



Risk Assessment:
Response to Coronavirus (Covid-19)

Section 1

The Mead Academy Trust

The Mead School Hackett Place Trowbridge	The Mead@Wingfield Church Lane Wingfield	Date of Assessment 15/1/2021
BA14 7GN	BA14	Reviewed and updated: 15/01/2021 01/03/2021 Updates December 2020 /January 2021 in Red Updates for wider re-opening March 2021 in Purple
River Mead School Lowbourne Melksham SN12 7ED Castle Mead School Hackett Place Trowbridge BA14 6GD		Assessed by: Lyssy Bolton (CEO) Mark Stenton (HT TM) Karen Austin (HT RM) Harriet Phillips (DHT, Acting HoS CM) Christian Checkley (Chair, TMAT) and Resources Cttee of the Board Chairs of Academy Advisory Groups - Jayne Bullock CM; Kim Lyne/Mel Jacob TM; Lesley Shellard RM We have read and understood this RA and our role in its implementation

Background and Context

- guidance updates are implemented as they are released/updated
- implement government guidance
- continue to provide provision/ blended learning for children who are self-isolating
- facilitate home working for Staff where appropriate/necessary (on case by case basis) to include teaching remotely

The risk assessment will be reviewed by TMAT in response to updates to government guidance and any examples of shared 'best practice' that we receive. Individual schools must identify any site or school specific controls or precautions and record them in this document.

We will share this risk assessment with the community on our website to demonstrate that we have followed the guidance.

This Risk Assessment takes into account the revised list of the most common symptoms to look out for.

The three main symptoms (temperature, new persistent cough and loss of taste or smell), together with any of the following:

- aches and pains
- sore throat
- diarrhoea
- conjunctivitis
- headache
- a rash on skin or discolouration of fingers or toes
- fatigue

Risk Definitions

Low	Controls are adequate, not further actions required, but ensure controls are monitored and any changes reassessed.
Medium	Consideration should be given as to whether the risks can be reduced using the hierarchy of control measures. Risk reduction measures should be implemented within a defined time period. Arrangements should be made to ensure that the controls are maintained and monitored for adequacy.
High	Substantial improvements should be made to reduce the level to an acceptable level.. Risk reduction measures should be implemented urgently with a defined period. Consider suspending or restricting the activity or applying interim risks controls.

Part 1

Provision for current opening & operation

What is the Task/Activity or Environment you are assessing?	What Hazards are present or may be generated? Look at the activity processes or substances used that could cause harm to health or injury. Use a line for each one identified.	Who is affected or exposed to the hazards? (Staff, Students, Visitors, Contractors, Etc.)	What severity of harm can be reasonably expected ? (See definition Table 1)	What precautions (existing controls) are already in place to either eliminate, or reduce the risk of an accident or harm occurring?	What likelihood is there of an accident or harm occurring? (See Definitions Table 1)	What is the Risk Rating (see Risk Rating Matrix Table 2)
Continued management of expectations within the school community	Anxiety within school community re prevalence and effectiveness of infection control and social distancing measures	All members of the school community	Serious	<p>Our communication with parents and children will continue to remind them of the processes in place to ensure safety</p> <p>Wider re-opening all areas reiterated for parents and information to be sent out to remind them of processes in place and school day timings.</p> <ul style="list-style-type: none"> - Arrival and departure from school - Arrangements for parents re drop off and collection (site specific) - pupil groupings - what the school day will look like - attendance and non attendance <p>(Attendance from 08/030/21 is mandatory, families are to be supported to ensure attendance)</p> <ul style="list-style-type: none"> - what will happen if there is a case of covid -19 - protocols for social distancing - staggered drop off and collection times for pupils groups - expectations around pupil hand hygiene 	Possible	Medium
Staff Wellbeing		All staff	Serious	<p>identification and targetted support</p> <p>helpline</p> <p>Individual discussions held with staff who are CEV or CV regarding their specific concerns.</p> <p>All dynamic RA's to be updated.</p> <p>Zoom meeting sessions for all staff sharing control methods and RA process</p> <p>4th March session to review updates to RA</p> <p>contribution of staff review</p> <p>Training and written instructions provided re operating procedures, zoom meeting for all staff (zoom meeting video and paper copies distributed as necessary)</p> <p>well being services and contacts posters displayed on toilet doors and in staff rest rooms, additional information shared in Heads weekly updates.</p> <p>poster remain in place and staff reminded to seek support.</p>	Possible	Medium
Individual staff requirements	Concerns from staff in identified work groups	Clinically Extremely Vulnerable	Serious	<p>Advised to work in school with social distancing measures and appropriate individualised Risk Assessment where necessary.</p> <p>During 'Lockdown' CEV are advised to WAH and remain at home (CEV will have a letter to evidence this)</p>	Improbable	Low

				necessary.https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19#Clinically		
		Clinically vulnerable including pregnant women, Demographic risks: 60+, BAME	Serious	<p>BAME, 60+, pregnant or CV require an indiv risk assessment and this must be reviewed if there is a tier change or lockdown implemented.</p> <p>All dynamic RA's for individuals updates in each school, any additional staff identified. Where necessary and/or practicable WAH is considered.</p> <p>Dynamic RA's to be updated, CV staff are expected to attend work with the exception of pregnant mothers in final tri-mester/or on clinical advice,</p> <p>Guidance states: You should be aware that pregnant women from 28 weeks' gestation, or with underlying health conditions at any point of gestation, may be at greater risk of severe illness if they catch coronavirus (COVID-19). This is also the case for pregnant women with underlying health conditions that place them at greater risk of severe illness if they catch coronavirus (COVID-19). We recommend that schools follow the same principles for pregnant pupils, in line with their wider health and safety obligations. Read more guidance and advice on coronavirus (COVID-19) and pregnancy from the Royal College of Gynaecologists.</p>		
				Advised to work in school with social distancing measures and appropriate individualised Risk Assessment, regularly reviewed and always reviewed when guidance changes in consultation with the member of staff concerned.	Improbable	Low
Staffing availability and ratios	Staffing ratios insufficient for pupil numbers and grouping arrangements. Need to consider safe levels of supervision and social distancing.		Serious	<p>Daily and weekly review of staffing, DHT/Head/CEO would close parts of the provision (bubble) if we have insufficient staff available to allow essential supervision, social distancing and infection control measures.</p> <p>Sufficient staff are necessary to ensure safe and effective running of the school/bubbles. Some roles require a presence in the building and WAH may not be appropriate, other measures continue to apply.</p> <p>School community aware that bubbles may close at short notice via In touch. Update sent to parents to inform that LFD may cause bubble closure. Parents to be reminded Bubble closure may still occur.</p>	Improbable	Low
Individual Pupil requirements		Pupils with SEND or EHC plans		<p>Individual risk assessments of children with more complex needs or behavioural difficulties. Risk assessments should be proportionate. (In both assessing risks and meeting needs), local authorities and educational settings should concentrate their resources on those children and young people with the most complex needs.</p> <p>The risk assessment should incorporate the views of the child or young person – where possible.</p> <p>Where a child or young person with an EHC plan has a social worker, the social worker should be involved in the risk assessment,</p> <p>Where a child or young person is in care the local authority virtual school head should be involved in the risk assessment,</p> <p>Parents should be contacted and be and involved in the decisions about their child who has an EHC plan.</p> <p>The risk assessments for children and young people with EHC plans, are kept up to date.</p>	Possible (as we cannot guarantee 2m with children)	Medium

				<p>Reduced timetable or consideration of other solutions if child's behaviour puts staff at risk.</p> <p>1:1 teaching to be undertaken at 2m distance. Where not possible a perspex screen should be used and the time limited.(face covering may be used)</p> <p>Ensure a supply of PPE is available based on need as required.</p> <p>School will need to ensure that they have the staffing needed to support children and young people at safe ratios.</p> <p>In order to ensure as many children and young people as possible are actively transitioning back to on-site education in specialist settings, we encourage the use of flexible approaches. This may include:</p> <ul style="list-style-type: none"> · part-time timetables and attendance rotas · blended onsite and home learning · phased returns for individuals or groups · children and young people being offered blocks of time on-site on a rotating basis <p>ALL children with SEND should be educated in school. Advice on supporting children back into full time education remains and the use of initial partial timetables is encouraged by the LA to ensure success and prevent exclusions (PT timetables must be shared with the EWO).</p> <p>Those children for whom social distancing or their behaviour puts staff at risk should still have a risk assessment completed and the risks and mitigating factors should be discussed with parents.</p>		
Pupil Wellbeing	Pupil anxiety	Pupils	Serious	<p>Bubbles to be supported by class teacher and TA where insufficient staff 2 TAs will lead a bubble – children will be familiar with at least one of these adults.</p> <p>Where necessary consider reduced time in school within the allocated bubble to ensure transition is successful from home to school</p> <p>ELSA provision available for children who are distressed - 2 metre social distancing rule will apply</p> <p>PSHE / THRIVE based curriculum will be used alongside seesaw/dojo activities to support children's well-being.</p> <p>Comforters for children – not to be shared. Washed daily. Remain in school.</p> <p>Appropriate class/school activities to support pupil return to the classroom to include such elements as</p> <ul style="list-style-type: none"> - Worry boxes - Class THRIVE activities (based on class THRIVE profile) - Activities via PSHE sessions to support expression of anxieties, concerns, excitement at return to school. - ELSA sessions - where necessary to ensure successful transition consider appropriate timetables for individuals. 	Possible	Medium
Staff training	Staff are not aware or do not understand the requirements for working safely	Staff and pupils	Minor to Serious	<p>Training and written instruction has been provided re operation procedures outlined in the Risk Assessment - shared via document and video briefing and include:</p> <p>What to do if suspect they or member of family have Covid 19</p> <p>Day to day organisation and procedures including arrangements for cleaning, Staff welfare facilities and travel to work</p> <p>Importance of keeping teaching bubbles separate during the day</p> <p>Arrangements for breaks and lunchtimes</p>	Improbable	Low

				<p>Safeguarding- updated briefing note to all staff. Including the continued importance of all staff acting immediately on any safeguarding concerns and any updates to school procedures re: recording concerns, contacting DSL or DDSL Procedures to follow if they suspect a child in their bubble is displaying symptoms</p> <p>Changes to school behaviour policy Curriculum adaptation required re social distancing Site security and fire safety Use of PPE (where applicable) Regularly updated and reviewed in light of any guidance changes All staff to receive update training 04.03.21 before wider re-opening takes place - recording to be made available for those unable to attend RA also available online</p>		
Provision of First Aid	Inadequate first aid treatment exacerbates injury	Pupils and Staff	Serious	<p>Qualified First Aiders (Including Paediatric) in school at all times First aid supplies in all bubbles including PPE for dealing with minor injuries Staff briefing in use of PPE and first aid guidance Lidded bins provided in each class for disposal of tissues, wipes and PPE Video and written guidance about use of PPE including visors Staff made aware of the qualified first aiders Additional Epi-pen/inhaler to be held in the office for extraordinary first aid requirements Controlled medication to be retained in the locked medical cabinet as per normal procedure Controlled medication that requires recorded administration to be administered using normal procedures and using a 2m rule – if 2m is not possible administration with use of facecovering (if required - see guidance). Medical emergency takes priority over the maintenance of social distancing First aid administered in class or on the playground or in play area. If further assistance needed – walkie talkies/cards/telephones used to call office staff, who will support with PPE. 1st aid supplies, record forms and PPE available in groups/bubbles. see below for use of PPE in education settings https://youtu.be/gP2N2tCo_k</p> <p>Before starting CPR, to minimise transmission risk, use a cloth or towel to cover the patient's mouth and nose, while still permitting breathing to restart following successful resuscitation If available, use: a fluid-repellent surgical mask disposable gloves eye protection apron or other suitable covering Only deliver CPR by chest compressions and use a defibrillator (if available) – don't do rescue breaths If giving first aid to someone, you should use the recommended equipment listed above if it is available You should minimise the time you share a breathing zone with the casualty and direct them to do things for you where possible.</p>	Improbable	Low

				After delivering 1st Aid - Ensure you safely discard disposable items and clean reusable ones thoroughly. Wash your hands thoroughly with soap and water or an alcohol-based hand sanitiser as soon as possible.		
	Risk of spreading or contracting virus due to close contact with children, e.g. administering first aid resulting in direct transmission of the virus			All precautions as above	Improbable	Low
Use of PPE	Incorrect use exacerbates risk of further infection	Pupils and staff	Serious	All staff trained on correct donning and doffing, disposal and correct use of PPE (video Wiltshire Council) Supplies of PPE available in each bubble, first aid room and isolation room Lidded bins and bags provided for correct disposal for all rooms in use. https://youtu.be/gP2N2tCo_k	Improbable	Low
Emergency evacuation and lockdown	Failure to follow procedures leads to injury	Pupils and Staff	Serious	Measures necessary for additional ventilation of the building have been assessed and will not compromise fire safety or security of the building. Review of fire assembly points/management plan to accommodate social distancing. Staff briefed on measures to take in event of emergency evacuation or lockdown Regular Fire drill practices with all bubbles followed by review with any necessary adjustments made. Safe evacuation/lockdown takes priority over the maintenance of social distancing	Improbable	Low
Business continuity	failure to complete necessary functional task for safe effective running	pupils, parent staff	serious	A separate business and continuity plan to be created. - Each school to consider management of SLT & office staff - schools to be prepared with phone diversion App / school mobile phones in event of office isolation or full lockdown		
Contact with those with symptoms of Coronavirus (including testing)						
What is the Task/Activity or Environment you are assessing?	What Hazards are present or may be generated? Look at the activity processes or substances used that could cause harm to health or injury. Use a line for each one identified.	Who is affected or exposed to the hazards? (Staff, Students, Visitors, Contractors, Etc.)	What severity of harm can be reasonably expected ? (See definition Table 1)	What precautions (existing controls) are already in place to either eliminate, or reduce the risk of an accident or harm occurring?	What likelihood is there of an accident or harm occurring? (See Definitions Table 1)	What is the Risk Rating (see Risk Rating Matrix Table 2)
Contact with infected persons or exposure to the virus within the school building	Contact with those developing symptoms of the virus during the working day	Pupils and Staff	Serious	Move to a pre-designated room where person can be isolated, with adult supervision if a child if child unable to maintain 2m distance then face shield to be worn. if it is the staff member who is symptomatic they must leave the premises immediately and other staff members will locate their belongings on their behalf. These will be passed by placing on the ground and stepping away, not handed over.	Improbable	Low

				<p>Ventilate the room if possible. PPE should be worn if contact is required. A separate toilet should be allocated; this should then be cleaned after use. Staff should wash their hands thoroughly for 20 seconds after contact with someone who is unwell. Cleaning of the classroom, isolation rooms and toilets used by child/adult with normal household disinfectant after the child/adult has left to minimise the risk of transmission.</p> <p>Inform parent/carer to arrange collection. To dispose of waste from people with symptoms of coronavirus, such as disposable cleaning cloths, tissues and PPE: Put it in a plastic rubbish bag and tie it when full</p> <ul style="list-style-type: none"> · place the plastic bag in a second bin bag and tie it · put it in a suitable and secure place marked for storage for 72 hours <p>Refer parent to gov.uk Guidance for households with possible coronavirus Infection.</p> <p>In an emergency we will call 999 if there are concerns. We will not suggest a visit to GP, Pharmacy or urgent care centre Staff should advise PHE SW via telephone to report the suspected case.</p>		
Exposure to the virus within the school building	Person contracts cv19 as result of direct contact with an infected person (or asymptomatic person)	Staff and Pupils	Serious	<p>If anyone in the school becomes unwell with a <u>new, and persistent cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), also look out for other important symptoms such as fatigue, headaches, diarrhea and sudden confusion (delirium)</u>, they must be sent home and advised to follow guidance, which sets out that they should self-isolate for at least 10 days and should arrange to have a test to see if they have coronavirus (COVID-19) (removed continuous and changed to persistent)</p> <p>Parents and staff referred to gov.uk Guidance for households with possible coronavirus Infection.</p> <p>Parents and staff must engage with the NHS Test and Trace process</p> <p>Positive case as identified as positive test or identified as having been in 'close contact' with positive by test and trace are asked to self-isolate.</p> <p>Health teams will support schools to identify 'close contacts' (see below)</p> <p>*direct close contacts face to face with an infected individual for any length of time, within a metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin to skin)</p> <p>* proximity contacts, extended close contact (within one to two metres for more than 15 minutes) with an infected individual</p> <p>* travelling in a small vehicle like a car, with an infected person.</p> <p>PHE rapid response to two or more cases, may recommend a larger group of pupils self-isolate. Whole school closure will not generally be necessary, this advice will be followed.</p> <p>Outbreak testing if required will focus on class, then year group, then whole school in line with PHE outbreak controls.</p>	Improbable	Low

				<p>Staff and families will be advised that they should be tested if they develop symptoms and inform the school.</p> <p>As part of the national track and trace system if other cases are developed in a school or cohort then PHE will conduct a rapid response and give further guidance.</p> <p>We will ask for evidence that pupils/staff recommended to have a test have done so and that the test is clear before they return to school.</p> <p>Should the school decide that a child should be isolating but the parent refuses a decision will be made to ensure safety of the school population, supported by the guidance. <i>"In the event that a parent or guardian insists on a child attending school, schools can take the decision to refuse the child if in their reasonable judgement it is necessary to protect their pupils and staff from possible infection with coronavirus (COVID-19)."</i></p> <p>DFE hotline available if PHE unavailable 0800 046 8687 mon-fri 8am-6pm / sat-sun 10am- 4pm. WCC have said please phone wiltshire PHE FIRST as the systems are clear and working. 0300 303 8162</p>		
	Testing Arrangements	Staff and Pupils	Serious	<p>Schools have received 10 test kits from the government - these are to be kept in a locked cupboard. These are to be given to a parent/carer who collects a child if the school feels they may not attend or complete the test then school staff can consider supporting the parent to undertake the test in school.</p> <p>Staff and families should book a test, either via the NHS App or here; https://www.gov.uk/get-coronavirus-test</p>	Improbable	
	Contact with delivery drivers or packages	Staff	Serious	<p>Clear guidance provided for admin, premises and catering staff to handle and deal with deliveries and post</p> <p>Staff must wash their hands after opening post, unpacking items and dealing with waste</p>	Improbable	Low

track and Trace within school & positive case Mangement	Identification, contact and recording of cases	staff, pupils,parents	serious	<p>Use of sign in/out App to monitor those present on-site including visitors/contractors (including sufficient information to contact the individual)</p> <p>Use of +ve contact spreadsheet to track identification, testing and outcome.</p> <p>Use of school mobile phones and @covidreporting email for parents and staff to inform leaders of outcomes outside of school hours.</p> <p>Use of positive case protocol document to support process management.</p> <p>Staff encouraged to use NHS track and trace App outside of school.</p> <p>- Dec 2020 Senior leaders to continue Track& Trace till 23rd Dec via online reporting e-mail (school closed 18th Dec to support this).</p> <p>- February Senior leaders to continue Track& Trace till 13th February via online reporting e-mail .</p> <p>Ongoing track and trace to contonue as required</p>	(use probable) (risk) improable	low
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Cleaning and Hygiene

What is the Task/Activity or Environment you are assessing?	What Hazards are present or may be generated? Look at the activity processes or substances used that could cause harm to health or injury. Use a line for each one identified.	Who is affected or exposed to the hazards? (Staff, Students, Visitors, Contractors, Etc.)	What severity of harm can be reasonably expected ? (See definition Table 1)	What precautions (existing controls) are already in place to either eliminate, or reduce the risk of an accident or harm occurring?	What likelihood is there of an accident or harm occurring? (See Definitions Table 1)	What is the Risk Rating (see Risk Rating Matrix Table 2)
Cleaning	Person contracts covid 19 as a result of inadequate cleaning	Pupils and staff	Serious	<p>Cleaning will be generally enanced: work surfaces, door handles and light switches and high touch items (table tops, electronic devices such as phones) will take place more often than normal/at intervals throughout the day using anti-bac spray and cloths.</p> <p>All surfaces, door handles, switches and toilets will be deep cleaned each day using detergents/bleach based sprays/hot soapy water</p> <p>Resources used by individual children will be wiped down during the day by the children.</p> <p>Protective equipment (disposable apron and gloves) will be worn by cleaning staff and disposable gloves by other members of the staff team when cleaning</p> <p>Some resources which may be rotated will be left to soak in Milton overnight and will be left to dry before further use to reduce the risk of indirect transmission.</p> <p>Leave resources in quarantine for 72 hours where appropriate e.g. books, wooden blocks,.</p> <p>Soft furnishings and soft / cloth toys/rugs and toys with intricate parts will be removed from use in classrooms</p> <p>Deep cleaning of the areas of the school used by keyworker children will take place before re-opening</p> <p>Cleaners to be paid for additional hours to ensure that school is kept clean as necessary.</p> <p>Cloths must be washed in the sink and then regularly in the washing machine. Or use disposable cloths</p> <p>Ensure all items that are laundered in setting are washed in line with guidance and not shared between washes.</p>	Improbable	Low
	Inappropriate exposure to cleaning products results in allergic reaction/poisoning	Pupils and staff	Serious	<p>All staff involved in use of products to receive training/briefing</p> <p>PPE provided for all cleaning activities</p> <p>Safety data sheets for cleaning products available</p>	Improbable	Low

reaction/poisoning			Only recommended cleaning products will be used Staff briefed to report an adverse effects or reactions to SBM		
Storage arrangements of cleaning products change leading to use by pupils			Classroom cleaning packs to be stored out of reach of children Central storage of cleaning products stored in locked location		

	Use of hand sanitiser potential for improper use and ingestion	Staff and pupils	Serious	<p>We are providing/allowing the use of hand sanitiser that contain at least 60% alcohol.</p> <p>Recognising it is not possible to follow the handwashing advice everywhere a hand sanitiser is next best and unless there is some allergy and depending on the age of the pupil they could use their own/ours under supervision through to it being dispensed so the young or over enthusiastic don't get carried away.</p> <p>If the sanitiser is not used to design (e.g. drinks or gets in eyes) follow advice on safety data sheet.</p> <p>We have and will secure adequate supplies of the product and will provide it, especially in areas such as reception.</p>	Improbable	Low
	Hand hygiene	Pupils and staff	Serious	<p>Hand sanitizer to be placed in all learning environments and bubbles</p> <p>Soap dispensers to be refilled daily</p> <p>Children wash hands or use hand sanitizer on entry to school, before break, after break, before lunch, after lunch, leaving school, using the toilet and any time they cough or sneeze</p> <p>Washing hands posters to be placed by all sinks</p> <p>Reminders how to wash hands properly – videos and posters</p> <p>Procedure agreed for children to wash hands so thorough hand washing soap based wipes available</p> <p>Aprons provided for staff to keep personal items safe and 'at hand' including hand sanitizer/gloves</p> <p>Extra handwashing bowls in each classroom.</p> <p>Personal hygiene & nappy changing for EYs and SEND – gloves and apron to be worn. Staff member stay to the side of child. Clean down surfaces. Double bag waste.</p> <p>Bins available for paper towels emptied daily</p> <p>Supervision of staff of children during handwashing</p> <p>Tissues are available in all classrooms, staff room and reception at the minimum - Catch it Kill it Bin it</p>	Improbable	Low
Circulation within the building	Exposure to infection from inadequate social distancing	Pupils and staff	Serious	<p>Where social distancing cannot be maintained in communal areas and corridors, wear face coverings - members of cleaning/housekeeping teams, you should wear a face covering if working in the building whilst staff or children are present. If working when no staff or children are present and you can maintain 2m+ or are working alone in separate areas of the building this is not necessary.</p> <p><i>guidance now states:</i></p> <p><i>In primary schools, face coverings should be worn by staff and adult visitors in situations where social distancing between adults is not possible (for example, when moving around in corridors and communal areas). Children in primary school do not need to wear a face covering .</i></p>		
Measures to reduce contamination	Use of shared resources	Pupils and Staff	Serious	<p>Remove excess furniture to increase space (if capacity to do so).</p> <p>Desks to be spaced out as far as possible but not impeding fire escape routes and exits.</p> <p>Lessons planned for individual work (not pairings or collaborative group work)</p> <p>YR/1/6 Children to have personal set of resources available to them in labelled tray/basket /zippy wallet. Not to be shared with peers. YN/ RB as appropriate</p> <p>Malleable resources, such as play dough, should not be shared between groups.</p> <p>Sand pits cannot be thoroughly cleaned between uses; they should not be used.</p>	Improbable	Low

				<p>Individual sand trays can be given to each child as a personal resource (these cannot be shared)</p> <p>Fixed play equipment is to be placed out of use.</p> <p>Outdoor equipment and toys are appropriately cleaned between being used by different bubbles.</p> <p>Remove all soft toys, and any toys that are hard to clean, such as those with intricate parts.</p> <p>In EYFS the sharing of toys and resources is reduced within classes /between classes</p> <p>Any toys or resources that are shared within a bubble can be easily cleaned between different 'bubbles' e.g water tray.</p>		
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Minimising contact (Social distancing)						
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Social distancing across the site	Too many people on site increases likelihood of exposure to Covid 19	Pupils and staff	Serious	<p>Staggering opening and departure times</p> <p>Signage and barriers to remind parents and those visiting the site of social distancing requirements.</p> <p>Advice parents that only one person to attend to pick up their child.</p> <p>Parents reminded (signs/verbally) not to linger at drop-off/collecton times</p> <p>Only one adult permitted in entrance foyers at a time</p> <p>Smaller rooms to have identified maximum capacity and for this to be clearly displayed on the door/entrance.</p> <p>floor markers to indicate 2m distancing</p> <p>Groups/bubbles should be kept apart when moving around school, at particular times e.g. start/end of day a one way system may support this.</p>	Improbable	Low

	Too many people on site increases likelihood of exposure to Covid 19 - visitors	pupils, staff and visitors	serious	<p>Managing cross site staff & visitors</p> <p>Staff are able to work across sites as we are ensuring consistent approaches within the trust.</p> <p>Staff are able to work in different bubbles or with different groups of children.</p> <p>Staff from other classes/bubbles or sites are able to teach in a class without a face covering.</p> <p>Sports coaches will be allowed as they are limited to the places where they are working.</p> <p>Ensure if you have another job or volunteer elsewhere (outside of the trust) you have informed SBM</p> <p>Visitors who are essential the development and welfare of individual children will be permitted in line with our Risk Assessment guidance, these will include;</p> <p>Social services Educational psychologist Behaviour Support Services Speech and Language Therapist Occupational Therapists Play Therapists Sports coaches Peripatetic music teachers (and lessons). Counselling services</p> <p>Contractors who are undertaking necessary repairs or works to ensure the safe and efficient running of the school or works that are booked, planned or required. Will be permitted in line with our Risk Assessment guidance.</p> <p>During 'lockdown' or during a tier change e.g. Tier 3, all unnecessary visitors must be cancelled or re-booked for a later date.</p>		
Minimising contact (Social distancing)	Numbers arriving simultaneously on school transport impede the means to distance or reduce contact, and impede effectiveness of	pupils, parents, staff	Serious	<p>we will encourage parents to make other arrangements for travel to/from school other than driving e.g. walking, scooting, cycling to prevent congestion</p> <p>All children will have to enter the building on their own, saying goodbye to their parent at the external door/gate where they will be greeted by a member of staff</p> <p>Staff will be on duty to supervise gates at the start/end of the school day.</p>		
	social distancing - meeting parent(s)	parents, staff	Serious	<p>In exceptional circumstances such as the review of an EHCP or discussion about a PEX / FTE then a socially distanced face to face meeting can be arranged (2m+ and in ALL other parent meeting (unless exceptional) must be online via a virtual platform/ over the phone including parent conversations.</p> <p>All staff interacting with parents at drop off/collection to wear a face visor /face covering if preferred. All office staff to be 2m+ behind glass /or visor as necessary (all parent with face covering in the the building/on site). Office visits to be discouraged.</p> <p>School offices will remain closed to visitors. Parents should do all they can to ensure that children have all that they need for the day (e.g. packed lunches) at the start of the day and if there is an emergency meaning that their child needs to be collected at a different time should telephone the school first. Senior staff will then arrange to meet parents with their child in the open air. All other communication should be done by telephone or e-mail.</p>		

				<p>should a child be late to school or require collection due to a medical or other appointment outside of normal school times they will be signed in and a member of their bubble staff will collect them and escort them to class. If they are to be collected early this will be arranged in advance and the child will wait in the medical room for their parent to collect them.</p>	
<p>Social distancing and curriculum delivery - whole school</p>	<p>Exposure to infection/harm classroom teaching</p>	<p>pupils and staff</p>	<p>serious</p>	<p>For the majority of the time an allocated group of adults will support each 'bubble'. Adults should maintain a 2 metre distance from each other, and from the children; adults are statistically at a higher risk. Having year group bubbles allows for intervention groups, breaks and improved staff well-being and mutual support. Video reminder for all staff to be shared at January INSET to reiterate the need for Hands, face, space and VENTILATION, and vigilance with, distancing, cleaning and hygiene.</p> <p>Whole school Assemblies can take place via online platform to enable all classes to 'attend' virtually together.</p> <p>Classes need to consider the order in which children enter and leave the classroom to ensure safe movement in/out of the class.</p> <p>All teachers and staff can operate across different classes and year groups to facilitate the delivery of the school timetable, this included RWI support as required. Where they do so they should maintain social distancing of 2m spacing (or side by side teaching of 1m+ for less than 10 mins).</p> <p>Staff should avoid singing, shouting or conversing loudly, and chanting - consider how to manage activities that include this and how to manage music lessons (music team to consider).</p> <p>Social distancing rules to be shared with the children in particular those in ks2, to include instructions how to line up, use of toilets, moving around the classroom etc. Social distancing rules to be re-visited/modelled frequently throughout the day</p> <p>Staff should maintain social distancing rules with children as much as is possible children who are seated on the carpet should be suitably distanced and where possible on 'marked' carpets every other spot/space and others suitably spaced, seated in chairs around the edge. Where possible children seated on the carpet should be there for no longer than 15 mins as this would be considered close contact.</p> <p>Marking in class - teachers will be encouraged to keep books at school and not take these home. They will be encouraged to pile and sort as per marking discussions to ascertain pupil next steps/needs. Verbal feedback is to be given and where suitable the use of visualisers/Apple TV to support this process. Marking (including discussions) with a pupil should be brief where required, side by side and socially distanced.</p>	

Group work and interventions - Interventions will not take place with children from mixed groups/bubbles together and shared spaces will be allocated (for the time being) to a single group (with the exception of specialist teaching rooms e.g. music studio). Those delivering interventions should work in classrooms wherever possible rather than withdrawing children and if they need to talk with an individual child this should take place outside. Where possible avoid the need to walk through spaces allocated to other groups/bubbles. Children working in learning spaces outside the classroom should take all equipment they require with them to the intervention. Staff and children will wash their hands before returning to their own classroom.

Talk 4 Writing & Times Tables These can proceed but MUST NOT be loud or projected voices (see singing guidance for chanting) where possible outdoors and at all times no face to face. Use of voice scales in classrooms to support understanding of acceptable volume for specific activities.

Reading records these will still be used for children to record their reading at home, the child/parent will be responsible for writing in this to keep a record of their reading. These can be shared with the teacher via photo on Seesaw or

BSC/ ASC - we recognise that this where possible must remain a consistent group of children (the same as they are in during the school day) and that these children are then grouped in the chosen space (e.g. hall) within an allocated space & table for their year group/bubble. We should keep children in small groups of no more than 15 children with the same children each time wherever possible (do not mix groups unless absolutely necessary) and at least one staff member, depending on the type of provision or size of the group.

Multiple groups of 15 plus staff can use the same shared space, if that is necessary, with distancing between the groups.

Soft furnishings Where there has been an agreed use of limited soft furnishings e.g. nurture provision / RB / Early years (due to consistent group of children accessing). These must be regularly washed and sprayed daily with Detol or similar anti-bacterial disinfectant/anti-viral spray which is clear on the label is suitable.

Shared Resources Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between groups/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 groups/bubbles.

Toys Soft toys, and any toys that are hard to clean, such as those with intricate parts should be minimised and any soft toys must be machine washable and washed frequently.

I-pads, Laptops and chrome books are to be allocated to an individual for the session/lesson/day/week (as necessary). The device must be fully cleaned between users, but not in such a way as to damage it e.g. excessive liquid. If they cannot be sufficiently cleaned then they must remain out of use for a minimum of 72 hours (cleaning is preferable)

			<p>Supply teachers and peripatetic teachers and/or temporary staff can move between schools. These visitors should be recorded and have received an induction of the TMAT protective measures before starting work</p> <p>Reading Books Reading books are to be issued to children and when these are collected in they must be 'out of circulation/use' for minimum of 72 hours. These could be returned to a box Mon-Thurs and held for 72 hours and are able to be re-issued the following week??? where will books be stored and ensure library/non-fiction books are available?</p> <p>BSC/ ASC - we recognise that this where possible must remain a consistent group of children and that these children are then grouped in the chosen space (hall) within an allocated space & table for their year group/bubble children Y2-Y6 will still be expected to socially distance. The adults supervising can oversee these groups/bubbles but remains socially distanced. Both clubs will move to booked places only in autumn term to avoid children coming and going and to ensure consistent staffing. 'Ad hoc' places will not be available for the time being.</p>
School Trips	pupils, staff, public	serious	<p>Local trip and non-residential trips can take place subject to suitable risk assessments and venue risk assessments/provision being acceptable and of a safe standard. (measures will change in Tier 2,3 or lockdown)</p> <p>School transport requirements do not require children to wear facecoverings when in shared transport. Transport companies Risk Assessments will be reviewed and adhered to if external transport is use.</p> <p>Tier Guidance The below is our suggested guidance (subject to government or local guidance):</p> <p>Tier 1/2 You can continue with day trips and local area visits but may wish to consider the size of groups if you are going to a public place (park, town, etc.)</p> <p>Tier 3 If you are in tier 3 you can continue to run local area visits, however you must not travel to out of area.</p> <p>All tiers You must not travel into a tier 3 area on a school trip https://www.evolveadvice.co.uk/decnews During the implementation of "Actions for schools during the coronavirus outbreak - no trips can be undertaken during 'Lockdown'</p> <p>March 2021 Guidance states We advise against all educational visits at this time. This advice will be kept under review. Updates/ amendments will be made as government 'road-map' causes a change in the guidance for schools.</p>
Volunteers & external student placements	staff, pupil, volunteer	serious	in event of national 'lockdown' all trips are cancelled.



	Monitoring, Evaluation & Review Process (ensuring quality teaching and learning)	pupils & staff	serious	<p>MER</p> <p>senior staff wearing appropriate face-covering will work across classes (one year group per week) to ensure monitoring, evaluation review process can take place.</p> <ul style="list-style-type: none"> -visits to classes will be kept to a minimum and for a short period of time (observations will be 2m+) <p>Online teaching will be monitored via observations of Seesaw and those children in school</p> <p>MER will resume in school 2m+ and face covering to be worn</p> <ul style="list-style-type: none"> - book looks will take place when children have gone home - pupil voice will take place with a perspex shield/visor and face covering. - classroom environment checks will take place when children have gone home. <p>Feedback can be in person (socially distanced) but with as few as people as possible e.g. Headteacher/DHT and class teacher 2m+</p>		
Social distancing and curriculum delivery - Whole school - Music specific	Exposure to infection/harm classroom teaching			<p>There may be an additional risk of infection in environments where you or others are singing, chanting, playing wind or brass instruments or shouting. This applies even if individuals are at a distance. This would include learning Times tables by loud chanting.</p> <p>Consider how to reduce the risk, particularly when pupils are playing instruments in groups such as in music lessons by physical distancing and playing outside wherever possible</p> <p>Use of computers / iPads / music technology in class music lessons. One pupil to a workstation or iPad. If help is needed, the pupil will step away from the workstation or put the iPad down to allow the teacher to use it (the teacher must clean the screen or sanitise hands immediately after touching).Keyboards, touchscreens and control surfaces to be wiped down before and after use with antiseptic wipes or cloths soaked in disinfectant and well wrung out. Residues to be wiped off with dry cloths.</p> <p>singing Pupils take up the maximum space possible and in no circumstance, less than 3m² per pupil. Teacher to be at least 3m from the nearest pupil. (note this would NOT be in a classroom with a full class). Discouraging loud singing in favour of quality of sound in quiet singing. Ventilation is key. Could you sing with the windows open, even if you have to wear coats? Or better yet, sing outdoors?</p> <p>First Access (non blown instruments) All participants respect social distancing of at least 2m. Teacher(s) at least 2m from nearest player at all times and 3m when practical. Enhanced hand hygiene is routinely observed. Note: instruments that are not mouth-blown can be shared but additional cleaning must take place,</p> <p>First access (blown instruments) Teacher(s) at least 2m from nearest player at all times and 3m when practical. sharing instruments is not considered safe. How do you ensure that pupils only play on the instrument issued to them, particularly if instruments are stored together? Teachers must not play on students' instruments</p> <p>Ensembles Minimum 2m distancing observed by everyone. Teacher stands at least 3m from nearest player. Players must be one to a stand. Shared instruments (percussion, keyboards) will need to be cleaned appropriately.</p>		
Social distancing and curriculum delivery - EY, Y1 & RB	Exposure to infection/harm classroom teaching			Remove excess furniture to increase space and desks to be spaced out as far as possible but not impeding fire escape routes and exits.	Possible (cannot ensure pupils stay socially distanced - all measures in	Medium

				<p>EY children are able to move around to different learning areas</p> <p>Use of the outdoors as much as possible</p> <p>When speaking to a child who cannot socially distance, remain higher than the child (not face to face) or side by side</p> <p>Classroom based resources, such as books and games, can be used and shared</p> <p>Children not mix with other bubbles - they will not access other areas in the school (cross bubble) unless for a specific purpose e.g. Lunch/PE (wash hands/sanitise on changing rooms)</p> <p>Planning to use outdoors as much as possible</p> <p>Pupils are to access their rooms directly from outside where possible.</p> <p>When speaking to a child who cannot socially distance "the key is not to be below the child who is talking to you".(See Dr Matt Butler Video)</p>		
Social distancing and curriculum delivery - Y2 - Y6	Exposure to infection/harm classroom teaching	Pupils and staff	Serious	<p>Children to have personal set of resources available to them in labelled tray/basket /zippy wallet. Not to be shared with peers.</p> <p>Remove excess furniture to increase space and desks to face forward/horse shoe layout but not impeding fire escape routes and exits.</p> <p>Children to remain at their tables during learning</p> <p>Planning to use outdoors as much as possible</p> <p>Children should not use cloakrooms, coat hooks in class that can be managed safely or coats on back of chairs.</p> <p>When speaking to a child who cannot socially distance "the key is not to be below the child who is talking to you".(See Dr Matt Butler Video)</p> <p>Social distancing rules to be shared with the children – (Include instructions how to line up, use of toilets, moving around the classroom etc)</p> <p>Social distancing rules to be re-visited/modelled frequently</p> <p>Feedback to be provided using whiteboard, visualizer or interactive whiteboard whenever possible.</p> <p>Where distancing is not possible staff to use a screen between themselves and the child</p> <p>Individual activities to be planned with principles from this RA taken into consideration at all times. Dynamic RA undertaken as necessary.</p> <p>Pupils are to access their rooms directly from outside where possible.</p>	Possible (cannot ensure pupils stay socially distanced - all measures in place to discourage or avoid)	Medium
Adequate ventilation	Exposure to viral transmission by aerosol particles	pupils and staff	Serious	<p>Windows and/or doors will be left open even as the weather gets colder. Children will be allowed to wear coats in class with permission from their class teacher. Where possible teachers may take the opportunity to move some subject teaching or groups outside.</p> <p>if only windows open due to temperature apx every hour (before school, break time, lunch time, after school as a minimum) The room will require an 'air exchange' (see link)</p> <p>https://english.elpais.com/society/2020-10-28/a-room-a-bar-and-a-class-how-the-coronavirus-is-spread-through-the-air.html</p> <p>DR M Butler - reiterated the use of 'impact ventilation' as mentioned above (6.1.21)</p>		

				<p>Where mechanical ventilation systems exist, you should ensure they are maintained in accordance with the manufacturers recommendations. Good ventilation with fresh air is essential at all times in classrooms and particularly during this period. OPEN 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 to assist with creating a throughput of air. where necessary external opening doors may also be used (where safe to do so) To maintain a comfortable temperature whilst increasing ventilation: Opening high level windows in preference to low level to reduce draughts; increasing ventilation while spaces are unoccupied; providing flexibility to allow warm clothing; rearranging furniture to avoid direct draughts where possible; maintaing heating as necessary. Refer to the system of controls for guidance on keeping occupied spaces well ventilated.</p>		
Circulation within the building	Exposure to infection from inadequate social distancing	Pupils and staff	Serious	<p>floor markings will indicate 2m distancing to support 2m spacing in particalr for adults</p> <p>Wash your hands regularly and use hand sanitiser; clean touched 'shared' surfaces regularly (or after use if a high traffic item).</p> <p>No more than 1 adult in the school foyer.</p> <p>Areas not in use to be closed off (not escape routes).</p> <p>Use of a one-way system around the school or up/down corridors where appropriate</p> <p>Abide by the posters on certain room doors that indicate the safe capacity for room occupancy e.g. "This room has capacity for 2 adults".</p> <p>It will be necessary to record the names of pupils when they are in a situation that is not the classroom e.g. intervention groups, music lessons, (those beyond the normal class routine), and any close contact that takes places between children and staff in different groups e.g. via first aid records.</p> <p>Administrative staff are not to move around school unless supporting a contractor/visitor (face coverings must be worn and 2m+)</p>	Improbable	Low
Use of face coverings in/or travelling to school	Exposure to infection from inadequate social distancing	Pupils and staff	Serious	<p>Where social distancing cannot be maintained in communal areas and corridors, wear face coverings</p> <p>Wear a face covering when moving around school outside of your classroom/bubble zone</p> <p>Wear a visor (if 2m+) or a face covering when dismissing or collecting children at the start/end of the day outside.</p> <p>Wear a face covering if on hall duty (indoors), serving food at lunchtime, or if an MDSA in the classroom (where 2m+ is not as easy to achieve).</p> <p>On playground duty you are outside and can maintain 2m+ distancing, you can choose if you want to wear a face covering.</p> <p>If a member of cleaning/housekeeping teams, you should wear a face covering if working in the building whilst staff or children are present. If working when no staff or children are present and you can maintain 2m+ or are working alone in separate areas of the building this is not necessary.</p> <p>If staff travel to school with a fabric face covering, they are responsible for removing this themselves safely and placing in a plastic bag, (recall PPE don/doff training).</p>		

If children travel to school with a facecovering, this should be removed by the child with guidance/support from staff on how to do so safely (recall PPE don/doff training). Fabric facecoverings should be put in a plastic bag and placed with the child's personal possessions. Staff must not handle the child's facecovering.

Updated guidance on face coverings issued for schools - it remains that they are not advised for primary aged children. "children under the age of 11 (Public Health England do not recommend face coverings for children under the age of 3 for health and safety reasons)"

government guidance states "You should also wear a face covering in indoor places where social distancing may be difficult and where you will come into contact with people you do not normally meet"

"On the basis of current evidence, in light of the mitigating measures education settings are taking, and the negative impact on communication, face coverings will not generally be necessary in the classroom even where social distancing is not possible. There is greater use of the system of controls for minimising risk, including through keeping in small and consistent groups or bubbles, and greater scope for physical distancing by staff within classrooms. Face coverings can have a negative impact on learning and teaching and so their use in the classroom should be avoided."

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

March 2021 Guidance now states:

In primary schools, face coverings should be worn by staff and adult visitors in situations where social distancing between adults is not possible (for example, when moving around in corridors and communal areas). Children in primary school do not need to wear a face covering.

Transparent face coverings, which may assist communication with someone who relies on lip reading, clear sound or facial expression to communicate, can also be worn. There is currently very limited evidence regarding the effectiveness or safety of transparent face coverings, but they may be effective in reducing the spread of coronavirus (COVID-19) than not wearing a face covering at all.

Those who rely on visual signals for communication, or communicate with or provide support to such individuals, are currently exempt from any requirement to wear face coverings in schools or in public places.

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

				<p>covering. They should only be used after carrying out a risk assessment for the specific situation and should always be cleaned appropriately.</p> <p>Exemptions - Some individuals are exempt from wearing face coverings. This applies to those who:</p> <ul style="list-style-type: none"> cannot put on, wear or remove a face covering because of a physical impairment or disability, illness or mental health difficulties speak to or provide help to someone who relies on lip reading, clear sound or facial expression to communicate <p>The same exemptions will apply in education and childcare settings and you should be sensitive to those needs, noting that some people are less able to wear face coverings and that the reasons for this may not be visible to others.</p>		
Lunchtimes	Exposure to infection from inadequate social distancing during preparation and serving of food	Pupils and staff	Serious	<p>staff moving around the building in shared areas spaces must wear a facecovering, if in a situation whereby they will be 2m+ a face visor is acceptable (eg dinner hall supervision)</p> <p>Arrangements in place to stagger lunchtimes and breaktimes On site catering staff - arrangements for social distancing have been implemented.</p> <p>Children to eat lunch in their classrooms or hall (site dependent) seated so they are socially distanced and in consistent bubble Children who bring packed lunch - to be kept under children's tables with bag or stored appropriately</p> <p>Where hot meals are provided for those entitled to them, these will be served in the hall 2m distancing in queue. If this is not possible they are transported safely to the classroom. MDSA and/or TA allocated to group/bubble and remain with them for duration, not allocated to specific zone for lunchtime cover Any crockery/cutlery used is given out individually and must be cleaned thoroughly via dishwasher or hot soapy water. January 2021 - where feasible children to eat lunch in 'bubble' classrooms, where possible food will be delivered, if not possible there will be a staggered collection from the serving hatch with staff to support. (distancing applied)</p>	Improbable	Low
Breaktimes	Exposure to infection from inadequate social	Staff and Pupils	Serious	Outdoor play equipment can be used if placed on a rota or used by a single bubble	Improbable	Low

	distancing			Devise games with children which encourage social distancing – long rope skipping, catch etc bubbles have an allocated play area and time (staggered playtimes if necessary) to ensure bubbles do not mix. Playtime equipment is allocated to each bubble and each bubble is responsible for cleaning their equipment.		
Toilets	Exposure to infection from inadequate social distancing and poor hygiene	Staff and pupils	Serious	Where possible pupil bubbles will have allocated toilets, where toilets are shared between year group/bubbles we will allocate certain toilet stalls to a particular year groups, Toilets will have an additional clean during the day as well as normal cleaning routine, Where possible bubble staff will have an allocated toilet to use.	Improbable	Low

What is the Task/Activity or Environment you are assessing?	What Hazards are present or may be generated? Look at the activity processes or substances used that could cause harm to health or injury. Use a line for each one.	Who is affected or exposed to the hazards? (Staff, Students, Visitors, Contractors, Etc.)	What severity of harm can be reasonably expected ? (See definition Table 1)	What precautions (existing controls) are already in place to either eliminate, or reduce the risk of an accident or harm occurring?	What likelihood is there of an accident or harm occurring? (See Definitions Table 1)	What is the Risk Rating (see Risk Rating Matrix Table 2)
				<p>Only one boy/girl allowed to go to the toilet at any time –handwashing reminders to be given Signs to be placed in toilets to remind children about washing their hands Hand sanitizer to be freely available in classrooms Additional soap/hand sanitizer ordered to ensure that we do not run out</p>		
School Reception Areas	Exposure to infection	Staff and Pupils	Serious	<p>Site visits only by pre-arrangement Consultations/meetings with parents/outside agencies to take place via telephone or video conferencing. 2m exclusion zones/markings in Reception area Information / signage for visitors informing them of infection control procedures Deliveries and visits outside of school opening hours where possible Postbox for parents to deposit mail for school office/staff, not to enter building. Provision of hand gel at main school entrance Process for the acceptance of deliveries required i.e. A drop area Drop box by gate for parents to avoid coming to office Contactless Sign App to be used by all staff Please make sure no more than 1 adult in the school foyer. Wipes by door for cleaning key pad Glass partitions to remain closed at all times - if necessary to open then face coverings should be worn by both people and 2m+ maintained. Where possible remote sign in activated on sites to reduce time spent in foyer and to allow use of alternative entrances to the premises.</p>	Improbable	Low
Other work areas	Exposure to infection from inadequate social distancing	Staff	Serious	<p>Where possible opportunity for working from home for PPA time, supporting online learning where work does not involve direct contact with pupils Furniture reconfigured in offices and screen in between office workers where required. Staff relocated within building to support social distancing Staff remaining in their own bubbles (Including office staff) All areas cleaned regularly IT equipment, phones & work areas must not be shared, if unavoidable then they must be cleaned between use. Where possible staff are relocated within building to support social distancing Staff rest rooms and toilets allocated to specific bubbles to reduce contact Staff meeting will be held remotely; if this is not possible 2m social distancing guidance will be followed Staff allocated to set STAFF REST AREAS and social distancing to be adhered to when in REST AREA these will vary in size and location but will alleviate all staff using a single space.</p>	Improbable	Low

				<p>When going to photocopier walk briskly past other staff to access. If photocopier in use wait away from the copier - 2 metres apart. Hand sanitiser to be used before and after using photocopier. Alcoholic wipes also to be used to wipe down as necessary.</p> <p>Meetings - consider the following steps when planning meetings: Use remote working/technology to avoid in-person meetings Only absolutely necessary participants should physically attend meetings and should maintain social distancing (2m). If you are unable to be 2m then this meeting should be undertaken remotely. Avoid transmission during meetings; for example, avoiding sharing pens, documents and other objects. Provide hand sanitiser in meeting rooms/spaces. Hold meetings outdoors or in well-ventilated rooms whenever possible For areas where regular meetings take place, using floor signage to help people to maintain social distancing. Consider using a larger space than normal, such as the school hall Consider the use of face coverings for staff during such meetings in line with the government guidance on this issue.</p>		
Transport	Exposure to infection from inadequate social distancing in transport to school	Pupils	Serious	<p>Drivers of taxis and vehicles up to 16 seats and Passenger Assistants will be wearing facemasks, as this group of people are in a more confined space, often for longer periods of time.</p> <p>Children are not required to wear masks or face coverings on school transport, unless the family choose to adopt this practice and only for those who understand and are safe to do so.</p> <p>Drivers and passenger assistants are to follow the social distancing guidelines, as far as possible, wash their hands as often and as soon as possible, before and after each time they use the vehicle.</p> <p>Vehicles will be cleaned at the end of every journey, taking particular attention to frequently touched areas such as door handles, back of seat coverings, hand rails, bell pushes and seatbelts.</p> <p>Transport will be provided by the usual bus or taxi company. There may be some extenuating circumstances to this, but users will be notified as soon as possible should that be the case.</p> <p>Children should wash their hands for 20 seconds before leaving home, if possible, sanitise their hands before boarding school transport.</p> <p>Children should sanitise their hands once they have left the transport, they should wash their hands thoroughly when they enter their home/school.</p>	Possible (cannot remain socially distanced in taxi and taxi will transport	Medium
Pupil Attendance	pupils non attendance clinical/PHE advice	pupils		<p>School attendance is mandatory from the beginning of the autumn term, usual rules for attendance apply.</p> <p>Where a pupil cannot attend due to clinical or PHE advice they should have immediate access to online learning.</p> <p>If a child has a social worker and they do not attend school the social worker must be informed.</p> <p>where a pupil is following PHE or clinical advice absence will not be penalised</p>		

Attendance will be coded as per govt advice - pupils not attending a session who meet the criteria for 'not attending in circumstances related to coronavirus (COVID-19)' should be recorded using code X. The guidance outlines when the 'X' code should and should not be used for recording Covid related absence.

where non- attendance become an issue the EWO will be engaged to support a return to school. Parents wishing to EHE must be sent the relevant information (leaflet available on right choice)and understand their legal obligations if the do so.

During 'Lockdown' or Tier 3 as advised Pupils who are CV should attend school, Pupils who are CEV (in receipt of a letter) should be educated remotely. children whose parent refuse to send them back to school - these children will be marked as unauthorised on the register. All possible means should be used to reassure parents and to ensure child attends school. (expect an increase as of 5th January). Register code as O.

the guidance states "All pupils and students should continue to attend education settings at all local tiers unless they are one of the very small number of pupils or students under paediatric or other NHS care and have been advised by their GP or clinician not to attend an education setting. Children and young people whose parents or carers are clinically extremely vulnerable should also continue to attend education settings"

During national Lockdown Children who are expected to attend EHCP/Vulnerable who DO not attend are coded 'C'
Other children absent are coded 'X'

School attendance will be mandatory for all pupils from 8 March 2021.

The usual rules on school attendance apply, including:

- parents' duty to secure their child's regular attendance at school (where the child is a registered pupil at school and they are of compulsory school age)
- the ability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct

Part 2

Maintaining Educational Provision for pupils who are working at home - Blended Learning

What is the Task/Activity or Environment you are assessing?	What Hazards are present or may be generated? Look at the activity processes or substances used that could cause harm to health or injury. Use a line for each one identified.	Who is affected or exposed to the hazards? (Staff, Students, Visitors, Contractors, Etc.)	What severity of harm can be reasonably expected ? (See definition Table 1)	What precautions (existing controls) are already in place to either eliminate, or reduce the risk of an accident or harm occurring?	What likelihood is there of an accident or harm occurring? (See Definitions Table 1)	What is the Risk Rating (see Risk Rating Matrix Table 2)
Maintaining contact with pupils staying at home - safeguarding pupils	Safeguarding concerns are not reported; pupil is placed at risk	Pupils	Serious	Concerns may become apparent during interaction in the community or online communication etc. During period of Lockdown staff to remain vigilant to lack of engagement and any concerning interaction/ phone calls with parents. Report on CPOMS unless urgent then imediate message to DSL.	Improbable	Low

	Enhanced risk to pupils re online safety resulting for increased internet exposure: working remotely without access to support from peer group and school	Pupils	Serious	All staff to be aware of arrangements in place to contact school DSL/DDSL Regular check in calls with parents and recording of calls Use of Dojo by Resource Base team to keep in touch with families. Ensure online safety sessions take place in live 'google meet' sessions and supported with appropriate activities online.	Possible	Medium
	E safety - Inappropriate staff contact	Pupils	Minor to Serious	Schools to make parents aware of sites they are asking their children to use and likely to interact with School to provide information to pupils and parents re online safety School to provide information to parents and pupils about Seesaw platform Schools to provide information to pupils and parents about Whisper	Improbable	Low
	Injury or contamination of staff undertaking home visits	Visiting staff	Serious	School e safety policy continues to apply in the event of home visits required in periods of lockdown/limited opening staff to text/phone dedicated person on arrival and leaving of the child's home as 2x people in one vehicle not safe/permitted. Communication must only take place through school channels approved by the SLT - use of school equipment only (where possible)	Improbable	Low
	Vulnerable pupils are missed through lack of contact	Pupils	Serious	Staff must not make informal arrangements to contact pupils using their own phones/devices Staff to follow government guidance on social distancing Speak to families on the doorstep or through a window Any home visit will be carried out by 2 members of staff subject to Risk Assessment associated with that home location and family profile. Staff to travel in separate cars.	Improbable	Low
Blended Learning provision for children to be able to continue their education if they or school staff are unable to come into school as a result of isolation.	access for all pupils may not be equitable, but offer must be made	pupils	medium	At least four hours a day of learning and activities will be made available via Seesaw and some elements of Google Classroom including Google Meet. Learning will be made available within 24 hours of school being notified of absence. Children are attending school as usual - Weekly home learning and daily practice will be set via Seesaw to access at home Individual children isolating - Children will carry out the same learning as those in class via devices at home - There will be daily interaction with children via Seesaw Individual teachers isolating - Supported by the staff in school, the class teacher will provide whole class teaching and learning. - There will be elements of daily teaching into the classroom via Google Meet where possible. - There will be daily interaction with children via Seesaw - Video will also support teaching and learning - Seesaw will be used daily to ensure that the provision is interactive and responsive.	probable (to happen)	high (likelihood of need)

School or Bubbles are closed

- The teachers will plan and provide whole class teaching and learning to be accessed via Seesaw at home.
- There will be some daily teaching via Google Meet/online platform.
- Video will also support teaching and learning.

Where necessary due to non-engagement online, or break down of technology, provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access.

Requirement during Lockdown for staff to track online engagement and to follow up lack of engagement, all schools to maintain a record of this and ensure where serious concerns exist these are tackled with parents and/or outside agencies as is appropriate. Ensure all avenues are pursued e.g. devices are provided if required.

Part 3

Arrangements for staff working home

What is the Task/Activity or Environment you are assessing?	What Hazards are present or may be generated? Look at the activity processes or substances used that could cause harm to health or injury. Use a line for each one identified.	Who is affected or exposed to the hazards? (Staff, Students, Visitors, Contractors, Etc.)	What severity of harm can be reasonably expected? (See definition Table 1)	What precautions (existing controls) are already in place to either eliminate, or reduce the risk of an accident or harm occurring?	What likelihood is there of an accident or harm occurring? (See Definitions Table 1)	What is the Risk Rating (see Risk Rating Matrix Table 2)
Use of Display screen equipment	Back, neck and wrist injury from poor posture and use of equipment over a prolonged period of time	Staff working from home	Serious	There are some simple steps people can take to reduce the risks from display screen work: breaking up long spells of work with rest breaks (at least 5 minutes every hour) or changes in activity avoiding awkward, static postures by regularly changing position getting up and moving or doing stretching exercises avoiding eye fatigue by changing focus or blinking from time to time practical advice on working at home including use of equipment can be found here; https://www.hse.gov.uk/toolbox/workers/home.htm	Improbable	Low
Lone working without supervision	There are greater risks for lone workers with no direct supervision	Staff working from home	serious	we will keep in touch with lone workers, including those working from home, and ensure regular contact to make sure they are healthy and safe. If contact is poor, workers may feel disconnected, isolated or abandoned. This can affect stress levels and mental health.		
Data Protection	Data breach exposes staff or pupils to risk of	Staff and pupils	Serious	Staff will notify DPO immediately Regular reminders to staff	Possible	Medium
	Data breach is undetected	Staff and pupils	Serious	All staff have received GPR training and are aware of their responsibilities re use and transfer of personal data School data protection policies and procedures apply	Possible	Medium

Workplace Stress exacerbated by social	Depression	Staff working from home	Serious	Weekly welfare checks made by line managers and colleagues - remotely by online methods Keep in touch with lone workers, including those working from home, and ensure regular contact to make sure they are healthy and safe.	Possible	Medium
	Anxiety and other forms of mental illness	Staff working from home	Serious	Staff are aware of their responsibilities for reporting a data breach to relevant staff at school. Our DPO is involved if required.	Possible	

Part 4 (Added December 2020)

Contingency planning (tiered responses and temporary closure)

What is the Task/Activity or Environment you are assessing?	What Hazards are present or may be generated? Look at the activity processes or substances used that could cause harm to health or injury. Use a line for each one identified.	Who is affected or exposed to the hazards? (Staff, Students, Visitors, Contractors, Etc.)	What severity of harm can be reasonably expected? (See definition Table 1)	What precautions (existing controls) are already in place to either eliminate, or reduce the risk of an accident or harm occurring?	What likelihood is there of an accident or harm occurring? (See Definitions Table 1)	What is the Risk Rating (see Risk Rating Matrix Table 2)
Government contingency plan is implemented - partial closure of schools	alteration to pupils attending school	pupils and staff	Medium	https://www.gov.uk/government/publications/coronavirus-covid-19-contingency-framework-for-education-and-childcare-settings School to plan for implementing partial opening to include; vulnerable children children with an EHCP Children of keyworkers (initiate a tier system to ensure sufficient capacity)	low	
	attendance of Keyworker & vulnerable children tiers of allocation	pupils and staff	Medium	Attendance to be assessed using the following criteria based on available places taking into consideration that teachers will be teaching their class remotely. 1) vulnerable (EHCP, social care other identified vulnerable) 2) single parent key worker 3) 2 key workers, 4) 1 key worker with other parent unable to work from home attendance codes to be adhered to: <i>"pupils not attending a session who meet the criteria for 'not attending in circumstances related to coronavirus (COVID-19)' should be recorded using code X"</i>	low	
	safeguarding	pupils	High	It is expected that schools and FE providers will have a trained DSL (or deputy) available on site. However, it is recognised that for some schools and FE providers there may be operational challenges to this. In such cases, there are two options to consider: -a trained DSL (or deputy) from the early years setting, school or FE provider can be available to be contacted via phone or online video, for example working from home - sharing trained DSLs (or deputies) with other schools or FE providers (who should be available to be contacted via phone or online video.		

	School meals	staff pupils	low	<p>Schools should provide meal options for all pupils who are in school and meals should be available free of charge to all infant pupils and pupils who meet the free school meals eligibility criteria.</p> <p>Schools should -continue to provide free school meals or food parcels for eligible pupils who are not attending school where they:</p> <ul style="list-style-type: none"> - -are not attending as a result of implementation of local restrictions advised by government <p>Schools should work with suppliers to prepare meals or food parcels to be collected by, or delivered to, these eligible children during their time at home. Any parcels should be distributed in line with guidance on social distancing and local restriction tiers and should meet the school food standards.</p> <p>The guidance on providing school meals during the coronavirus (COVID-19) outbreak outlines how and when children eligible for free school meals should be supported at home. It also contains information regarding best practice arrangements where food parcels are needed.</p>		
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Part 5 (Added December 2020)

Testing in schools

What is the Task/Activity or Environment you are assessing?	What Hazards are present or may be generated? Look at the activity processes or substances used that could cause harm to health or injury. Use a line for each one identified.	Who is affected or exposed to the hazards? (Staff, Students, Visitors, Contractors, Etc.)	What severity of harm can be reasonably expected ? (See definition Table 1)	What precautions (existing controls) are already in place to either eliminate, or reduce the risk of an accident or harm occurring?	What likelihood is there of an accident or harm occurring? (See Definitions Table 1)	What is the Risk Rating (see Risk Rating Matrix Table 2)
Lateral Flow testing for school staff	staff become complacent staff test +ve and therefore require PCR test	staff	Staff test +ve	<p><u>Primary schools including school-based nurseries will receive sufficient test kits to test their primary and early years staff. Maintained nursery schools will also receive testing kits to offer to their staff.</u></p> <p>Staff asked to complete MSForm opt in/out sheet Staff opting in, to be issued with one box (7 tests) - tests to be signed for and all logged on 'test log sheet'. All information for staff to be uploaded to trust website 'staff zone' for ease of access.</p>		

			<p>Staff training inc Q&A delivered to all Thursday 21.01.21 (recorded for those staff absent)</p> <p>Booklet created and shared with all staff to inform them of the procedures.</p> <p>NHS 'how to undertake the test' video shared with staff.</p> <p>MSTeams forms created for logging test results.</p>		
			<p>Staff to undertake test at home and report results as directed but must be reported to both NHS (portal) and School (MSForm).</p> <p>Positive LFD tests to be reported to Head Teacher immediately and NHS - follow self-isolation and book PCR test.</p> <p>Close contact protocol to be followed and where necessary bubble closure.</p> <p>Staff in primary schools will continue to test with LFDs twice a week at home, as per existing guidance on testing for staff in primary schools and nurseries. Primary age pupils will not be tested with LFDs.</p>		
			<p><u>If an individual who has had Covid-19 in the past 90 days</u></p> <p>DfE has recently published FAQs for primary testing on the Document Sharing Platform. This guidance states that.</p> <p>"If staff have recently (within 90 days) tested positive for COVID-19, they are likely to have developed some immunity. However, given the current prevalence of the virus and the pressing need to reduce transmission, we encourage staff to take an LFD test regardless of whether they have tested positive previously as this is a good indicator of high viral load, and therefore infectiousness. If staff have recently tested positive for COVID-19, they should complete their period of isolation before returning to school or nursery and resume twice-weekly testing. If symptoms (other than cough or a loss of, or change in, normal sense of taste or smell) persist, this could be longer than the normal 10-day self-isolation period for confirmed cases. This is described in stay-at-home guidance for households with possible or confirmed coronavirus (COVID-19) infection."</p>		
			<p><u>Change the 90 days re-testing approach to align the education sector guidance with the rest of the LFD testing advice:</u></p> <p>If staff have recently (within 90 days) had a positive PCR test for COVID-19, they are likely to have developed some immunity. Individuals are exempt from testing by both PCR and LFD within 90 days of a positive PCR test, unless they develop new symptoms. However, individuals may choose to take a LFD test after the isolation period, for example as part of a workplace or community testing programme. This should only be done after completion of the required self-isolation period as per the NHS stay at home guidance. If they test positive with a LFD test, they will be required to self-isolate for 10 days or longer if symptomatic. They are still required to self-isolate if they are identified as a close contact of a positive case, even if this is within the 90 day window.</p>		

