and hand sanitiser provided. All visitors to be made aware of the control measures and where possible meetings and interviews to take place remotely. | | |
| 2.2 | Changes to building use being safe for pupils & staff – e.g. storage, one-way systems, floor tape. | Review whole school risk assessment (RA22 or equivalent), to ensure control measures remain suitable and in place. Update risk assessments to include any changes that have been necessary (e.g. handwashing, one-way systems, allocation of specific classrooms) and this must include curriculum risk assessments where necessary. Consider how the layout will enable access to outdoor space and the equipment necessary for teaching the year groups. Consider how changes will impact on arrangements such as safe fire evacuation routes (see below). Carry out a premises safety check. Follow up work to be reported to the Premises Manager and action taken to resolve. | | |
| 2.3 | First Aid procedures, Reduced numbers of first aiders and Paediatric first aider. | Review First Aid risk assessment (RA22 or equivalent). Rota systems in place to ensure adequate numbers of first aid and PFA trained staff. Communication of first aid arrangements during daily briefings. PPE within first aid supplies First aid during the coronavirus (COVID-19) pandemic guidance to be followed. | | |
| 2.4 | Fire Procedures | Review the fire risk assessment taking into consideration any changes made to the layout, and the impact this may have on fire evacuation and escape routes, and any increased risks of having significant amounts of | | Y |

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| | | <p>high-alcohol-content hand sanitiser on the premises and compliance with its safe storage requirements.</p> <p>Ensure that testing and monitoring regimes are in place for fire detection and alarm systems, fire extinguishers and that any interim arrangements (such as doors propped open where necessary to reduce hand contact), are managed so that they do not compromise fire protection (and security) measures.</p> <p>Review where required fire evacuation routes and assembly points to ensure that social distancing guidelines are being met.</p> <p>Ensure any PEEPs are still suitable and staff are aware of contents</p> <p>Fire drills to continue as normal</p> | | |
| 2.5 | Water hygiene – management of legionella | <p>Review the water hygiene management plan.</p> <p>Ensure that agreed regimes for flushing and monitoring of temperatures have been maintained throughout any period of closure / partial opening.</p> <p>Where regimes have not been maintained ensure that cleaning and disinfection has taken place prior to reoccupation as per government guidance Managing School Premises during the Covid-19 outbreak.</p> <p>Hot water system heated to full temperature, and hot and cold systems flushed through, and temperatures monitored and recorded as standard.</p> | | |
| 2.6 | Using and monitoring new practices to reduce risk of Covid-19 transmission | <p>Training of all staff via briefing prior to return – to include contents of this RA, alternative layouts and any changes to fire evacuation routes, use of PPE, and location of designated room for suspected cases.</p> <p>Explaining to children about the use of face coverings – to support children with adhering to social distancing.</p> <p>Headteachers and school leaders must monitor arrangements and make remedial actions where needed.</p> <p>Ensure there are opportunities for all employees to raise concerns / make suggestions.</p> | | |

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| 2.7 | Management of premises related risks e.g. asbestos, delayed statutory testing (LOLER) | <p>Communication arrangements to ensure that requirements and controls are understood by responsible persons (e.g. signing in processes for contractors).</p> <p>If equipment is not within statutory test periods (e.g. lifts and hoists) then it should be taken out of use until the inspection and test can be completed.</p> | | |
| 2.8 | Staff rooms and offices to comply with social distancing and safe working practice | <p>Numbers of people reduced at one time to allow social distancing – chairs removed/placed apart.</p> <p>Avoiding unnecessary gatherings.</p> <p>Where possible reduce the use of communal / shared facilities such as tea and coffee facilities and encourage staff to bring their own food and utensils.</p> <p>Enhanced cleaning regimes as per below.</p> | | |
| 2.9 | Ventilation to reduce spread | <p>Open windows and prop doors open, where safe to do so (bearing in mind fire safety, security and safeguarding).</p> <p>Air conditioning will only be used when it is deemed safe to do so.</p> <p>Where mechanical ventilation is present, recirculatory systems should be adjusted to full fresh air. If mechanical ventilation systems cannot be adjusted to full fresh air systems should be operated as normal – where possible to be run continuously, with any air recirculation switched off or set to as low a level as possible, following REHVA guidance.</p> <p>Ventilation to chemical stores should remain operational. LEV systems in secondary school workshops and specialist rooms, which are used to remove dust and other particles from the air as part of practical making and finishing processes will remain in use when required.</p> <p>Further information can be found here: Ventilation and air conditioning during the coronavirus (COVID-19) pandemic</p> | | |

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| 2.10 | Management of waste | <p>Ensure bins for tissues are emptied throughout the day.</p> <p>Follow Guidance on disposal of PPE waste (such as used fluid resistant masks) and Government guidance on disposal of waste, including waste such as wipes and cloths generated by additional cleaning and disposable face coverings where for instance they have been worn for the journey to school. You must make sure that these items are disposed of properly rather than going into recycling bins.</p> <p>For testing waste, refer to the testing specific risk assessment and latest government guidance.</p> | | |
| 2.11 | Management of incoming goods | <p>Follow measures in place at the school regarding supplies coming into and out of the school, which takes into consideration SD and hygiene measures. E.g. drop-off point – one person controls the process etc.</p> <p>Reduce paper based correspondence as far as possible.</p> <p>Where possible send all messages electronically</p> <p>Internal messages to be passed electronically or by telephone</p> <p>Where post needs to be sent, this should be handled by one individual to minimise contact</p> <p>Incoming post – stringent hand washing should take place where post cannot wait 72 hours before opening.</p> | | |
| 2.12 | School owned outdoor play equipment | <p>Equipment to be cleaned frequently.</p> <p>Promote good hygiene and social distancing using signage and other methods of comms (community noticeboards, school newsletters) to set out: maximum numbers to enable social distancing, encouraging parents to clean children’s hands before and after play, disposal of all rubbish.</p> <p>Consider limiting numbers (e.g. taking out swings), using time limits, one ways systems around pieces of equipment, cleaning regimes if applicable for high traffic touch points such as slides, monkey bars and climbing frames / walls, playhouses and huts, crawl through tunnels and tube slides, exercise equipment, gates, benches and picnic tables, refuse areas and bins.</p> | | |

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| | | <p>Encourage effective sanitation by users, parents etc.</p> <p>Consult guidance on Managing Outdoor Playgrounds for equipment also used by the community.</p> <p>When used by the school, it must be appropriately cleaned between groups of children and only used by one group at a time.</p> | | |
| 2.13 | Contractors on-site whilst school is in operation | <p>Ongoing works and scheduled inspections for schools (e.g. estates related) have been designated as essential work by the government and so are set to continue.</p> <p>Before contractors come onto site the following should be in place:</p> <p>An assessment has been carried out to see if any additional control measures are required to keep staff, pupils and contractors safe.</p> <p>Assurances have been sought from the contractors that all staff attending the setting will be in good health (symptom-free) and that contractors have procedures in place to ensure effective social distancing is maintained at all times.</p> <p>Temperature checks may be carried out on arrival and before entering the school building.</p> <p>Alternative arrangements have been considered such as using a different entrance for contractors and organising classes so that contractors and staff/pupils are kept apart.</p> <p>Social distancing is being maintained throughout any such works and where this is not possible arrangements are reviewed.</p> <p>In addition to arrangements for COVID-19, normal contractor procedures are being applied and have been updated in light of COVID-19 (including contractor risk assessments and method statements, and contractor induction).</p> <p>A record should be kept of all visitors with sufficient details to support contact tracing.</p> | | Y |

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| | | Relevant Contractors to be informed of positive cases in school to ascertain any potential contact | | |
| 2.14 | Hiring out premises | Lettings should only take place in accordance with the current regulations. If you hire out your premises for use by external wraparound childcare providers, such as after-school or holiday clubs, make sure these organisations have: <ul style="list-style-type: none"> • considered the relevant government guidance for their sector • put in place protective measures • are aware that changes may be required at short notice | | |
| 3 | Cleaning and reducing contamination | | | |
| 3.1 | Contaminated surfaces spreading virus. | Maintain an enhanced cleaning schedule to include: <ul style="list-style-type: none"> • more frequent cleaning of rooms or shared areas that are used by different groups • frequently touched surfaces being cleaned more often than normal • cleaning toilets regularly • encouraging pupils to wash their hands thoroughly after using the toilet • if your site allows it, allocating different groups their own toilet blocks Classroom based resources such as sports, art and science equipment can be used and shared within the bubble. Such resources should be cleaned frequently and meticulously and always between bubbles or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles. In order to facilitate cleaning, remove unnecessary items from learning environments where there is space to store them elsewhere. Public health advice is to remove all soft toys, and any toys that are hard to | | |

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| | | <p>clean, such as those with intricate parts. Where practicable, remove soft furnishings, for example pillows, bean bags and rugs.</p> <p>In cases where soft furnishings are still in use, they should be laundered by following the guidance in the attached link: COVID-19: cleaning in non-healthcare settings outside the home</p> <p>Consideration should also be given to soft furnishings within Sensory Rooms and where possible these furnishings should be child specific so as to avoid cross contamination. If this is not possible then they should be laundered as per the guidance contained in the above link.</p> <p>Follow government guidance for working in education and childcare if someone becomes ill with suspected COVID-19 at the setting.</p> <p>Follow guidance on Cleaning and decontamination of non-health care settings.</p> | | |
| 3.2 | Shared resources and equipment increasing spread | <p>Prevent the sharing of stationery and other equipment where possible</p> <p>Suitable procedures in place for managing access to items of 'heavy use' such a photocopiers to maintain social distancing.</p> <p>Enhanced cleaning regimes.</p> <p>Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided. Similar rules on hand cleaning, cleaning of the resources and rotation should apply to these resources.</p> <p>Limit handling of pupil work by staff and submit work online in preference to paper and books where this is possible / appropriate.</p> <p>Resources, equipment and specialist equipment (i.e. Therapy) should be cleaned frequently and meticulously and always between bubbles or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.</p> | | |

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| 3.3 | Cleaning staff and hygiene contractor's capacity - providing additional requirements | <p>Discuss with cleaning contractors or staff the additional cleaning requirements and agree additional hours to allow for this.</p> <p>Ensure cleaning products being used are suitable and that adequate supplies of cleaning materials are available.</p> <p>See Safe working in education and childcare for guidance on PPE and guidance on COVID-19: cleaning in non-healthcare settings outside the home</p> <p>Put in place an enhanced cleaning schedule and establish more frequent cleaning of shared areas or those used by different groups. Additional guidance on cleaning of non-health care settings is to be published by Public Health England by the end of the summer term.</p> <p>Review COSHH risk assessments where there is any change in products</p> | | |
| 3.4 | Sufficient handwashing facilities for staff and pupils | <p>Where a sink is not nearby, provide supervised access to hand sanitiser in classrooms and other learning environments. Plan in regular access to facilities throughout the day. Provide additional sinks where possible.</p> <p>Ensure enough hand wash and sanitiser stations are available based on what you have learned from usage to date.</p> | | |
| 3.5 | Additional time for all to carry out handwashing | <p>Frequent hand cleaning as part of normal routine. Stagger regular access to handwashing facilities through the day. Build routines into behaviour expectations and school culture.</p> | | |
| 3.6 | Handwashing practice with children | <p>Review the guidance on hand cleaning and introduce handwashing songs for younger children. Ensure that help is available for children and young people who have trouble cleaning their hands independently. See guidance and resources available at e Bug.</p> <p>Consider risks around ingestion of sanitiser and where this is a risk substitute for skin friendly sanitiser wipes for young children / those with complex needs.</p> | | |

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| 3.7 | Good respiratory hygiene | Promote 'catch it, bin it, kill it' ensuring that enough tissues and bins are available. Support should be provided for young children and those with complex needs, particularly where children spit / use saliva. In such cases this should be considered within the pupil's individual risk assessment. | | |
| 3.8 | Sufficient supplies of soap and cleaning products | Discuss with suppliers and contractors to ensure sufficient supplies and deliveries. Use regular detergents and bleach. Review COSHH assessments (RA05) and implement additional controls required where there has been any change in products. Each classroom provided with gloves and disinfectant spray in case a pupil or staff member coughs or sneezes on a piece of equipment or furniture. | | |
| 3.9 | Toilets being overcrowded | Limit the number of children or young people who use the toilet facilities at one time. Visiting the toilet one after the other if necessary. If space allows, allocate toilet blocks to different groups. Toilets to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet. | | |
| 3.10 | Dedicated spaces | Dedicated space to be arranged should anyone require a space for i.e. worship, breast feeding or expressing. Area to be cleaned thoroughly between uses. | | |
| 4 | Staff related issues | | | |
| 4.1 | Staff access and egress to site and buildings | Staff will arrive and leave the building in their normal way. It is all staff responsibility to adhere to distancing measures wherever possible. The majority of staff travel by car, cycle or walk. Staff using public transport must follow government guidance https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers and dispose of their mask or store it appropriately. Staff must wash their hands when they arrive | | |
| 4.2 | Staff measures to reduce | The following section of the DfE guidance must be followed: Schools Coronavirus operational guidance from 8th March | Any section of the guidance that cannot be met MUST be recorded | |

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| | <p>contact and transmission Covid-19. New variant of the Covid-19 virus. It is also noted that the new variant may present an increased risk amongst children and young people who present as - asymptomatic.</p> | <p>Actions for early years and childcare providers during the coronavirus (Covid 19) outbreak</p> <p>Where this cannot be met, then the school must record why and what other control measures they will adopt.</p> <p>All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable where necessary.</p> <p>Where staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults and should avoid close face to face contact, minimise time spent within 1 metre of anyone and wear appropriate face coverings.</p> <p>Similarly, it will not be possible when working with many pupils who have complex needs or who need close contact care. These pupils' educational and care support should be provided as normal.</p> <p>When considering the return of non-teaching staff school leaders should recognise the wider government policy that staff who can work from home should do so and apply this where feasible (e.g. in administrative roles).</p> <p>Focusing on control measures that reduce close contact, will reduce the number of staff and pupils required to self-isolate when there are cases within the school.</p> <p><i>PHE have identified issues that have arisen in Incident Management teams and some adjustments are being made by schools as a result. Mitigating measures that will reduce the number of close contacts between individuals and therefore numbers required to self-isolate as the result of a positive case in the school:</i></p> <ul style="list-style-type: none"> • <i>minimising bubble sizes,</i> | <p>with reasons why AND what control measures will be adopted.</p> | |

| No. | Significant hazard / risk | Normal control measures | Additional measures in place | Further action? Yes / No |
|-----|---------------------------|--|------------------------------|-----------------------------|
| | | <ul style="list-style-type: none"> • <i>minimising face to face meetings (move to video calling if appropriate),</i> • <i>minimising the number of staff and pupils mixing across year groups/ classes at lunch, breaks, staff rooms etc.</i> • <i>minimising the movement around the school of pupils and teaching staff,</i> • <i>minimising the movement across bubbles of pupils and teaching staff,</i> • <i>no car sharing between staff to school</i> • <i>keeping to the 2m distancing (for teachers especially) if at all possible</i> <p><i>Other measures that will reduce the spread of the virus in the school – face coverings, thorough regular cleaning regimes throughout the day (of hands and of hard surfaces/ high use touch points), catch it bin it kill it messages.</i></p> <p>IT Technicians provide IT support remotely and within teaching and office spaces. The ticketing service desk has been promoted to ensure issues are resolved remotely wherever possible. Posters are displayed on IT offices to minimise access. Where it is not possible to resolve an issue remotely, separate drop off and collection points for devices are in place. Items are sanitised before and after repairs are made. Where the technician needs to attend a location within the school, the work will be carried out when the room is empty wherever possible. They will wear face coverings while outside of their office and will request staff and students maintain distancing while in a room. They will maintain good hygiene using hand washing and sanitation products and maintain stringent social distancing.</p> | | |

| No. | Significant hazard / risk | Normal control measures | Additional measures in place | Further action? Yes / No |
|-----|---|---|------------------------------|-----------------------------|
| 4.3 | Managing supply teachers, visitors, contractors and other temporary visiting staff. | <p>Supply teachers, peripatetic teachers and/or other temporary staff can move between schools.</p> <p>They should ensure they minimise contact and maintain as much distance as possible from other staff.</p> <p>Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual.</p> <p>Schools should consider how to manage other visitors to the site, such as contractors, catering staff and deliveries, as well as cleaning staff and site staff who may be working throughout the school and across different groups / sites. This will require close cooperation between both schools and the other relevant employers. Schools should have discussions with key contractors about the school’s control measures and ways of working as part of planning for the autumn term and ensure site guidance on physical distancing and hygiene is explained to visitors on or before arrival. Where visits can happen outside of school hours, they should. A record should be kept of all visitors.</p> <p>It is important that staff who are managing supply teachers, visitors, contractors and other temporary visiting staff are conversant with SD and hygiene protocols within the school.</p> | | |
| 4.4 | Insufficient staff capacity to deal with increased numbers of pupils - Shortage of teachers to maintain staff to pupil ratios | <p>If there are any shortages of teachers to teach the number of classes, appropriately trained teaching assistants can be allocated to lead a group, working under the direction of a teacher.</p> <p>Careful planning of the year groups/classes should be undertaken based on staff availability.</p> <p>Supply teachers and other peripatetic staff can be engaged where necessary. See ‘school Workforce’ section of the DfE guidance: Schools Coronavirus operational guidance from 8th March</p> <p>Where there are not sufficient staff to cover staff absences, the critical incident plan / school emergency plans will be followed to condense the school or curriculum, or, enact partial or full school closure.</p> | | |

| No. | Significant hazard / risk | Normal control measures | Additional measures in place | Further action? Yes / No |
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| 4.5 | Anxiety levels of staff and community causing breakdown in staffing ratios, compromising group sizes. | <p>Staff should refer to the Staff Hub for guidance and support.</p> <p>Schools advisory service is available to provide free, remote and confidential counselling for any employee.</p> <p>Managers to hold discussions with individuals to alleviate concerns and to establish whether additional training or support would be helpful.</p> <p>HR have provided managers with guidance on Absence Management and supporting employees.</p> <p>If appropriate, seek GP or occupational health advice.</p> <p>Where the member of staff has anxieties about returning, this conversation can be held and recorded using the 'Risk assessment for all staff including vulnerable groups'</p> <p>Further advice is available from HR if required.</p> | | |
| 4.6 | Staff understanding of new changes – safe practice at work & in classroom. Teaching in a safe environment | <p>Talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful.</p> <p>Ensure staff are aware of who to contact and how to raise suggestions or concerns.</p> | | |
| 4.7 | Accessing testing arrangements are clear for all staff | <p>Guidance about testing, including the NHS 'Test and Trace' service, is available via this link https://inside.devon.gov.uk/task/guidance-for-dealing-with-coronavirus-covid-19/essential-worker-testing/</p> <p>Testing Specific risk assessment in school and specific guidance is distributed to all participants.</p> | | |
| 4.8 | Conditions for use of fluid resistant face mask and other | <p>If a child, young person or other learner becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home appropriate PPE should be worn by the supervising adult if a distance of 2 meters cannot be maintained.</p> | | |

| No. | Significant hazard / risk | Normal control measures | Additional measures in place | Further action? Yes / No |
|-----|--|---|------------------------------|-----------------------------|
| | equipment when dealing with a symptomatic child are clear and understood by staff. | <p>If contact with the child or young person is necessary, then gloves, an apron and a face mask should be worn by the supervising adult.</p> <p>If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn</p> <p>Ensuring that fluid resistant face masks are available for all schools and that a supply is maintained.</p> <p>Safe working in education, childcare and children’s social care settings, including the use of personal protective equipment (PPE)</p> | | |
| 4.9 | Assessment of all staff, including high risk staff with vulnerable / shielding family member, underlying health conditions or other risk factors | <p>Staff working in educational settings are critical workers and should continue to go to work. Headteacher will refer to the HR FAQ document to manage individual working arrangements.</p> <p>Staff who have been advised to shield as they are clinically extremely vulnerable should work from home in accordance with the government guidance.</p> <p>All pregnant employees over 28 weeks to continue to work from home.</p> <p>A risk assessment should be undertaken with clinically extremely vulnerable and clinically vulnerable staff returning to the school, especially where they are returning to the school.</p> <p>A risk assessment should also be undertaken (or reviewed/updated if one was previously undertaken) with staff who may be anxious about returning to school and/or due to the increased numbers.</p> <p>The ‘Risk assessment for all staff including vulnerable groups’ can be used to aid and record this assessment -</p> <p>https://staffhub.tedwraggtrust.co.uk/managers-area/covid-19/#Risk-Assessment-anchor-link</p> <p>Managers Guide to Supporting BAME or other vulnerable colleagues: will follow guidance and undertake a risk assessment with staff member:</p> <p>https://staffhub.tedwraggtrust.co.uk/managers-area/covid-19/#Risk-Assessment-anchor-link</p> | | |

| No. | Significant hazard / risk | Normal control measures | Additional measures in place | Further action? Yes / No |
|------|--|---|------------------------------|-----------------------------|
| | | <p>Pregnancy: The Expectant Mother risk assessment has been amended to include Covid 19 and should be completed. https://staffhub.tedwraggtrust.co.uk/managers-area/covid-19/#Risk-Assessment-anchor-link</p> <p>Staff with concerns over their availability to work should refer to the Absence Management Toolkit on the website staff area for further details, risk assessments and resources.</p> <p>The government will write to individuals to inform them if they are advised to follow formal shielding and not attend the workplace. See this link for further information https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/cev-from-2-dec</p> | | |
| 4.10 | Staff use of PPE | <p>Pupils whose care routinely already involves the use of PPE due to their intimate care needs will continue to receive their care in the same way. More information can be found in Safe working in education, childcare and children’s social care settings, including the use of personal protective equipment (PPE)</p> | | |
| 4.11 | Use of PPE Lack of understanding | <p>Adequate training / briefing on use and safe disposal to be given to relevant staff.</p> <p>Follow guidance on putting on and taking off standard PPE COVID-19: personal protective equipment use for non-aerosol generating procedures and above guidance on use in education settings. Staff to read and raise any queries to H&S lead regarding Face coverings in education.</p> | | |
| 4.12 | Staff member becoming unwell with Covid 19 | <p>If anyone in your school develops a new and continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), you:</p> | | |

| No. | Significant hazard / risk | Normal control measures | Additional measures in place | Further action? Yes / No |
|-----|---------------------------|---|------------------------------|-----------------------------|
| | | <ul style="list-style-type: none"> • must send them home to begin isolation - the isolation period includes the day the symptoms started and the next 10 full days • advise them to follow the guidance for households with possible or confirmed coronavirus (COVID-19) infection • advise them to arrange to have a test as soon as possible to see if they have coronavirus (COVID-19) <p>Other members of their household (including any siblings and members of their support or childcare bubble if they have one) should self-isolate. Their isolation period includes the day symptoms started for the first person in their household, or the day their test was taken if they did not have symptoms, whether this was a Lateral Flow Device (LFD) or Polymerase Chain Reaction (PCR) test), and the next 10 full days. If a member of the household starts to display symptoms while self-isolating they will need to restart the 10 day isolation period and book a test.</p> <p>If anyone tests positive whilst not experiencing symptoms but develop symptoms during the isolation period, they must restart the 10 day isolation period from the day they developed symptoms.</p> <p>A staff member should let the leadership team know and go home. Where that person needs to use the bathroom before they go home, they should use a separate bathroom if possible. The bathroom must be cleaned and disinfected before being used by anyone else. Everyone must wash their hands after any contact with someone who is unwell. The area around the person with symptoms must be cleaned after they have left to reduce the risk of passing the infection on to other people.</p> | | |

| No. | Significant hazard / risk | Normal control measures | Additional measures in place | Further action? Yes / No |
|------|--|--|------------------------------|-----------------------------|
| | | <p>The staff member must arrange testing as soon as possible and must remain in isolation until a negative result is returned, or within the timeframe set by the government for isolation.</p> <p>Managers should engage with the track and trace process including all notifications and information requirements.</p> <p>Any positive result should be recorded on Oshens</p> <p>The employee will be instructed to get an essential worker test without delay.</p> <p>Where the employee is symptomatic but feels well, the employee may work from home whilst isolating in accordance with the Government Guidance. The employment may not return to work until their test is negative, they are well enough to return and they have completed the appropriate isolation period in accordance with the Government Guidance Stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection</p> | | |
| 4.13 | <p><u>PLYMOUTH SCHOOLS</u> Dealing with suspected and confirmed case/ cases and outbreak.</p> | <p>If you have any infection control concerns or questions, please call the South West Health Protection Team on 0300 303 8162.</p> <p>If the matter is not urgent you can also email swhpt@phe.gov.uk.</p> <p>Plymouth City Council can also be contacted by emailing: childrensservicesresponse@plymouth.gov.uk</p> <p>There is no longer a need to routinely report individual suspected cases to Public Health England South West Health Protection Team (PHE SW HPT)</p> <p>There is still a need to report suspected cases to PHE SW HPT in the following scenarios:</p> <ul style="list-style-type: none"> o The symptomatic person has been admitted to Hospital o The possible case REFUSES testing o There are a cluster of possible cases/unexpected increase in absenteeism o The possible case has DEFINITE link to a confirmed case | | |

| No. | Significant hazard / risk | Normal control measures | Additional measures in place | Further action? Yes / No |
|------|--|--|------------------------------|-----------------------------|
| | | <p>Follow the updated PHE SW HPT flowchart, which has been changed to reflect the need to now self-isolate for 10 days in line with updated guidance.</p> <p>If a child or staff member in your education setting becomes symptomatic, you should advise them to access testing through the normal channels.</p> <p>However, in exceptional circumstances when you do not think a child or staff member would be able to access testing by these routes, you should consider using one of the school provided home test kits to improve the chances that the individual will get tested. See the DfE guidance on test kits for schools.</p> <p>School should up-date the Schools Emergency Plan to incorporate the above links.</p> <p>Manage confirmed cases of coronavirus (COVID-19) amongst the school community. (Close contact means):</p> <ul style="list-style-type: none"> • 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 <p>Refer to: Schools Coronavirus operational guidance from 8th March PHE Flowchart can be found here: ..\..\..\..\Guidance\PHE SW HPT Educational Settings Flowchart V7 14122020.pdf</p> | | |
| 4.14 | Lateral Flow testing (Secondary Schools) | <p>Secondary: See school specific testing risk assessment.</p> <p>Guidance on the coronavirus (COVID-19) testing programme for secondary schools Mass asymptomatic testing: schools and colleges</p> | | |

| No. | Significant hazard / risk | Normal control measures | Additional measures in place | Further action? Yes / No |
|----------|--|--|------------------------------|-----------------------------|
| | | DFE Resources and sharing platform for asymptomatic testing to be used for support in preparing and operating LFT Schools and colleges testing handbook.pdf and Coronavirus (COVID-19) asymptomatic testing in schools and colleges | | |
| 5 | Pupil related issues | | | |
| 5.1 | Vulnerable groups who are clinically, extremely vulnerable | All pupils should attend education settings unless they have been advised by their GP or clinician not to attend an education setting. Where a pupil is unable to attend school because of this, systems to be put in place to keep in contact with them, offer pastoral support, and check they are able to access education support. | | |
| 5.2 | Distressed children | Measures are in place where children are distressed. | | |
| 5.3 | Children with EHCP and pupils who attend dual settings | A risk assessment should be completed before attendance. For dual settings work through the system of controls collaboratively, enabling any risks identified to be addressed and allowing the joint delivery of a broad and balanced curriculum for the child | | |
| 5.4 | Pupils unable to follow guidance | Some pupils will need additional support to follow these measures. Insert measures here or attach additional document. | | |
| 5.5 | Pupils equipment | Pupils to limit the amount of equipment they bring into school each day, to essentials For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared. | | |
| 5.6 | Member of a class becoming unwell with COVID-19 | If anyone in your school develops a new and continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), you: <ul style="list-style-type: none"> • must send them home to begin isolation - the isolation period includes the day the symptoms started and the next 10 full days | | |

| No. | Significant hazard / risk | Normal control measures | Additional measures in place | Further action? Yes / No |
|-----|---------------------------|---|------------------------------|-----------------------------|
| | | <ul style="list-style-type: none"> • advise them to follow the guidance for households with possible or confirmed coronavirus (COVID-19) infection • advise them to arrange to have a test as soon as possible to see if they have coronavirus (COVID-19) <p>Other members of their household (including any siblings and members of their support or childcare bubble if they have one) should self-isolate. Their isolation period includes the day symptoms started for the first person in their household, or the day their test was taken if they did not have symptoms, whether this was a Lateral Flow Device (LFD) or Polymerase Chain Reaction (PCR) test), and the next 10 full days. If a member of the household starts to display symptoms while self-isolating they will need to restart the 10 day isolation period and book a test.</p> <p>If anyone tests positive whilst not experiencing symptoms but develop symptoms during the isolation period, they must restart the 10 day isolation period from the day they developed symptoms.</p> <p>If a child is awaiting collection, they will be moved to a room where they can be isolated behind a closed door, depending on the age of the child and with appropriate adult supervision if required. Ideally, a window should be opened for ventilation.</p> <p>If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people.</p> <p>Allocate a suitable room for this purpose and communicate intentions to staff.</p> <p>Ensure suitable PPE (including fluid resistant face mask) is available at this location.</p> | | |

| No. | Significant hazard / risk | Normal control measures | Additional measures in place | Further action? Yes / No |
|----------|---|--|------------------------------|-----------------------------|
| | | <p>Where that person needs to use the bathroom they should use a separate bathroom if possible. The bathroom must be cleaned and disinfected before being used by anyone else.</p> <p>Everyone must wash their hands after any contact with someone who is unwell. The area around the person with symptoms must be cleaned after they have left to reduce the risk of passing the infection on to other people.</p> | | |
| 5.7 | School Uniform | <p>Uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal. Uniform policies may be temporarily reviewed in light of seasonal weather where necessary.</p> | | |
| 5.8 | Behaviour | <p>The behaviour policy will be applied effectively should students not follow health and safety procedures. As they will have been directed any refusal to follow guidelines on things such as distancing will be treated as defiance and sanctioned appropriately.</p> | | |
| 5.9 | Wrap around care | <p>Wrap around care is not provided.</p> | | |
| 6 | Transport | | | |
| 6.1 | Travel to school and provision of safe school transport: | <p>Consider school transport arrangements and where possible encourage parents and children and young people to walk or cycle to school where possible.</p> <p>Liaise with School Transport Team where further consideration needs to be given to taxi and escort services.</p> | | |
| 6.2 | Dedicated school transport, including statutory provision | <p>See guidance: transport-to-school-and-other-places-of-education-guidance</p> <p>Although there is no requirement for students to sit with the group of students or “bubble” with which they are educated, students should sit in year groups as far as possible when travelling – this will be in ascending</p> | | |

| No. | Significant hazard / risk | Normal control measures | Additional measures in place | Further action? Yes / No |
|-----|---|---|------------------------------|-----------------------------|
| | | <p>year groups front to back (youngest students at the front of the vehicle). Draw up seating arrangements on vehicles where necessary. Consider how you are going to “police” any seating arrangements as this is not the driver’s responsibility – their role is to focus on driving the vehicle safely. Any arrangements will require clear communication between schools and families/students, and school staff should initially be on hand at the end of each day to assist the students.</p> <p>Where possible, transport operators will aim to keep windows on home to school transport open to increase ventilation; or use air conditioning. Ensure organised queuing/boarding and distancing within vehicles if possible.</p> <p>Ensure organised queuing/boarding and distancing within vehicles if possible.</p> <p>Face coverings to be used for children over the age of 11, where appropriate.</p> <p>Consider the use of hand sanitiser upon boarding and/or disembarking.</p> | | |
| 6.3 | Wider public transport | <p>All to follow The Health Protection (Coronavirus, Wearing of Face Coverings on Public Transport) (England) Regulations 2020.</p> <p>You should also wear a face covering in other enclosed spaces where it is difficult to maintain social distancing.</p> <p>Staff must store or dispose of their mask appropriately, using school processes for disposing of masks. Staff must wash their hands when they arrive.</p> | | |
| 6.4 | School Transport arrangements support changes to school times | <p>Liaising with the School Transport Team before change are made. Communicate with families / students. Follow government guidance Working safely during coronavirus (COVID-19) - Vehicles</p> | | |

| No. | Significant hazard / risk | Normal control measures | Additional measures in place | Further action? Yes / No |
|-----|---|---|------------------------------|-----------------------------|
| 6.5 | Face coverings and PPE | <p>It is law that people age 11 and over must wear a face covering on public and school transport. See guidance for further information and exceptions:</p> <p>Coronavirus (COVID-19): safer transport guidance for operators</p> <p>Drivers and passenger assistants should maintain a distance from their passengers wherever possible and implement measures as per the latest guidance.</p> | | |
| 6.6 | Loading for vehicles above nine passenger seats | <p>Transport Co-ordination Service will work with operators, schools and parents to manage arrangements for organised queuing and boarding. Only enter the vehicle when the driver has indicated it is safe to do so. Bus pass to be held so it is visible.</p> <p>Seats close to the driver may be marked “out of use” by the operator.</p> | | |
| 6.7 | Good practice & personal care | <p>ALL students will be expected to abide by the DCC / PCC Code of Conduct</p> <p>Students, drivers and escorts should clean their hands before boarding and when arriving at school or home.</p> <p>Students/parents to be given guidance on good management of coughs and sneezes, in line with the “catch it, bin it, kill it” approach.</p> <p>Students should be encouraged to carry tissues on home to school transport. These will need to be disposed of in a covered bin.</p> | | |
| 6.8 | Carriage of passengers with symptoms | <p>Parents must be advised that students MUST NOT use school transport if they or a member of their household has symptoms of coronavirus. Any pupil who displays coronavirus symptoms at school should be sent home immediately. They must not travel on home to school transport. The school should contact the parent or carer who should make arrangements for the child or young person’s journey home. In exceptional circumstances, where this is not possible, and where a symptomatic child or young person or other passenger needs to be transported to their home, you must contact the Transport Coordination Service at DCC / PCC. Transport Coordination Service will work with Public Health colleagues to manage any virus outbreak. Students, drivers</p> | | |

| No. | Significant hazard / risk | Normal control measures | Additional measures in place | Further action? Yes / No |
|----------|---|---|------------------------------|-----------------------------|
| | | <p>and passenger assistants who have been in contact with someone that has developed symptoms whilst at school or on home to school transport do not need to go home to self-isolate unless;</p> <ul style="list-style-type: none"> • the symptomatic person subsequently tests positive • they develop symptoms themselves (in which case, they should self-isolate immediately and arrange to have a test) • they are requested to do so by NHS Test and Trace or the Public Health England (PHE) advice service (or PHE local health protection team if escalated) • they have tested positive from an LFD test as part of a community or worker programme | | |
| 6.9 | Children with Special Educational Needs: | When deciding on the package of measures that is appropriate on transport for children and young people with special educational needs, Transport Coordination Service will need to take account of the particular needs of the children using the transport and will work with the parents and school. | | |
| 7 | Curriculum considerations | | | |
| 7.1 | Planned return to normal curriculum in all subjects | <p>In accordance with the guidance, this school will ensure that the key principals underpin our curriculum planning:</p> <ul style="list-style-type: none"> • Education is not optional. All pupils to receive a high-quality education that promotes their development and equips them with the knowledge and cultural capital they need to succeed in life. • The curriculum remains broad and ambitious. All pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment. | | |
| 7.2 | Suspension of some subjects for some pupils | Suspension and modification should be in accordance with the latest guidance. Schools should be able to show that this is in the best the interests of these pupils and this should be subject to discussion with | | |

| No. | Significant hazard / risk | Normal control measures | Additional measures in place | Further action? Yes / No |
|-----|-----------------------------------|--|------------------------------|-----------------------------|
| | in exceptional circumstances. | parents. A coherent plan for returning to their normal curriculum for all pupils where this is necessary to be in place. | | |
| 7.3 | Music, dance and drama activities | <p>Music, dance and drama to continue using systems of control. Additional risk of infection while singing, chanting and playing wind or brass instruments and also in drama and dance activities to be a key focus of the controls.</p> <p>This applies even if individuals are at a distance.</p> <p>Before each lesson, teacher to consider how to reduce the risks (e.g. physical distancing and playing outside wherever possible, limiting group sizes, use of microphones to avoid shouting, measures to support strict social distancing and positioning pupils back-to-back or side-to-side, avoiding sharing of instruments and equipment, encourage good hygiene when handling equipment / props / documentation should they need to be used by more than one person, and ensuring good ventilation).</p> <p>Singing, wind and brass playing should not take place in larger groups such as school choirs and ensembles, or school assemblies.</p> <p>Performances with a live audience should not take place</p> <p>Schools should also consider Guidance for Music, Dance and Drama as well as Guidance for the Performing Arts, Performing arts guidance and Suggested principles of safer singing</p> <p>Where individual lessons take place, teachers may come into contact with multiple groups/bubbles therefore must take particular care and adhere to strict social distancing at all times and should not provide physical correction.</p> | | |
| 7.4 | Physical activity in schools | <p>PE, sport and physical activity provided by schools to their own pupils under their systems of control can continue. This includes sports clubs or activities before or after school, in addition to their regular PE lessons.</p> <p>Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided.</p> | | |

| No. | Significant hazard / risk | Normal control measures | Additional measures in place | Further action? Yes / No |
|-----|---------------------------|---|------------------------------|-----------------------------|
| | | <p>Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising natural ventilation flows (through opening windows and doors or using air conditioning systems wherever possible), distancing between pupils and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during exercise. External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities.</p> <p>External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities.</p> <p>Sports whose national governing bodies have developed guidance under the principles of the government’s guidance on team sport and been approved by the government are permitted. Competition between different schools should not take place until wider grassroots sports for under 18’s is permitted and only in accordance with: Coronavirus (COVID-19): grassroots sports guidance for safe provision including team sport, contact combat sport and organised sport events</p> <p>Also refer to the following advice:</p> <ul style="list-style-type: none"> • Coronavirus (COVID-19): guidance on the phased return of elite sport and guidance from Sport England for grassroots sport • advice from organisations such as the Association for Physical Education and the Youth Sport Trust • Using changing rooms safely <p>Where schools are offering extra-curricular activities (that is, before and after school clubs) they should only do so where safe to do so. Schools should consider carefully how such arrangements can operate within their wider protective measures.</p> | | |

| No. | Significant hazard / risk | Normal control measures | Additional measures in place | Further action? Yes / No |
|-----|---|--|------------------------------|-----------------------------|
| | | Activities such as active miles, making break times and lessons active and encouraging active travel help enable pupils to be physically active while encouraging physical distancing. | | |
| 7.5 | Practical science, art and D&T lessons | Guidance from CLEAPSS should be followed when planning lessons, using resources from i.e. the following website: https://www.cleapss.org.uk/ http://science.cleapss.org.uk/Whats-New/Guides/ http://dt.cleapss.org.uk/Resources/Whats-New/Administration/ and for primaries Practical activities in a bubble . Schools must ensure that they stay up to date with the latest guidance in these specialist areas. | | |
| 7.6 | Groups of children mixing resulting in risk of more widespread transmission | <p>This school will follow the government lead system of controls to minimise risk of infection.</p> <p>Older children are encouraged to keep their distance within groups. It is accepted that the youngest children cannot socially distance from each other or staff.</p> <p>Children to be grouped into consistent groups that do not mix to enable track and trace and self-isolation where necessary.</p> <p>Groups should be as small as possible whilst providing the full range of curriculum subjects. Steps will be taken to limit interaction, sharing of rooms and social spaces between groups as much as possible.</p> <p>Measures to be combined and implemented as far as is possible at all times.</p> <p>Large gatherings such as assemblies and with more than one group to be avoided</p> | | |
| 7.7 | Remote education | <p>School leaders will develop a contingency plan in accordance with the remote education expectations which supports pupils who need to be shielding or isolating.</p> <p>All such pupils not physically unwell should have access to remote education as soon as reasonably practicable, which may be the next school day.</p> | | |

| No. | Significant hazard / risk | Normal control measures | Additional measures in place | Further action? Yes / No |
|----------|--|--|------------------------------|-----------------------------|
| | | Refer to: <ul style="list-style-type: none"> • Remote Education Temporary Continuity Direction: explanatory note • Schools coronavirus (covid 19) operational guidance • Get help with remote education • Keeping children safe in education • Safeguarding and remote education during coronavirus (COVID-19) Updates to policies, safeguarding policy and any training and guidance to be listed in additional measures where appropriate. Publish remote education offer on the website. A template is available in this link: Actions for schools during the coronavirus outbreak Remote lessons to follow school protocol to ensure safeguarding of staff and students | | |
| 7.8 | Educational visits | Educational visits are suspended at this time. For additional information check with EVOLVE guidance on website. | | |
| 8 | Provision of food | | | |
| 8.1 | Food prepared on premises is compliant with Covid - 19 health and hygiene guidance | School kitchens must comply with the Guidance for food businesses on coronavirus (COVID-19) Free schools meals to be provided in accordance with the guidance. | | |
| 8.2 | Catering staff are operating in a safe environment | In addition to the standard operations for safe working practices, catering staff to follow the relevant aspects of government guidance for food premises: Standards for school food in England | | |
| 9 | Communications with parents and others | | | |

| No. | Significant hazard / risk | Normal control measures | Additional measures in place | Further action? Yes / No |
|-----|---|--|------------------------------|-----------------------------|
| 9.1 | Parents, contractors and other staff entering or working in the building – school complying with external requirements for staff safety | <p>Regular communication to be sent to parents and carers (i.e. newsletters) including any relevant updates and reminders.</p> <p>Inform all visitors, suppliers, and contractors that only pre-arranged appointments will be allowed on site and no one should enter if they are displaying symptoms of coronavirus.</p> <p>Publish a telephone number in case of immediate access required.</p> <p>Regular updates to website communicating this risk assessment</p> | | |
| 9.2 | Suppliers understanding and complying with new arrangements | <p>Discuss new arrangements to encourage and facilitate delivery of goods and services during quiet times or outside school hours wherever possible.</p> <p>All to follow visitor guidance.</p> | | |
| 9.3 | Communication s to parents and staff | <p>Updates to risk assessments, processes and procedures are communicated to staff when updates are approved.</p> <p>Regular communication to parents and staff will be provided, usually through newsletters and official school communication systems.</p> <p>Communicate any changes (i.e. staggered start times, one way systems and changes to access routes).</p> | | |
| 9.4 | Pupils and families anxious about return | <p>Support in place to address concerns and communications with parents on measures in place to reduce anxiety.</p> <p>Clear messaging on expectations for attendance and identification of those who may be disengaged, disadvantaged or vulnerable and where catch up funding may need to be applied.</p> | | |
| 9.5 | Parent aggression due | <p>Support parents and carers by providing regular communication in accordance with 9.3 and ensuring that parents are aware of appropriate methods they can raise issues and concerns.</p> | | |

| No. | Significant hazard / risk | Normal control measures | Additional measures in place | Further action? Yes / No |
|-----------|--|--|------------------------------|-----------------------------|
| | to anxiety and stress. | Staff to escalate any concerns to a member of SLT for support. | | |
| 9.6 | Confirmed case in school | Where there is a confirmed case: Engage with the NHS Test and Trace process. Manage confirmed cases of coronavirus (Covid 19) amongst the school community. Contain any outbreak by following local health protection team advice | | |
| 10 | Oversight of the governing body | | | |
| 10.1 | Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements | <p>The governing body continues to meet regularly via online platforms. The governing body agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation.</p> <p>The Headteacher's report to governors includes content and updates on how the school is continuing to meet its statutory obligations in addition to covering the school's response to COVID-19.</p> <p>Regular dialogue with the Chair of Governors and those governors with designated responsibilities is in place.</p> <p>Minutes of governing body meetings are reviewed to ensure that they accurately record governors' oversight and holding leaders to account for areas of statutory responsibility.</p> | | |
| 11 | Asymptomatic testing | | | |
| 11.1 | Lack of knowledge of processes | <p>Government led training to be undertaken by all necessary staff</p> <p>Procedures to be put in place and signed when understood by staff</p> <p>Signs and notices in place to indicate location and queue / progress through the testing area</p> <p>See Rapid, asymptomatic testing risk assessment for further information</p> | | |
| 11.2 | Poor cleaning standard | <p>All areas cleaned and disinfected after each session</p> <p>See Rapid, asymptomatic testing risk assessment for further information</p> | | |
| 11.3 | PPE use, waste and test use and | PPE to be worn, training to be undertaken and disposal to be in line with government guidance | | |

| No. | Significant hazard / risk | Normal control measures | Additional measures in place | Further action? Yes / No |
|------|----------------------------|--|------------------------------|-----------------------------|
| | waste removal not in place | Hazardous waste removal to be put in place as per government requirements See Rapid, asymptomatic testing risk assessment or Primary Home testing RA for further information | | |
| 11.4 | Testing Location | A designated location for testing will be identified in accordance with the government guidance. All through school to follow secondary testing guidance See Rapid, asymptomatic testing risk assessment for further information | | |

| Further action required | | | | |
|-------------------------|--|--------------------|----------------|-----------------------|
| Section of RA | Additional Actions / Control measures required | Person responsible | Deadline date: | Date action completed |
| 2.4 | Update fire evacuation plan to include covid assembly points | KP | 09/03/21 | |
| 2.13 | Ensure a record of visitors is maintained for contact tracing purposes. Invenry log in with email addresses to contact visitors. | KP/WB | 09/03/21 | 09/03/21 |
| | Sign added next to Invenry screen reminding visitors to sanitise prior to use | KP/WB | 09/03/21 | 09/03/21 |
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Arrangements must be in place to monitor that the controls are: Effective, working as planned and updated appropriately considering any issues identified and changes in public health advice

Walk the floor

| | | | | | | | |
|-------------------|-------------------|--------------------|--|-----|--|----------------------|--|
| Review due: (w/c) | H&S lead to agree | Date reviewed: | | By: | | Any action required? | |
| Review due: (w/c) | H&S lead to agree | Review undertaken: | | By: | | Any action required? | |
| Review due: (w/c) | H&S lead to agree | Review undertaken: | | By: | | Any action required? | |
| Review due: (w/c) | H&S lead to agree | Review undertaken: | | By: | | Any action required? | |
| Review due: (w/c) | H&S lead to agree | Review undertaken: | | By: | | Any action required? | |
| Review due: (w/c) | H&S lead to agree | Review undertaken: | | By: | | Any action required? | |
| Review due: (w/c) | H&S lead to agree | Review undertaken: | | By: | | Any action required? | |