

**Risk assessment WNAT (School Name)**  
F625a

<b>Department:</b> WNAT <b>Section/Team:</b> Operations <b>Location:</b> WNAT <b>Activity/Area:</b> Education <b>Assessor Name:</b> M Fitzpatrick <b>Manager Name:</b> A Johnson	<b>Assessment Number:</b> 12 <b>Assessment Date:</b> 10/06/21 <b>Review Date:</b> 10/7/21 or in the event of significant change.
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The system of controls: protective measures	<p>Having assessed the risk, schools must work through the below system of controls, adopting measures in a way that addresses the risk identified in their assessment, works for their school, and allows them to deliver a broad and balanced curriculum for their pupils, including full educational and care support for those pupils who have SEND.</p> <p>If schools follow the guidance set out here they will effectively reduce risks in their school and create an inherently safer environment.</p> <p><b>System of controls</b></p> <p>This is the set of actions schools must take. They are grouped into 'prevention' and 'response to any infection' and are outlined in more detail in the sections below.</p> <p><b>Prevention</b></p> <ol style="list-style-type: none"> <li>1) Minimise contact with individuals who are required to self-isolate by ensuring they do not attend the school.</li> <li>2) Ensure face coverings are used in recommended circumstances.</li> <li>3) Ensure everyone is advised to clean their hands thoroughly and more often than usual.</li> <li>4) Ensure good respiratory hygiene for everyone by promoting the 'catch it, bin it, kill it' approach.</li> <li>5) Maintain enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents.</li> <li>6) Consider how to minimise contact across the site and maintain social distancing wherever possible.</li> <li>7) Keep occupied spaces well ventilated.</li> </ol> <p><b>In specific circumstances:</b></p> <ol style="list-style-type: none"> <li>8) Ensure individuals wear the appropriate personal protective equipment (PPE) where necessary</li> <li>9) Promote and engage in asymptomatic testing, where available.</li> </ol> <p><b>Response to any infection</b></p> <p><b>You must always:</b></p> <ol style="list-style-type: none"> <li>10) Promote and engage with the NHS Test and Trace process.</li> <li>11) Manage and report confirmed cases of coronavirus (COVID-19) amongst the school community.</li> <li>12) Contain any outbreak by following local health protection team advice.</li> </ol>
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What are the hazards?	Who might be harmed and how	Existing Risk controls	Assessment of Risk			Action by whom	Action by when	Remarks/Actions
			L	C	RR			
Awareness of policies and procedures	Students, Employees, Visitors and Contractors	1. All staff, pupils, parents, governors, visitors and volunteers are aware of all relevant policies and procedures including, but not limited to, the following: <ol style="list-style-type: none"> <li>Health and Safety Policy</li> <li>First Aid Policy</li> </ol> 2. All staff have regard to all relevant guidance and legislation including, but not limited to, the following: <ol style="list-style-type: none"> <li>The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013</li> <li>The Health Protection (Notification) Regulations 2010</li> <li>Public Health England (PHE) (2017) '<a href="#">Health protection in schools and other childcare facilities</a>'</li> <li>PHE '<a href="#">The Spotty Book Notes on infectious diseases in Schools and Nurseries</a>'</li> <li>PHE '<a href="#">COVID-19: cleaning in non-healthcare settings outside the home</a>'</li> <li>DfE '<a href="#">Schools coronavirus (COVID-19) operational guidance Updated May 21</a>'</li> </ol> 3. The relevant staff receive any necessary training that helps minimise the spread of infection, e.g. infection control training.           4. The school keeps up-to-date with advice issued by, but not limited to, the following: <ol style="list-style-type: none"> <li>DfE</li> <li>NHS</li> <li>Department for Health and Social Care</li> <li>PHE</li> <li>The school's local health protection team (HPT)</li> </ol> 5. Staff are made aware of the school's infection control procedures in relation to coronavirus via email, briefs and contact the school as soon as possible if they believe they may have been exposed to coronavirus.           6. Parents are made aware of the school's infection control procedures in relation to coronavirus via letter and social media – they are informed that they must contact the school as soon as possible if they believe their child has been exposed to coronavirus.           7. Pupils are made aware of the school's infection control procedures in relation to coronavirus via an assembly and are informed that they must tell a member of staff if they feel unwell.           8. The Staff and Volunteer Confidentiality and Pupil Confidentiality are respected at all times.	2	4	8	Headteacher		
Attendance Students	Students, Employees, Visitors and Contractors	1. School attendance has been mandatory for all pupils as of 8th March.  <b>Students abroad who are unable to return</b>  2. Schools should continue to engage with families who are intending to travel abroad to understand the child's circumstances and their plans to return. 3. Where able to do so, schools should provide remote education for pupils who are abroad, and facing challenges to return due to COVID-19 travel restrictions, for the period they are abroad.  <b>Travel and Quarantine</b>  4. All pupils travelling to England must adhere to government travel advice and parents should bear in mind the impact on their child's education which may result from any requirement to quarantine or isolate upon return. 5. Those arriving from a 'red list' country, or have transited through one in the past 10 days, must quarantine in a government approved facility with a parent or legal guardian rather than at home. 6. Those arriving from an 'amber list' country must quarantine at home or in the place they are staying for 10 days. 7. Schools should consider the requirement for remote education for pupils who are required to quarantine post arrival back into the country	2	4	8	Headteacher		
Attendance (Staff)	Students, Employees, Visitors and Contractors	1. School leaders are best placed to determine the workforce that is required in school, taking into account the updated guidance for those staff who are clinically extremely vulnerable. The expectation is that those staff not attending school will work from home where possible.	2	4	8	Headteacher		

		<p>2. All staff attending the school setting should follow the measures set out in the system of controls section of this Risk Assessment to minimise the risks of transmission.</p> <p>3. School leaders should explain to staff the measures the school has put in place to reduce risks. We anticipate adherence to the measures in this guidance will provide the necessary reassurance for staff to attend school.</p> <p>4. If staff are concerned, including those who may be clinically vulnerable or who believe they may be at possible increased risk from coronavirus, we recommend school leaders discuss any concerns individuals may have around their particular circumstances and reassure staff about the protective measures in place</p>						
Poor hygiene practice	Students, Employees, Visitors and Contractors	<p>8. Posters are displayed throughout the school reminding pupils, staff and visitors to wash their hands, e.g. before entering and leaving the school.</p> <p>9. Pupils, staff and visitors are to wash their hands with soap or alcohol-based sanitiser (that contains no less than 60 percent alcohol)</p> <p>10. Sufficient amounts of soap (or hand sanitiser where applicable), clean water and paper towels are supplied in all toilets and kitchen areas.</p> <p>11. Pupils are supervised by staff when washing their hands to ensure it is done correctly, where necessary.</p> <p>12. Pupils must not share cutlery, cups or food.</p> <p>13. All cutlery and cups are thoroughly cleaned before and after use.</p> <p>14. Cleaners are employed by the school to carry out daily, thorough cleaning that follows Gov guidance <a href="#">‘COVID-19: cleaning of non-healthcare settings’</a></p> <p>15. The site manager arranges enhanced cleaning to be undertaken where required</p>	3	4	16	Headteacher		
Response to any infection	Students, Employees, Visitors and Contractors	<p>1. <b>Staff members, parents and carers will need to:</b></p> <p>a. book a test if they or their child has symptoms - the main symptoms are: a high temperature a new continuous cough a loss or change to your sense of smell or taste</p> <p>b. self-isolate immediately and not come to school if: they develop symptoms they have been in close contact with someone who tests positive for coronavirus (COVID-19) anyone in their household, support or childcare bubble develops symptoms of coronavirus (COVID-19) they have been advised to isolate by NHS test and trace or the PHE local health protection team. <b>they provide a positive LFD test result ( If a negative PCR test result is provided within 2 days of the LFD result the individual no longer needs to self-isolate)</b></p> <p>c. provide details of anyone they have been in close contact with, if they test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace</p> <p>2. <b>Manage confirmed cases of coronavirus (COVID-19) amongst the school community</b></p> <p>Swift action must be taken when someone tests positive for coronavirus (COVID-19). If someone who uses dedicated transport tests positive, you should work with local authorities to identify close contacts.</p> <p>If you require support use the dedicated advice service introduced by PHE, which can be reached through the DfE helpline on 0800 046 8687, or their PHE local health protection team if escalated. Based on their advice, people who have been in close contact with the person who has tested positive must be sent home and advised to self-isolate immediately and for at least the next 10 full days counting from the day after contact with the individual who tested positive. It is a legal requirement for an individual to self-isolate if they have been told to do so by NHS Test and Trace.</p> <p>A risk assessment may be undertaken to determine this, but a close contact can be anyone who:</p>	2	4	8	Headteacher		

		<ul style="list-style-type: none"> <li>lives in the same household as someone with coronavirus (COVID-19) symptoms or who has tested positive for coronavirus (COVID-19)</li> <li>has had any of the following types of contact with someone who has tested positive for coronavirus (COVID-19) with either a PCR test or LFD test (if a confirmatory PCR test is negative, provided it was taken within two days of the positive LFD, it overrides the lateral flow test and close contacts can stop self-isolating):             <ul style="list-style-type: none"> <li>face-to-face contact including being coughed on or having a face-to-face conversation within 1 metre</li> <li>been within 1 metre for 1 minute or longer without face-to-face contact</li> <li>been within 2 metres of someone for more than 15 minutes (either as a one-off contact or added up together over 1 day)</li> </ul> </li> <li>travelled in the same vehicle or a plane</li> <li>Whilst awaiting the confirmatory PCR result, pupils, students and staff and close contacts should continue to self-isolate.</li> </ul> <p>If someone who uses transport tests positive, the assessment is likely to take account of factors such as:</p> <ul style="list-style-type: none"> <li>vehicle size</li> <li>degree of face-to-face contact</li> <li>length of time in close proximity</li> <li>whether a Perspex screen is in place</li> </ul> <p>3. <b>Contact tracing</b> - The school will notify the PHE HPT and the Trust straight away if they are made aware of a member of staff or child in a cohort has tested positive.</p> <p>4. <b>PHE HPT Actions</b> - The school will notify the PHE HPT and the Trust straight away if they are made aware of a member of staff or child in a cohort has tested positive.</p> <p>5. <b>Test result actions –</b></p> <p>a. The school will contact the Trust in the event of a positive test.</p> <p>6. <b>Education contingency planning</b> - The setting has plans in place to be able to provide remote education to pupils who are isolating or staying at home under localised outbreak control arrangements.</p> <p>7. <b>Waste</b> - If a person is symptomatic on the premises the cleaning cloths used and tissues etc is double bagged and tied and kept separately for 72 hours (secured from pupil access) before being disposed of with normal waste.</p>						
Spread of infection	Students, Employees, Visitors and Contractors	<ol style="list-style-type: none"> <li>Spillages of bodily fluids, e.g. respiratory and nasal discharges, are cleaned up immediately in line with Gov guidance <a href="#">‘COVID-19: cleaning of non-healthcare settings’</a>.</li> <li>Parents are informed via letter not to bring their children to school or on the school premises if they show signs of being unwell and believe they have been exposed to coronavirus.</li> <li>Staff and pupils do not return to school before the minimum recommended exclusion period (or the ‘self-isolation’ period) has passed, in line with national guidance.</li> <li>Pupils who are unwell are not taken on school trips or permitted to enter public areas used for teaching, e.g. swimming pools.</li> <li>Parents notify the school if their child has an impaired immune system or a medical condition that means they are vulnerable to infections.</li> <li>Any additional provisions for pupils who are vulnerable to infections are put in place by the headteacher, in liaison with the pupil’s parents where necessary.</li> </ol>	2	4	8	Headteacher		
Poor management of infectious diseases	Students, Employees, Visitors and Contractors	<ol style="list-style-type: none"> <li>Everyone is instructed to monitor themselves and others and look out for similar symptoms if a pupil or staff member has been sent home with suspected coronavirus.</li> <li>Staff are vigilant and report concerns about their own, a colleague’s or a pupil’s symptoms to their line manager or headteacher</li> <li>The school is consistent in its approach to the management of suspected and confirmed cases of coronavirus.</li> <li>The school is informed by pupils’ parents when pupils return to school after having coronavirus – the school informs the relevant staff.</li> <li>Staff inform the headteacher when they plan to return to work after having coronavirus.</li> <li>The site manager monitors the cleaning standards of school cleaning staff/contractors and discusses any additional measures required with regards to managing the spread of coronavirus.</li> </ol>	2	4	8	Headteacher		
Communication	Students, Employees, Visitors and Contractors	<ol style="list-style-type: none"> <li><b>General Arrangements</b> -             <ol style="list-style-type: none"> <li>Arrangements have been put in place to ensure communication and collaboration between pupils, staff, staff representatives (e.g. unions) and parents. Communication routes are publicised and have been formally planned.</li> </ol> </li> </ol>	2	4	8	Headteacher		

		<p>b. Arrangements are in place to ensure that parents support the school requirements and to support hygiene requirements with pupils both in and outside the school.</p> <p>c. Parents and carers have been communicated with about symptoms and household isolation requirements</p> <p>d. Staff report immediately to the headteacher about any cases of suspected coronavirus, even if they are unsure.</p> <p>e. The headteacher contacts the local HPT immediately about any suspected cases of coronavirus, even if they are unsure, and discusses if any further action needs to be taken.</p> <p>f. Schools put into place any actions or precautions advised by their local HPT.</p> <p>g. Schools contact their local HPT for specific recommendations for their school.</p> <p>h. Schools keep staff, pupils and parents adequately updated about any changes to infection control procedures as necessary.</p> <p>i. A letter (Communicating arrangements with parents and parent engagement (primary and Early Years or Secondary) has been completed and sent to all parents/Carers, where required the School has added additional information that has been identified in this risk assessment.</p> <p>2. <b>Visitors</b> - Information about visitor arrangements are displayed in a suitable place where necessary, including information about social distancing, hygiene and not attending the person has symptoms. Where possible this information is also shared on the school website or directly with visitors in advance.</p> <p>a. A record of all visitors should be kept</p> <p>3. <b>Communicating safety arrangements</b> -</p> <p>a. Site signage has been reviewed</p> <p>b. Site changes such as entrances and exits will be identified where required</p> <p>c. Communication will include the use of recommended information on notice boards and throughout the school, for example, handwashing, key staff notices</p> <p>d. The arrangements that have been put in place have considered additional and inclusive support measures where needed, for example, routes have been marked in braille or with other meaningful symbols.</p> <p>i. Instructions have been given to all users of hand sanitiser to ensure that they allow it to dry before going near to ignition sources or touching any surfaces as well as How to hand rub.</p> <p>i. The <a href="#">COVID-19 Secure</a> notice is displayed to confirm that all required measures have been implemented.</p>						
Disruption to the running of the school and exams	Students, Employees, Visitors and Contractors	<p>1. The school adheres to and keeps up-to-date with the latest local and national advice about school closures – advice is sought from the LA, local HPT or DfE helpline where required.</p> <p>2. <a href="#">Schools coronavirus (COVID-19) operational guidance - GOV.UK Annex B - Provides guidance information relating to the summer term for Year 11 and 13 pupils</a></p>	2	3	6	Headteacher		
Preparing for a school closure	Students, Employees, Visitors and Contractors	<p>1. The school communicates with parents via letter, text or email as soon as possible about a school closure and the cancellation of any school trips or extra-curricular activities.</p> <p>2. Pupils are informed via small group/virtual assembly about the school closure and what is expected of them should they need to work from home.</p> <p>3. The headteacher puts a plan in place to manage staff workload in preparation for a school closure.</p> <p>4. The headteacher puts a plan in place for pupils' continued education during a school closure to ensure there is minimal disruption to pupils' learning – this includes a plan to monitor pupils' learning while not in school.</p> <p>5. The Behavioural Policy and Staff Code of Conduct are adhered to at all times, even while working remotely.</p> <p>6. Communication lines are kept open between staff during a school closure – staff know to report to their line manager if there is an issue.</p> <p>7. The headteacher ensures all pupils have access to school work and the necessary reading materials at home, prior to a school closure.</p> <p>8. The headteacher works with the WNAT ICT team to ensure that all technology used is accessible to all pupils – alternative arrangements are put in place where required.</p> <p>9. The headteacher liaises with the relevant organisations to ensure adequate provision is in place for all pupils to be able to work from home, e.g. learning support.</p> <p>10. The Site Manager arranges for the school to be deep cleaned if necessary in the event there is a school closure if required.</p> <p>11. The school manages the use of parents' and pupils' contact details in line with the Data Protection Policy and Records Management Policy, e.g. collecting emails to send school work to the pupil.</p>	2	3	6	Headteacher		
Vacant and partially open premises	Students, Employees, Visitors and Contractors	<p>1. During partial or full closure, educational settings continue to be responsible for a range of health and safety measures and statutory compliance. Gov Guidance <a href="#">Schools coronavirus (Covid-19) operational guidance</a></p> <p>2. Access to the school is restricted – additional security is arranged and put in place.</p> <p>3. The headteacher and site manager remain on-call in case of an emergency or if access to the school is required.</p>	2	2	4	Headteacher		

		<p>4. External signage is visible to show that the school is closed and that access is restricted.</p> <p>5. Valuable school property and equipment is identified and reasonable measures are in place to ensure security.</p> <p>6. The site manager ensures the school premises are safe to return to before school activity resumes.</p> <p>7. Any hazards are reported to the headteacher as soon as possible and issues are resolved prior to staff and pupils returning to school.</p> <p>8. The headteacher ensures the school reopens only when it is safe and advisable to do so, in line with local and national advice.</p>						
Contractor working	Students, Employees, Visitors and Contractors	<p>1. Contractors should be directed to follow guidance issued and approved by HM Gov delivered by the <a href="#">Construction Leadership Council: Site Operating Procedures - Protecting Your Workforce</a>.</p> <p>2. Where possible visits that are not essential to education and safeguarding should occur out of hours.</p> <p>3. Where visits cannot take place outside of school ours, e.g. because they cannot be rescheduled or are needed during the day, an assessment of how social distancing can be maintained must be carried out and agreed in advance.</p> <p>4. Contractors who provide services on school premises have confirmed they are COVID-19 secure</p>	2	4	8	Headteacher		
Emergencies	Students, Employees, Visitors and Contractors	<p>1. <b>Fire evacuation -</b></p> <p>a. Fire assembly points have been reviewed to ensure that pupils do not gather in groups, where required, separate assembly points have been introduced in order to prevent large gatherings in one place.</p> <p>b. Carry out emergency drills as normal (following social distancing as appropriate). You should make adjustments to your fire drill to allow for social distancing as appropriate. Refer to advice on <a href="#">fire safety in new and existing school buildings</a>.</p> <p>c. Staff and pupils understand that in an emergency they must leave without delay</p> <p>2. <b>First aid -</b></p> <p>a. <b>First aid needs assessment</b> - You should discuss the risk assessment with your first aiders so they are confident about providing the right assistance. This includes knowing what equipment they can use to minimise risk of infection transmission, as explained below</p> <p>b. <b>Guidance for first aiders</b></p> <p style="padding-left: 40px;">Try to assist at a safe distance from the casualty as much as you can and minimise the time you share a breathing zone.</p> <p style="padding-left: 40px;">If they (casualty) are capable, tell them to do things for you, but treating the casualty properly should be your first concern. Remember the 3P model – preserve life, prevent worsening, promote recovery.</p> <p>1. <b>Preserve life: CPR</b></p> <p>a. Call 999 immediately – tell the call handler if the patient has any COVID-19 symptoms</p> <p>b. Ask for help. If a portable defibrillator is available, ask for it</p> <p>c. 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</p> <p>d. If available, use:</p> <p>e. a fluid-repellent surgical mask</p> <p>f. disposable gloves</p> <p>g. eye protection</p> <p>h. apron or other suitable covering</p> <p>i. Only deliver CPR by chest compressions and use a defibrillator (if available) – don’t do rescue breaths (for CPR in paediatric settings see specific guidance from the Resuscitation Council UK)</p> <p>2. <b>Prevent worsening, promote recovery: all other injuries or illnesses</b></p> <p>a. If you suspect a serious illness or injury, call 999 immediately – tell the call handler if the patient has any COVID-19 symptoms</p> <p>b. If giving first aid to someone, you should use the recommended equipment listed above if it is available</p> <p>c. You should minimise the time you share a breathing zone with the casualty and direct them to do things for you where possible</p> <p>3. <b>After delivering any first aid</b></p> <p>a. Ensure you safely discard disposable items and clean reusable ones thoroughly</p> <p>b. Wash your hands thoroughly with soap and water or an alcohol-based hand sanitiser as soon as possible</p> <p>c. <b>First aid cover and qualifications during the pandemic</b></p> <p><b>i. First Aid at Work (FAW) and Emergency First aid at Work (EFAW) certificates requalification</b></p>	2	4	8	Headteacher		

		1. First aid providers have resumed first aid training and assessment. In some cases, there remains a back log or limited availability.						
Executive Management Team responsibilities	Students, Employees, Visitors and Contractors	<p>1. <b>Ensuring Compliance</b> - The school will follow their normal arrangements to encourage safe behaviours and actions if Trust/School standards are not followed.</p> <p>a. The Senior management team have reviewed the operation of the setting in the light of welcoming all children and young people back during the pandemic and have made alterations so that:</p> <p>b. The number of contacts that pupils and staff have during the school day are minimised</p> <p>c. The distance between people in the setting is maximised as much as possible,</p> <p>d. Implementation of robust universal hygiene measures is supported through the provision of hygiene stations, reducing contact points and touch surfaces and supporting effective hand drying</p> <p>e. Enhanced cleaning arrangements can be implemented</p> <p>f. The whole setting community are engaged with and support the national effort to reduce the spread of the virus</p> <p>g. Specific consideration has been given to the management of the first day back and consideration given to staggering returns to eliminate groups gathering together</p> <p>2. <b>Trustee engagement</b> - Trustees are involved and supporting the school to ensure that required actions are completed and have reviewed this assessment as part of their role.</p> <p>3. <b>Safeguarding</b> - The introduction of new arrangements have been reviewed by the Executive Management Team ensure that they do not impact on safeguarding requirements in the Trust/School</p> <p>4. <b>Premises adaptations</b> - Small adaptations identified through risk assessment such as installation of door guards to keep doors open in order to improve ventilation; efficient hand driers to ensure thorough hand drying have been authorised and actioned.</p> <p>5. <b>Supply chain</b> -</p> <p>a. Business management teams will ensure that arrangements are in place for the continuity of essential supplies, for example, cleaning and disinfection products, liquid soap, paper towels (where used), hand sanitiser and PPE that is specified in PPE guidance.</p> <p>b. Arrangements have been made to ensure that equipment purchased is fit for purpose e.g. meets with required standards.</p>	2	4	8	Headteacher		
Staffing arrangements	Students, Employees, Visitors and Contractors	<p>1. <b>Staffing levels</b> – Temporary staff, external specialist support staff and specialist coaches are permitted on the following basis:</p> <p>a. Short duration, ad hoc work is avoided where possible</p> <p>b. They are assigned to consistent groups in the same way as permanent staff are to limit the number of children they interact with (coaching timetables have been rearranged to longer rotas than normal where necessary)</p> <p>c. All infection control requirements are followed.</p> <p>d. Longer assignments with supply teachers are agreed where possible in order to limit the number of temporary staff entering the school premises.</p> <p>e. Teaching staff breaks are organised in a way that avoids staff covering from a different group</p> <p>f. ITT trainees can continue to go into their host school.</p> <p>g. Where teachers and other staff need to operate across different classes and year groups in order to facilitate the delivery of the school timetable, they are assigned consistently in line with wider principles of bubbles.</p> <p>h. Wherever bubbles are compromised as a result of timetable, curriculum or other delivery needs the setting ensures scrupulous compliance with all of the required infection control measures because the increases in staff changes increases the opportunity for the virus to transmit</p> <p>i. Where volunteers are used the same staff principles are applied.</p> <p>2. <b>Business support and premises management staff</b> -</p> <p>a. Staff work from home is instigated as a normal activity</p> <p>b. Hot desking is avoided</p> <p>3. <b>Premises and cleaning staff</b> -</p> <p>a. Staff who carry out cleaning are familiar with the cleaning and disinfecting processes that are required at this time.</p> <p>b. Activities are scheduled to avoid times where pupils and staff are using the same areas unless staff are part of the same bubble/group.</p> <p>c. Staff who carry out cleaning and disinfection have the appropriate equipment required if cleaning is needed after a symptomatic person has left the building.</p> <p>4. <b>Volunteers</b> - will work in the school only where essential and will be provided with the same information, instruction and support as staff members.</p> <p>5. <b>Peripatetic teachers</b></p>	2	4	8	Headteacher		

		a. Schools can continue to engage peripatetic teachers during this period						
Pupil and staff grouping	Students, Employees, Visitors and Contractors	<p>1. <b>Developing Groups</b> - Main groups have been developed that are the smallest practicable whilst enabling all pupils to return and a full curriculum to be taught.</p> <p>a. Groups are kept as static as possible including staff assigned to the groups</p> <p>b. Only where necessary extended groups have been created to accommodate specific activities.</p> <p>c. Extended groups remain as small and consistent e.g. for wraparound care, specialist teaching and transport needs.</p> <p>d. Extended or separate groups applied to specific activities e.g. transport or wraparound care are arranged in line with main setting groups as much as possible</p> <p>e. Contact within and between groups is minimised through distancing measures which are outlined in this assessment.</p> <p>f. Consideration has been given to reducing the number of children to staff ratio further where necessary to assist with social distancing measures. Circumstances considered include:</p> <p>i. some secondary curriculum practical activities</p> <p>ii. music</p> <p>iii. With very young children</p> <p>iv. Because of health conditions or understanding of the children</p> <p>g. In order to enable distancing through designing spaces that achieves more separation.</p> <p>2. <b>Keeping cohorts together where possible</b> -</p> <p>a. Pupils will stay in their class/group wherever it is possible throughout the day, or on subsequent days.</p> <p>b. Arrangements have been put in place to avoid mixing with other groups throughout the day e.g. During lunchtimes, breaks, PE, or on subsequent days.</p> <p>c. Staff are paired consistently for two person activities e.g. supervision, teaching, personal care.</p> <p>d. Where possible the same teachers and other staff are assigned to each class group, and where possible for the same day and subsequent days.</p> <p>e. Where possible pupils use the same desk each day where they attend on consecutive days.</p> <p>f. Group mixing at the settings provided breakfast and afterschool clubs are avoided (and only essential clubs are operating).</p> <p>g. Larger spaces are not used by more than one group without partitioning in order to create physical separation.</p> <p>3. <b>Contact records</b> - Contact records of groups are maintained in line with COVID Management Guidance.</p>	2	4	8	Headteacher		
Reducing and managing visitors (including familiarisation and parents evenings).	Students, Employees, Visitors and Contractors	<p>1. Parents must be advised that they should only come into the school for essential reasons e.g. illness, testing or safeguarding factors and information about contacting by phone instead of having face to face meetings. Only one parent will be allowed to visit the school in these circumstances.</p> <p>1. The number of visitors has been minimised as much as possible</p> <p>2. Visitor times are planned to separate visitors from other site users</p> <p>3. Visits are by appointment only</p> <p>4. Visitors are advised of the following in advance:</p> <p>a. Expectations while they are on the site, which entrances and exits to use, vehicle movement and parking and how you will ensure their safety</p> <p>b. Any specific arrangements for example, areas of the premises that are suitable for use, and to not use spaces that are already occupied.</p> <p>c. Action to take if they cannot maintain keep away from others</p> <p>d. To leave the setting immediately if they develop symptoms, no matter how mild.</p> <p>e. How you will maintain social distancing during the visit.</p> <p>5. Visitors are provided with further information on arrival and asked to perform hand hygiene</p> <p>6. Visitors confirm that they do not have symptoms no matter how mild.</p> <p>7. Visitors who sign in either use their own pen or are provided with a pen that they take with them.</p> <p>8. The reception is operating on a one in and one out basis for essential visitors</p> <p>9. Where reception desks are open, staff maintain a 2 metre distance from visitors, (the use of floor markings may be considered useful). Where this is not possible screens have been installed to protect staff</p> <p>10. Visitor records are maintained for contact tracing requirements</p>	2	4	8	Headteacher		



Travel and parking	Students, Employees, Visitors and Contractors	<p>1. <b>General -</b></p> <p>a. The school have assessed that any additional vehicles and vehicle movements can be carried out safely (a vehicle movement assessment has been carried out where required)</p> <p>b. Carers/parents in clinically vulnerable groups are discouraged through communications, from dropping off and picking up children</p> <p>2. <b>Cycling -</b> Pupils are instructed to use bike racks one at a time. Additional bikes racks or areas are provided where required.</p> <p>3. <b>Car journeys -</b></p> <p>a. Parents, staff and pupils have been advised not to gather in parking areas.</p> <p>b. Parents and staff have been advised that only the same household members should travel together by car</p> <p>c. Staff do not transport a symptomatic pupil (unless specifically in relation to a residential setting)</p> <p>4. <b>On Foot -</b></p> <p>a. Pupils and parents have been advised that it is preferable that members of the household should walk to the school together where possible</p> <p>b. Pupils and parents have been advised that they should not walk together in large groups</p> <p>5. <b>Dedicated School Transport -</b></p> <p>a. The approach to dedicated transport should align wherever possible with the principles underpinning the system of controls set out in this document and with the approach being adopted for your school. It is important, wherever it is possible, that:</p> <ul style="list-style-type: none"> <li>• social distancing should be maximised within vehicles</li> <li>• children either sit with their 'bubble' on school transport, or with the same constant group of children each day</li> <li>• children should clean their hands before boarding transport and again on disembarking</li> <li>• additional cleaning of vehicles is put in place</li> <li>• organised queuing and boarding is put in place</li> <li>• through ventilation, fresh air (from outside the vehicle) is maximised, particularly through opening windows and ceiling vents</li> <li>• Children must not board home to school transport if they, or a member of their household, has symptoms of coronavirus (COVID-19).</li> </ul> <p>i. In accordance with advice from PHE, children and young people aged 11 and over are recommended to wear a face covering when travelling on dedicated transport. A face covering is a covering of any type which covers your nose and mouth. This does not apply to people who are exempt from wearing a face covering on public transport.</p> <p>6. <b>Wider Public Transport –</b></p> <p>a. Pupils, parents and staff have been advised not to use school transport if they have symptoms</p> <p>b. Pupils, parents and staff have been advised to wash their hands before and after using transport services</p> <p>c. Pupils, parents and staff have been advised of the government advice to wear face coverings when travelling on public transport, unless it is not safe to do so</p> <p>d. Families using public transport should refer to the <a href="#">safer travel guidance for passengers</a>.</p>	2	4	8	Headteacher		
Arriving at and leaving the School	Students, Employees, Visitors and Contractors	<p>1. <b>General principles</b></p> <p>a. Particular attention has been given to how the first day of term will be organised with both new and existing pupils supported to follow infection control requirements. Consideration has been given to staggering the return to school by welcoming back different year groups/classes on different days to help everyone get used to the new way of operating.</p> <p>b. Consideration has been given to 'walking buses' (supervised walking groups to and from school.</p> <p>c. Where possible entrances are supervised to support hand sanitising on arrival.</p> <p>d. Where possible arrival and leaving times are staggered by adjusting the start and finish in order to keep groups apart and avoid rush hour</p> <p>e. Where times cannot be altered, for example, due to public transport, plans are in place to prevent groups from mixing once at the setting and busy transit routes.</p> <p>f. There are hand sanitiser stations for pupil and visitor use</p> <p>g. Disinfection arrangements are in place for potential points of contact in receptions, entrances and transit routes during periods of high use</p> <p>h. The impact of weather changes e.g. where external queuing will become a significant part of safety arrangements is considered.</p>	2	4	8	Headteacher		

		<p>i. The management of deliveries to eliminate close contact e.g. having a pre-arranged drop off point, the delivery driver signing for you</p> <p>2. <b>Parents and pupils</b> – arriving and leaving the premises –</p> <p>a. All site movements will be supervised by staff members who will ensure that social distancing measures are being followed</p> <p>b. Parent/carer pick up and pick up protocols have been developed to minimise adult to adult contact and avoiding gatherings.</p> <p>c. Parents should be advised that only one parent is to conduct drop-off and pickup of their child.</p> <p>d. Reception teachers will check with the parent and/or pupil about the pupil's health and ask them to wash their hands, on arrival in the building.</p> <p>e. For all other years not including Reception class parents are expected to drop their child at the gates and a member of staff from the group will greet each child, ask them to wash their hands and check in with them to ensure they do not have symptoms.</p> <p>f. Early Years classes will arrange for children to be dropped off and collected at the door/threshold of the setting where possible</p> <p>1. <b>Managing peak times</b> -</p> <p>a. Additional entrances, such as fire exits and other direct classroom exits are used and supervised to reduce gatherings at the school entrance (hand sanitiser has been provided at these points)</p> <p>b. Where alternative entrances cannot be provided, times have been staggered to prevent queuing.</p> <p>c. Floor marks have been added to assist with social distancing in outside areas.</p> <p>d. Staff supervise at peak times.</p> <p>2. <b>Reception class</b> -</p> <p>a. Parents and carers will be given drop off times in order to avoid groups arriving together and using entrances at the same time.</p> <p>b. Where possible, additional supervised entrances will be used to avoid people gathering at the same time</p> <p>c. Parents should be advised that only one parent is to conduct drop off and pickup of their child.</p> <p>3. <b>Bags and coats</b> -</p> <p>a. Staggered access times allow for cloakrooms to be used without pupils gathering.</p> <p>b. Alternative areas that are not being used have been allocated for cloak room use in order to prevent pupils gathering. Times of use are supervised and managed.</p>						
Educational activities	Students, Employees, Visitors and Contractors	<p>1. <b>Classrooms and other learning environments</b> -</p> <p>a. Alternative larger spaces such as gyms and halls are considered to accommodate groups and support distancing to be maintained</p> <p>b. Distancing is encouraged by reconfiguring furniture and chairs are forward facing</p> <p>c. Unnecessary furniture and objects are removed where possible</p> <p>d. The position of the teacher's space/desk is considered as part of the configuration to support distancing from the class.</p> <p>e. Where bags are not allowed to be kept at desks/workspaces e.g. science lessons or DT lessons they are safely stored in a way that does not encourage congregating and touching each other's belongings e.g. use of lockers, bag hooks</p> <p>f. The teaching approach is modified to keep a distance from children in the class as much as possible, particularly close face to face support</p> <p>g. Where close contact is needed this is conducted side by side rather than face to face</p> <p>h. Pupils are not called to the front of the class</p> <p>i. Staff going to a pupils desk to check on their work is avoided</p> <p>j. Shared resources are avoided as much as possible, particularly those used frequently such as pens and pencils</p> <p>k. Pupils do not share or swap resources and materials including ceasing the marking of each other's books.</p> <p>l. Classroom based resources, such as books and games, that are used and shared within the bubble are cleaned regularly</p> <p>m. The resources brought in from home by children is kept to a minimum e.g. lunch boxes, hats, coats, books, stationery and mobile phones and these are not shared with the group.</p> <p>n. There are picking-up and dropping-off collection points for resources rather than passing them hand-to-hand</p> <p>o. How pupils enter and exit the classroom is managed to maintain distancing.</p> <p>p. Where a room is used by more than one extended group the class teacher will clean down high use touch points between use</p>	2	4	8	Headteacher		

		<p>2. <b>Playgrounds</b> - Signage identifies the maximum number of users for equipment, distancing is encouraged for waiting and while using equipment</p> <ol style="list-style-type: none"> <li>Equipment use is supervised, and time limited to enable other users to take their turn</li> <li>Seating has been removed or marked off to encourage distancing on individual items of equipment.</li> <li>A one-way system has been introduced around outdoor gym equipment and trim trails</li> <li>Equipment that is positioned in close proximity to other equipment has been taken out of use or repositioned (considering general safety requirements)</li> <li>Hand sanitiser stations are positioned near to play equipment and users instructed to perform hand hygiene before and after use.</li> <li>Bins are installed to encourage use of tissues and appropriate disposal</li> <li>Time is allocated for play equipment for each group/bubble</li> <li>Equipment touch points are cleaned frequently and between each groups use.</li> <li>Multiple groups do not use outdoor play equipment at the same time.</li> </ol>						
Specialist curriculum considerations	Students, Employees, Visitors and Contractors	<p>1. <b>Music, Dance and Drama-</b> You should continue teaching music, dance and drama as part of your school curriculum, especially as this builds pupils' confidence and supports their wellbeing. There may, however, be an additional risk of infection in environments where singing, chanting, playing wind or brass instruments, dance or drama takes place.</p> <p>2. Schools can continue to engage peripatetic teachers during this period, including staff from music education hubs. Further information on the music education hubs, including contact details for local hubs, is available at music education hubs published by the Arts Council England. Schools that offer specialist, elite provision in music, dance and drama should also consider this guidance alongside the guidance on the performing arts. Specialist provision delivered by further education (FE) providers or higher education (HE) providers should consider the respective DfE guidance for these sectors.</p> <p>3. The overarching objective should be to reduce the number of contacts amongst pupils, and between pupils and staff, including for rehearsal and performance. As set out in the system of controls, this can be achieved through keeping groups separate (in bubbles) and through maintaining social distance between individuals. These are not alternative options. Both measures will help, but the balance between them will change depending on the age of pupils, the layout of the building, and the feasibility of keeping groups separate from each other while offering a broad curriculum.</p> <p><b>Performances</b></p> <p>If planning an indoor or outdoor face-to-face performance in front of a live audience, you should follow the latest advice on working safely during COVID-19 in the performing arts guidance, which provides details of how to manage audiences as well as carry out performing arts safely. If planning an outdoor performance you should also give particular consideration to the guidance on delivering outdoor events. You may wish to still consider alternatives such as live streaming and recording performances, subject to the usual safeguarding considerations and parental permission.</p> <p><b>Singing, and playing wind and brass instruments in groups</b></p> <p>Singing, wind and brass playing should not take place in larger groups such as choirs and ensembles, or assemblies unless significant space, natural airflow and strict social distancing and mitigation can be maintained. When planning music provision, you should consider additional specific safety measures.</p> <p>There is some evidence that additional risk can build from aerosol transmission with volume and with the combined numbers of individuals within a confined space. This is particularly evident for singing and shouting, but with appropriate safety mitigation and consideration, singing, wind and brass teaching can still take place. The government has published advice on safer singing.</p> <p><b>Playing outdoors</b></p> <p>Playing instruments and singing in groups should take place outdoors wherever possible. If indoors, consider limiting the numbers in relation to the space.</p> <p><b>Playing indoors</b></p> <p>If indoors, use a room with as much space as possible, for example, larger rooms, rooms with high ceilings are expected to enable dilution of aerosol transmission. If playing indoors, limit the numbers to account for ventilation of the space and the ability to social distance. It is important to ensure good ventilation. Advice on this can be found in Health and Safety Executive guidance on air conditioning and ventilation during the COVID-19 pandemic.</p>	2	4	8			

**Social distancing**

In the smaller groups where these activities can take place, schools should observe strict social distancing between each singer and player, and between singers and players, and any other people such as conductors, other musicians, or accompanists. Current guidance is that if the activity is face-to-face and without mitigating actions, 2 metres is appropriate.

Pupils should use seating where practical to help maintain social distancing.

**Seating positions**

Pupils should be positioned back-to-back or side-to-side when playing or singing (rather than face-to-face) whenever possible. Position wind and brass players so that the air from their instrument does not blow into another player.

**Microphones**

Use microphones where possible or encourage singing quietly.

**Handling equipment and instruments**

Measures to take when handling equipment, including instruments, include the following.

1. Handwashing - Require increased handwashing before and after handling equipment, especially if being used by more than one person.
2. Avoiding sharing instruments and equipment - Avoid sharing equipment wherever possible. Place name labels on equipment to help identify the designated user, for example, percussionists' own sticks and mallets. If instruments and equipment have to be shared, disinfect regularly (including any packing cases, handles, props, chairs, microphones and music stands) and always between users, following government guidance on cleaning and handling equipment. Instruments should be cleaned by the pupils playing them, where possible.
3. Handling scores, parts and scripts - Limit handling of music scores, parts and scripts to the individual using them.
4. Suppliers - Consider limiting the number of suppliers when hiring instruments and equipment. You should agree whose responsibility cleaning hired instruments is with the suppliers. Clean hire equipment, tools or other equipment on arrival and before first use. Equipment and instruments should be stored in a clean location if you take delivery of them before they are needed, and they should be cleaned before first use and before returning the instrument.
5. Pick up and drop off points - Pick up and drop off collection points should be created where possible, rather than passing equipment such as props, scripts, scores and microphones hand-to-hand.

**Individual lessons**

Individual lessons in music, dance and drama can continue in schools and organisations providing out of school childcare. This may mean teachers interacting with pupils from multiple groups, so you will need to take particular care, in line with the measures on peripatetic teachers.

If there is no viable alternative, music lessons in private homes can resume, following the same guidelines, and additionally following the government guidance for working in homes, and the guidance for out-of-school provision.

In individual lessons for music, dance and drama, social distancing should be maintained wherever possible, meaning teachers should not provide physical correction.

**Physical activity –**

- a. Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups.
- b. You can hold PE lessons indoors, including those that involve activities related to team sports, for example practising specific techniques, within your own system of controls.
- c. For sport provision, 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.
- d. External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities

		<p>e. Where you are considering team sports you should only consider those 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 i.e.sports on the list available at grassroots sports <a href="#">guidance for safe provision including team sport, contact combat sport and organised sport events</a>.</p> <p>f. From 29 March, outdoor competition between different schools can take place.</p> <p>g. From 12 April, indoor competition between different schools can take place.</p> <p>Refer to:</p> <ul style="list-style-type: none"> <li>• guidance on <a href="#">grassroot sports for public and sport providers, safe provision</a> and <a href="#">facilities</a>, and guidance from <a href="#">Sport England</a></li> <li>• advice from organisations such as the <a href="#">Association for Physical Education</a> and the <a href="#">Youth Sport Trust</a></li> <li>• guidance from Swim England on school swimming and water safety lessons available at <a href="#">returning to pools guidance</a> documents</li> <li>• <a href="#">using changing rooms safely</a></li> </ul> <p>h. You can work with external coaches, clubs and organisations for curricular and extra-curricular activities. You must be satisfied that it is safe to do.</p> <p>• <b>Swimming pools</b> – The COVID-19 Educational Settings – Swimming Pools risk assessment has been completed for school operated pools.</p> <p><b>4. Subjects involving practical activities –</b></p> <p>a. Practical's and experiments have been reviewed for appropriateness in order to keep pupils distanced from each other.</p> <p>b. Consideration has been given to how practical demonstrations will take place without the need for pupils to congregate at the front of the class e.g. technology will be utilised to project the demonstration onto a smart board or screen to aid visibility</p> <p>c. Where it is not safe to maintain social distancing such as D &amp; T, smaller teaching groups will be employed. Where close contact activity is required this will be for the shortest duration that is safe and practical, the teacher will position themselves next to rather than in front of the pupil, all parties should undertake hand hygiene before (where practical and this doesn't delay safety) and after the interaction.</p> <p>d. Particular thought has been paid to the use of fume cupboards, Bunsen burners, sinks and other shared equipment/spaces to prevent close contact.</p> <p>e. <b>CLEAPSS COVID-19 resources and advice are used as part of lesson planning and for room use, this includes:</b></p> <p>i. <a href="#">Guide to doing practical work in Science</a></p> <p>i. <a href="#">Guide for science departments returning to school after an extended period of closure</a></p> <p>i. <a href="#">Guide for managing practical work in non-lab environments</a></p> <p>v. <a href="#">Guidance for schools where pupils spend all day in a lab</a></p> <p>v. <a href="#">Guidance for schools where pupils spend all day in a D&amp;T, food or art room</a></p> <p>i. Relevant primary schools guidance for example, <a href="#">Practical activities in a bubble</a></p> <p><b>5. Supervised toothbrushing programmes -</b></p> <p>a. <a href="#">COVID-19: guidance for supervised toothbrushing programmes in early years and school settings</a> has been followed and procedure documented.</p>						
Educational visits	Students, Employees, Visitors and Contractors	<p><b>Educational day visits</b></p> <p>Schools were able to resume educational day visits from 12 April.</p> <p>Any educational day visits must be conducted in line with relevant coronavirus (COVID-19) secure guidelines and regulations in place at that time. This includes a system of controls, such as keeping children within their consistent groups and the COVID-secure measures in place at the destination.</p> <p>Schools should undertake full and thorough risk assessments in relation to all educational visits to ensure they can be undertaken safely. As part of this risk assessment, schools will need to consider what control measures need to be used and follow wider advice on visiting indoor and outdoor venues. Schools should consult the <a href="#">health and safety guidance on educational visits</a> when considering visits.</p>	2	4	8			

		<p><b>Domestic residential educational visits</b></p> <p>In line with the roadmap, schools can undertake domestic residential education visits, from 17 May.</p> <p>Any domestic residential educational visits must be conducted in line with relevant COVID-19 guidance and regulations in place at that time. You should keep children within their consistent groups (bubbles) for the purpose of the visit.</p> <p><b>Risk assessment for residential educational visits</b> Schools should undertake full and thorough risk assessments in relation to all educational visits to ensure they can be undertaken safely. You should consider the principles set out in the system of controls and Annex C of the <a href="#">Schools coronavirus operational guidance</a> to assure yourself that you are taking children into a safe environment.</p> <p><b>Insurance</b></p> <p>For new bookings, whilst there are still gaps in the traditional insurance market regarding COVID-19 cancellation cover, schools should be able to secure appropriate travel insurance for other aspects of their visit.</p> <p>Given the likely gap in COVID-19 cancellation related insurance, schools considering booking a new visit are advised to ensure that any new bookings have adequate financial protection in place.</p> <p>Many providers are now offering no cost deferral to a later date or a full cash refund of all monies paid against a new booking should a deferral not be acceptable. Other measures that may be available include:</p> <ul style="list-style-type: none"> <li>insurance backing of 'COVID-19 guarantee' extended payment terms</li> <li>financial protection in case of insolvency</li> <li>membership of industry organisations</li> </ul> <p>You should speak to either your commercial insurance provider, the Risk Protection Arrangement (RPA) or an outdoor education adviser to assess the protection available and make sure it provides suitable protection in the event of a COVID-19 related cancellation</p> <p><b>International visits</b></p> <p>The government has now published red, amber and green list rules for entering England.</p> <p>Given the complexities attached to international travel at this stage of the pandemic, we recommend schools do not go on any international visits this academic year up to and including 5 September 2021.</p> <p>The position beyond 5 September will be reviewed again in advance of Step 4.</p>						
Where a pupil attends more than one setting	Students, Employees, Visitors and Contractors	1. Schools work together to ensure that the approach is consistent and does not compromise the group/bubble	2	4	8			
Extra-curricular provision	Students, Employees, Visitors and Contractors	<p>Schools should be working to resume all before and after-school activities and wraparound childcare for their pupils.</p> <p>All parents may access wraparound and extra-curricular provision for their children, without any restrictions on the reasons for which they may attend.</p> <p>You should continue to work closely with any external wraparound providers which your pupils may use to minimise mixing between children. This can be achieved by taking steps such as trying to keep children in consistent groups as described below.</p>	2	4	8			

		<p>Where providers are offering organised activities for children, such as wraparound childcare or extra-curricular activities outdoors, this can currently happen in groups of any number.</p> <p>However, until 17 May (in line with Step 3 of the roadmap) if the provision is taking place indoors, and it is not possible to group children in the same bubble as they are in during the school day, providers should keep children in consistent groups of no more than 15 children and at least one staff member.</p> <p>From 17 May, in line with the commencement of Step 3 of the roadmap, where wraparound and other extracurricular activities for children are taking place indoors, they will be able to take place in groups of any number. However, it remains important to continue to minimise mixing between children, where possible. This can be achieved by continuing to keep children in consistent groups every time they attend the setting. Smaller groups should be considered when it is not possible to do this.</p> <p>When considering appropriate group sizes it will be important to take into account factors such as the recommended occupancy levels of the premises you are operating from and levels of ventilation. For example, guidance for providers of grassroots sport and sport facilities recommends that the maximum occupancy of an indoor facility should be limited by providing a minimum of 100sqft per person.</p> <p>The guidance for providers who run community activities, holiday clubs, after-school clubs, tuition and other out-of-school provision for children may help you to plan extracurricular provision, including appropriate group sizes. Where parents are using external childcare providers or out of school extra-curricular activities for their children, you should also:</p> <ul style="list-style-type: none"> <li>• advise them to limit their use of multiple out-of-school settings providers, and to only use one out-of-school setting in addition to school as far as possible.</li> <li>• encourage them to check providers have put in place their own protective measures send them the link to the guidance for parents and carers</li> </ul> <p>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:</p> <ul style="list-style-type: none"> <li>• considered the relevant government guidance for their sector put in place protective measures</li> </ul>						
Lunchtime and breaks	Students, Employees, Visitors and Contractors	<ol style="list-style-type: none"> <li>1. Lunch provision considers distancing requirements and avoiding group mixing and queues and is staggered where possible.</li> <li>2. Consideration has been given to using other spaces for lunch, including classrooms and outside spaces.</li> <li>3. The use of pre-ordering and trolley services have been considered.</li> <li>4. Where times of use cannot be staggered between groups, larger spaces have been partitioned.</li> <li>5. Consideration has been given to how groups enter and leave the room without compromising groups and maintaining social distancing.</li> <li>6. Tables and seating are moved apart and reflect the maximum capacity to allow social distancing within the group. Where furniture is fixed and cannot be moved space is created by taping off/taking out of use alternate seating.</li> <li>7. Plans are in place for to access facilities and avoid group mixing, separate entrances and exits have been implemented where possible</li> <li>8. One way systems are used.</li> <li>9. Staff continue to apply social distancing within their grouping and do not gather with other groups during breaks.</li> <li>10. Staff room area use supports social distancing</li> <li>11. Social distancing continues with staff groups during these times and furniture has been arranged to support this.</li> <li>12. Touch points are wiped down between different groups.</li> <li>13. Where possible breaks are staggered to reduce the numbers of pupils who take a break at the same time and groups do not mix.</li> <li>14. Equipment use is supervised to ensure that pupils do not gather.</li> <li>15. Pupils and staff have identified suitable play activities for break times</li> <li>16. Pupils take it in turns to leave the class and at the end of break times and socially distance while they are waiting</li> <li>17. Markings where required have been added to outside spaces to assist with queues when coming back into the building.</li> <li>18. Additional staff supervision is employed to ensure social distancing takes place</li> </ol>	2	4	8	Headteacher		

Catering	Students, Employees, Visitors and Contractors	<ol style="list-style-type: none"> <li>1. Arrangements comply with <a href="#">Guidance for food businesses on coronavirus (COVID-19)</a>.</li> <li>2. Where catering services are contracted, the setting has ensured that the service is COVID-19 secure.</li> <li>3. The way in which essential food deliveries are received are managed</li> <li>4. Social distancing is employed at meal collection points (the use of floor tape to demarcate areas may be useful) where this is not possible screens are installed where required between pupils and serving staff</li> <li>5. Additional meal collection points have been put in place to reduce queuing where necessary</li> <li>6. Alternative payment methods are being used to eliminate cash handling</li> <li>7. Where possible tills are screened where still in use</li> <li>8. Where screens cannot be screened staff are to wear visors</li> </ol>	2	4	8	Headteacher		
General interactions and movement around the building	Students, Employees, Visitors and Contractors	<ol style="list-style-type: none"> <li>1. <b>Circulation spaces –</b> <ol style="list-style-type: none"> <li>a. Movement of groups is planned to avoid group gathering/mixing</li> <li>b. Staggered movement times have been introduced to reduce the number of movements at the same time</li> <li>c. Alternative routes have been provided, such as outside areas, alternative entrances and exits</li> <li>d. One way circulation has been introduced where possible</li> <li>e. Central dividers have been installed where necessary to avoid group mixing.</li> </ol> </li> <li>2. <b>Lifts –</b> <ol style="list-style-type: none"> <li>a. Lifts are not shared unless the person using the lift requires support and lifts are prioritised to those people who are not able to use the stairs</li> <li>b. Posters have been used to encourage this where required</li> <li>c. Hand sanitiser is provided for use before and after touching lift controls.</li> </ol> </li> </ol>	2	4	8	Headteacher		
Offices and other work spaces	Students, Employees, Visitors and Contractors	<ol style="list-style-type: none"> <li>1. <b>The following measures are applied where staff cannot work from home:</b> <ol style="list-style-type: none"> <li>a. Where possible furniture has been rearranged/marked as not to be used to prevent face to face working and create separation to enable distancing of staff.</li> <li>b. Rooms are well ventilated (see section on ventilation)</li> <li>c. Staff are cohorted in consistent working groups</li> <li>d. Unnecessary items have been removed to support effective cleaning of the area</li> <li>e. Hot desking is avoided</li> <li>f. Desks near busy circulation spaces are not used</li> <li>g. Shared equipment has been moved to reduce group mixing such as printer location</li> </ol> </li> <li>2. <b>The following measures are implemented where the above measures cannot be followed:</b> <ol style="list-style-type: none"> <li>a. Additional work spaces are be allocated where possible</li> <li>b. Sharing of workspace is minimised and workspaces are thoroughly cleaned between users.</li> <li>c. Consideration is given to individual risk assessments when considering who occupies different workspaces and shared facilities</li> <li>d. Screens are installed where necessary.</li> </ol> </li> </ol>	2	4	8	Headteacher		
Toilets and handwashing facilities	Students, Employees, Visitors and Contractors	<ol style="list-style-type: none"> <li>1. Times are staggered where possible and consider the increased handwashing times that have been introduced.</li> <li>2. Distancing for queuing has been introduced e.g. through floor markings</li> <li>3. Where there are no suitably located hand wash basins, hand sanitiser points have been provided e.g. in classrooms, at building entrance points, learning environments, in dining areas.</li> <li>4. Hand sanitiser is stored appropriately and safely according to pupil age and individual risks.</li> <li>5. Hand dryers are efficient and effective in quick drying or have been replaced with more efficient dryers or paper towels.</li> </ol>	2	4	8	Headteacher		
Meetings and events	Students, Employees, Visitors and Contractors	<ol style="list-style-type: none"> <li>1. <b>Meetings -</b> Where possible, meetings and events such as staff training are conducted remotely in order to reduce the risk associated with increasing contact.  Meetings only take place in person where:       <ol style="list-style-type: none"> <li>a. There is a need to be in person for safeguarding, well-being or statutory reasons or</li> <li>b. Limitations of technology, poor or unstable signals prevent online resource use.</li> </ol>  The following measures have been implemented for in person meetings:       <ol style="list-style-type: none"> <li>c. They are kept to the smallest number necessary to enable the meeting to take place, considering existing groupings</li> <li>d. All other participants will connect to the meeting remotely.</li> <li>e. The meeting will take place outdoors unless for reasons of confidentiality, need to use technology or equipment in a building or weather restricts this option.</li> <li>f. Use separate spaces or rooms where possible to limit the number of people in the same area</li> <li>g. Ensure 2m distance is maintained at all times, not sitting face to face</li> </ol> </li> </ol>	2	4	8	Headteacher		



		<p>h. No activities are undertaken that require or encourage people to raise their voices or shout</p> <p>i. Paperwork is shared electronically where possible</p> <p>j. Consideration is given to meeting etiquette to maintain distancing, e.g. when meeting indoors leave the room in single file starting with the person nearest the door first.</p> <p>k. People do not shake hands.</p> <p>l. Participants practice good hand and respiratory hygiene before, after and during the meeting.</p> <p>m. Where held indoors they are held in well ventilated spaces.</p> <p>n. All in person meetings are authorised by the Head teacher, who has satisfied themselves that all reasonable measures have been implemented.</p> <p>o. Appropriate ventilation is utilised</p> <p><b>Events</b></p> <p><b>Parents evenings</b></p> <p style="padding-left: 40px;">All meetings are carried out remotely where possible. Parents and carers should only attend the school where they have a pre-arranged appointment Where possible, only one parent/carer should attend. Visits are planned and organised to ensure distancing and hygiene measures can be maintained Information is provided in advance to ensure arrangements are communicated</p> <p><b>Transitional, taster and open days</b></p> <p>Schools should complete thorough risk assessments before running transitional, taster and open days to ensure that they are run in line with your system of controls and align with the advice contained within this guidance and the roadmap out of lockdown.</p> <p><b>Urgent meetings</b></p> <p>Unplanned meetings should be avoided in the School unless they are essential e.g. safeguarding, health related.</p> <p><b>School clubs and community sports (non curriculum)</b></p> <p>The premises will not be used for clubs that are not essential (see below for breakfast and afterschool clubs)</p> <p><b>Hire and use of school premises</b></p> <p>Additional hire and use will not be planned until further notice.</p> <p><b>Staff rooms –</b></p> <p>a. Additional staff room areas have been provided in order to avoid compromising cohorted staff groups.</p> <p>b. Times of use for staff breaks are staggered to prevent staff groups from mixing</p> <p>c. Furniture has been arranged to encourage distancing and not sitting face to face</p> <p><b>Inspections</b></p> <p>It is intended that Ofsted will resume its full programme of routine, graded school inspections in September 2021. During the summer term, Ofsted is restarting some onsite inspections under its Education Inspection Framework. Ofsted has published an updated school inspection handbook and section 8 inspection handbook which take account of the challenges raised by COVID-19.</p>						
Breakfast and afterschool clubs	Students, Employees, Visitors and Contractors	<p>1. <b>School clubs that are essential -</b></p> <p>a. An assessment of activities has been carried out applying the control measures that are detailed in this risk assessment.</p> <p>b. Where findings differ from this assessment, they have been recorded on a separate risk assessment form using this format.</p>	2	4	8	Headteacher		

Cleaning and disinfection	Students, Employees, Visitors and Contractors	<p>1. A review of the current cleaning arrangements has been carried out in order to identify the existing cleaning and disinfection arrangements to inform the additional cleaning required as outlined in Gov guidance <a href="#">‘COVID-19: cleaning of non-healthcare settings’</a></p> <p>2. Cleaning –</p> <p>a. If a surface is visibly dirty it is always cleaned prior to disinfection. Even where you use a dual product as described in the compliance code.</p> <p>b. Different cleaning equipment is provided for kitchens, toilets, classrooms and office areas.</p> <p>c. The School will need to identify the specific cleaning methods for the items that require cleaning.</p> <p>d. The School will continue with their enhanced cleaning and disinfection arrangements that have already been put in place.</p> <p>e. Early Years Schools have increased the frequency of general cleaning and disinfection paying particular attention to hand contact surfaces to counteract the reduced ability to follow other infection control measures</p> <p>f. Cleaning and disinfection arrangements take place several times a day in settings provided for babies and young children, paying particular attention to hand contact surfaces.</p> <p>g. In secondary Schools, where the ability to maintain small groups is more difficult, and children are likely to move around the setting much more than in primary schools, hand contact surfaces are cleaned regularly throughout the day</p> <p>h. Teaching staff are provided with cleaning materials to enable them to clean contact points in their classrooms between groups/classes.</p> <p>i. Staff who undertake cleaning follow the instructions for cleaning products and disinfectants to ensure it is effective to ensure that all of the surface has disinfectant applied and not to wipe items dry before the required contact time has been achieved.</p> <p>j. Where the same space or equipment is used by different groups or cohorts of children cleaning takes place between each group’s occupation or use</p> <p>k. Disinfectant wipes are more generally available for staff to use where they wish to.</p> <p>l. All touch points that are fixed to the premises (inside and out) have been identified and are disinfected on a twice daily basis (more frequently for Early Years settings) (for example: door handles, handrails, gate latches),</p> <p>m. More frequent cleaning requirements have been identified and implemented where appropriate, for example, where pupils may find it difficult to maintain personal hygiene, toilet facilities and frequently touch shared items on the premises</p> <p>n. A system has been put in place to store used equipment prior to cleaning in order to avoid inadvertent use between groups.</p> <p>o. Learning equipment such as computers and tablets are cleaned with a disinfectant wipe prior to use.</p> <p>p. Where staff handle pupils books they disinfect the surfaces that they are using before and after as well as undertaking hand hygiene.</p> <p>q. Handheld and frequently touched sports/PE equipment is disinfected prior to use</p> <p>r. Staff and pupil shared workstations are cleaned with a disinfectant wipe prior to use</p> <p>s. Touch point cleaning will be carried out between each group for activities using equipment such as outdoor play and PE.</p> <p>3. <b>Water coolers and drinking water</b> - Where water coolers and drinking water is provided from a shared source, use must be supervised and the outlet wiped by a staff member between filling receptacles in order to reduce the risk of cross contamination between fillings.</p> <p>4. <b>Storage</b> - Hand sanitiser that is not in use will be stored with other flammable cleaning equipment (please note: some types have an increased risk). This is particularly important where larger quantities are in storage</p> <p>5. <b>Cleaning play equipment and toys –</b></p> <p>a. Toys that are more difficult to clean have been taken out of use temporarily, for example play dough and wooden toys or these are allocated to individual children</p> <p>b. Toys that are put into children’s mouths are cleaned between use</p> <p>c. Soft toys and dressing up items are washed after use in a washing machine at 60°C wash cycle for 10 minutes through a wash cycle or taken out of use where this is not possible.</p> <p>d. Items which need specialist washing or machine washing such as rugs, cushions and mats are not used, unless they are assigned for individual use e.g. young children could be assigned their own carpet tile</p> <p>6. <b>Resources –</b></p> <p>a. Children are allocated their own resources e.g. pencils where possible.</p> <p>b. Where resources are taken home hand hygiene, quarantining and cleaning measures are in place</p> <p>7. <b>Laundry</b> - Early Years setting items such as cot sheets, flannels etc should be treated as single use items and washed according to manufacturer’s instructions between uses</p> <p>8. <b>Books</b> (books are items that are difficult to clean) –</p>	2	4	8	Headteacher		
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		<p>a. Books are issued to pupils on a rotational basis</p> <p>b. Where teachers handle pupils books they disinfect the surfaces that they are using both before and afterwards as well as undertaking hand hygiene.</p> <p>c. Used books are set aside for 72 hours after use to reduce microbial load, plastic covers are disinfected after that time.</p> <p>d. Books and posters checked for visible soiling and disposed of where necessary</p> <p><b>9. Wooden desks and wooden work surfaces –</b></p> <p>a. The following process is followed:</p> <p>i. Apply disinfectant and leave for the appropriate contact time applied</p> <p>ii. Re-apply disinfectant and leave to dry naturally</p> <p>10. <b>Lunchtime</b> - Trays, tables and chair touch points are disinfected after use</p> <p>11. <b>Cleaning equipment after breaks</b> - Outdoor play equipment is cleaned between group use</p> <p><b>12. Tissues and waste from bins provided –</b></p> <p>a. Tissues are provided in classrooms and other areas to ensure good respiratory hygiene.</p> <p>b. Bins are provided in classrooms and other key locations such as dining areas for pupils and staff to dispose of used tissues and are emptied regularly throughout the day</p> <p>c. Bins and tissues are provided in the same place.</p> <p>d. Waste bags for tissues are double bagged for disposal.</p>						
Handwashing	Students, Employees, Visitors and Contractors	<p>1. Staff are ensuring that handwashing is carried out more frequently than normal (pupils and staff) following the requirements of NHS guidance <a href="#">'How to wash your hands'</a> in an age appropriate way e.g. observing young pupils, instructing in the class</p> <p>2. Handwashing frequencies include: on arrival, before and after eating, before and after breaks, after going to the toilet, before leaving and at other required intervals during the day.</p> <p>3. Hand sanitiser points are provided at key locations around the site including: at all entrance doors to the setting, at the entrance to toilet facilities, at the entrance to dining facilities, at points of high contact such as near non-automatic doors in corridors, lifts and stairs, classrooms, office facilities etc.</p> <p>4. Consideration has been given to outside points being provided in a manner that enables removal and securing at the end of the day e.g. on tables/temporary or movable stands etc.</p> <p>5. Hand sanitiser points have drip trays to deal with spillages and reduce the slip risk where applicable (such as those affixed to walls)</p> <p>6. Event related prompts are given to pupils by staff.....<i>after</i>..... <i>before</i>..... when as a more effective means of promoting hand hygiene that fixed time prompts.</p> <p>7. Staff, pupils (and parents) are advised that handwashing must be carried out when they arrive at home.</p> <p>8. Hand sanitiser is stored appropriately and safely according to pupil age and individual risks. Where the provision of hand sanitiser points presents a risk of ingestion, this risk is managed through pupil supervision (contact will be made with the WNAT Facilities Manager where this is not possible)</p> <p>9. Where children are not able to wash their hands due to age or health conditions skin friendly cleaning wipes such as baby wipes are available to use as an alternative.</p> <p>10. Supervision arrangements are in place to support pupils with handwashing where it is needed.</p> <p>11. Handwashing is being encouraged rather than using hand sanitizer wherever it is possible</p> <p>12. Age and developmentally appropriate ways are being used to encourage pupils to follow requirements.</p> <p>13. All staff and pupils are regularly reminded about following Catch it, Kill it, Bin it requirements. Tissues and bins are provided for use and handwashing is carried out after.</p> <p>14. Pupils and staff are aware of the need to avoid touching their eyes, nose or mouth if hands have not been washed.</p> <p>15. Hand washing is carried out using running water (static bowls are not used)</p>	2	4	8	Headteacher		
Staff health	Students, Employees, Visitors and Contractors	<p><b>Staff who are <a href="#">clinically extremely vulnerable</a></b></p> <p>1. Shielding advice has been paused nationally from 31 March. CEV individuals are no longer advised to shield but must continue to follow the rules in place for everyone under the current national restrictions. Staff in schools who are CEV will be advised to continue to work from home where possible, but if they cannot work from home should attend their workplace.</p> <p><b>Staff who are clinically vulnerable</b></p> <p>2. CV staff can continue to attend school. While in school they must follow the system of controls to minimise the risks of transmission.</p>	2	4	8	Headteacher		

		<p>3. Staff who live with those who are CV can attend the workplace but should ensure they maintain good prevention practice in the workplace and at home.</p> <p><b>Individual assessment</b> - All individuals requiring a specific risk assessment have been identified, risk assessments have been undertaken in line with COVID-19.</p> <p>1. <b>Symptoms</b> - Staff will go home as soon as possible if they develop symptoms</p> <p>2. <b>COVID Testing</b> - Staff are encouraged to have testing in line with school procedures or when they or a member of their household develop symptoms, this will reduce the need to self-isolate in the event of a negative test.</p> <p>3. <b>Wellbeing</b> - Suitable supportive measures have been put in place for staff, for example, how to obtain well-being support</p> <p>a. Where possible, flexible work practices have been put in place to promote a positive work-life balance for all staff.</p>						
Pregnant persons	Students, Employees, Visitors and Contractors	<p>Schools will need to follow the specific <a href="#">guidance for pregnant employees</a> because pregnant women are considered CV. In some cases, pregnant women may also have other health conditions that mean they are considered CEV, where the advice for clinically extremely vulnerable staff will apply.</p> <p>Women who are less than 28 week pregnant must first have a workplace risk assessment with their school employer and/or occupational health team. Then, they should only continue working if the risk assessment advises that it is safe to do so.</p> <p>Pregnant women of any gestation should not be required to continue working if this is not supported by the risk assessment.</p> <p>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).</p>	2	4	8	Headteacher		
Staff who may otherwise be at increased risk from coronavirus (COVID-19)	Students, Employees, Visitors and Contractors	<p>Current evidence shows that a range of factors mean that some people may be at comparatively increased risk from coronavirus (COVID-19).</p> <p>Shielding advice has been paused nationally from 31 March. CEV individuals are no longer advised to shield but must continue to follow the rules in place for everyone under the current national restrictions. Staff in schools who are CEV will be advised to continue to work from home where possible, but if they cannot work from home should attend their workplace.</p> <p>For others who feel they may be at increased risk, where it is not possible to work from home, these staff can attend school as long as the <a href="#">system of controls</a> set out in this guidance are in place. You should continue with an equitable approach to risk management for your workforce, recognising that staff may have a variety of baseline risks. Work continues to build our understanding of what these baseline factors are and the increased risks they pose.</p> <p>There is further <a href="#">information available on who is at higher risk from coronavirus</a>.</p> <p>Staff who live with those who may have comparatively increased risk from coronavirus (COVID-19) can attend the workplace where it is not possible to work from home.</p>	2	4	8	Headteacher		
Pupil health	Students, Employees, Visitors and Contractors	<p>1. <b>Symptoms</b></p> <p>a. Pupils know what the main symptoms are and who to report to if they develop symptoms, no matter how mild.</p> <p>b. Staff check with pupils regarding symptoms on their arrival and remain vigilant for developing symptoms throughout the day.</p> <p>c. Arrangements are in place for the management of pupils who are not able to communicate their symptoms and staff are aware of these arrangements e.g. temperature checks.</p>	2	4	8	Headteacher		

		<p>2. <b>COVID Testing</b> - Parents are encouraged to have testing carried where it is available, where their child or member of their household develops symptoms to reduce the impact of isolation in relation to negative testing.</p> <p>3. <b>Self-Isolation and shielding guidance for children and young people –</b></p> <p>A small number of pupils will still be unable to attend in line with public health advice to self-isolate because:</p> <ul style="list-style-type: none"> <li>• they have had symptoms or a positive test result themselves</li> <li>• they live with someone that has symptoms or has tested positive and are a household contact</li> <li>• they are a close contact of someone who has coronavirus (COVID-19)</li> </ul> <p>Shielding advice has been paused nationally from 31 March. All CEV pupils should attend their school unless they are one of the very small number of pupils under paediatric or other specialist care and have been advised by their GP or clinician not to attend. Pupils who live with someone who is CEV should continue to attend school as normal.</p> <p>4. <b>Increased supportive measures for pupils/ psychological needs –</b></p> <p>a. Individual Support plans have been reviewed for pupils where required, for example for pupils who are: less able to report symptoms; cannot follow strict hygiene; display behaviours that are challenging to manage in the current context and require close contact tasks. Plans are agreed with staff (parent and pupil where required).</p> <p>b. Support plans include:</p> <ul style="list-style-type: none"> <li>i. Specific cleaning and disinfection requirements such as changing beds and wheelchairs.</li> <li>ii. Ensuring that staff increase their level of self-protection,</li> <li>iii. Ensure that the pupil washing their hands before and after where able to or use skin friendly hand wipes before and after</li> <li>iv. Checking that the person does not have symptoms as detailed in the compliance code.</li> </ul> <p>c. Staff are aware of the required infection control measures and understanding that the normal PPE that would have previously been used is still required.</p> <p>5. Pupil well-being, mental health and behaviour –</p> <p>a. Arrangements are in place to ensure that mental health and well-being difficulties for pupils as a result of their experiences while staying at home. This may particularly be the case for vulnerable children, including those with a social worker and young carers.</p> <p>b. Support will be provided for: pupils who need support to re-adjust to school, those who may be reluctant to return, those showing signs or more severe anxiety and depression.</p> <p>c. The existing arrangements will be followed for supporting students who are distressed and where safeguarding issues come to light.</p> <p>d. Pupils are encouraged to understand that it is normal to experience different reactions and are encouraged to discuss their questions and concerns. It is important to contextualise these feelings as normal responses to an abnormal situation.</p> <p>e. Available resources are used to identify and support students and staff who exhibit signs of distress.</p> <p>f. Behaviour will be managed as it normally would in order to encourage universal hygiene and new safety arrangements.</p>						
Staff instruction	Students, Employees, Visitors and Contractors	<p>1. <b>All staff instruction -</b></p> <p>a. Staff have been instructed on the nature of COVID-19 and its transmission. They have confirmed they understand the reason for the control measures that are required.</p> <p>b. All staff have confirmed that they are confident in applying the control measures identified in this assessment.</p> <p>c. Staff have received appropriate instructions in relation to the specific measures that have been put in place in the school (as detailed in this assessment)</p> <p>d. Staff have been involved in the practical implementation of this guidance.</p> <p>e. A record is maintained by the setting which details all of the specific areas of instruction and training that have been provided for all members of staff.</p> <p>f. Staff have been advised that there is no need for anything other than normal personal hygiene and washing of clothing following a day in school.</p> <p>g. Staff have been given the opportunity to discuss and resolve any concerns that they have (prior to opening and during school activities).</p>	2	4	8	Headteacher		

		<p>h. Staff have received instruction in the actions to take if they or a member of their household develops symptoms, how to arrange for testing and will share test results as soon as they are available.</p> <p>i. Staff confirm they will follow instructions that they are provided as a result of being advised to isolate through tracing arrangements.</p> <p>j. The School has ensured that particular attention has been paid to new/inexperienced staff, trainees and those with additional significant role changes.</p>						
PPE	Students, Employees, Visitors and Contractors	<p>1. PPE - Arrangements are in place to ensure that PPE guidance is applied in line with the circumstances relating to the local COVID alert level.</p> <p>2. PPE should be used in conjunction with <a href="#">Safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE)</a></p> <p>3. Most staff in education, childcare and children's social care settings will not require PPE beyond what they would normally need for their work, even if they are not always able to maintain a distance of 2 metres from others.</p> <p>4. If a child, young person, or student already has routine intimate care needs that involve the use of PPE, the same PPE should continue to be used.</p> <p>5. During the coronavirus (COVID-19) outbreak, additional PPE is only required in a very limited number of scenarios:</p> <p>a. if an individual child, young person or student becomes ill with coronavirus (COVID-19) symptoms and only then if a distance of 2 metres cannot be maintained</p> <p>b. when performing aerosol generating procedures (AGPs)</p>	2	4	8	Headteacher		
Face coverings	Students, Employees, Visitors and Contractors	<p>1. Based on the current state of the pandemic and the positive progress being made, it is no longer necessary to recommend the additional precautionary face covering measures put in place from the 8 March.</p> <p>2. From 17 May, in line with Step 3 of the roadmap, face coverings will no longer be recommended for pupils in classrooms or communal areas in all schools. Face coverings will also no longer be recommended for staff in classrooms.</p> <p>3. In all schools we continue to recommend that face coverings should be worn by staff and visitors in situations outside of classrooms where social distancing is not possible (for example, when moving around in corridors and communal areas).</p> <p>4. Where schools are delivering education and training, including extra-curricular activities and wraparound childcare, in a community setting (for example, library or community centre), staff and pupils will be exempt from the legal requirement to wear a face covering if they are in a private room or the premises has been exclusively hired for the sole use of its pupils and staff.</p> <p>5. The reintroduction of face coverings for pupils, students or staff may be advised for a temporary period in response to particular localised outbreaks, including variants of concern. In all cases, any educational drawbacks should be balanced with the benefits of managing transmission. The Local Action Committee structure (bronze/silver/gold) should be used in such circumstances to re-introduce the use of face coverings.</p> <p>6. Immediate outbreak response (at the level of individual settings or a cluster of settings) remains for local directors of public health to advise on.</p> <p>7. Children and young people aged 11 and over must still wear a face covering on public transport. In accordance with advice from PHE, they must also wear a face covering when travelling on dedicated transport to secondary school or college. This does not apply to children and young people who are exempt from wearing face coverings.</p> <p><b>Additional considerations</b></p> <p>8. The use of face coverings may have a particular impact on those who rely on visual signals for communication. Those who communicate with or provide support to those who do, are exempt from any recommendation to wear face coverings in education settings or requirements in public places.</p> <p>9. Where guidance recommends face coverings, 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. Transparent face coverings may be effective in reducing the spread of COVID-19. However, the evidence to support this is currently very limited.</p> <p>10. The main benefit from a transparent face covering is that they can aid communication, for example enabling lip-reading or allowing for the full visibility of facial expressions, but this must be considered alongside the comfort and breathability of a face covering which contains plastic which may mean that the face covering is less breathable than layers of cloth. More broadly, schools have a duty to make reasonable adjustments for disabled pupils and students, to support them to access education successfully.</p>	2	4	8			

		<p>11. The following is a nonexhaustive list which provides examples of possible adjustments where face coverings are recommended:</p> <ul style="list-style-type: none"> <li>• the provision and effective use of assistive listening devices, such as radio aids</li> <li>• an increased focus on the listening environment, minimising all unnecessary background noise - steps should be taken so that children with hearing loss are taught in classrooms with the best possible acoustic conditions</li> <li>• allowing the use of speech-recognition apps on mobile devices and tablets in classrooms, taking into account possible variations in the effectiveness of such apps in different classroom situations</li> <li>• additional communication support, including remote speech-to-text reporters or sign language interpreters</li> </ul> <p>12. Face visors or shields can be worn by those exempt from wearing a face covering but they are not an equivalent alternative in terms of source control of virus transmission. They may protect the wearer against droplet spread in specific circumstances but are unlikely to be effective in preventing the escape of smaller respiratory particles when used without an additional face covering. They should only be used after carrying out a risk assessment for the specific situation and should always be cleaned appropriately.</p> <p><b>Exemptions</b></p> <p>13. Where face coverings are recommended there are some circumstances where people may not be able to wear a face covering. This includes (but is not limited to):</p> <ul style="list-style-type: none"> <li>○ people who cannot put on, wear or remove a face covering because of a physical or mental illness or impairment, or disability</li> <li>○ where putting on, wearing or removing a face covering will cause people severe distress</li> <li>○ people speaking to or providing assistance to someone who relies on lip reading, clear sound or facial expressions to communicate</li> <li>○ to avoid harm or injury, or the risk of harm or injury, to the wearer or others – including if it would negatively impact on people’s ability to exercise or participate in a strenuous activity</li> </ul> <p>14. 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> <p><b>Access to face coverings</b></p> <p>15. Due to the use of face coverings in wider society, staff and pupils are already likely to have access to face coverings. You should have a small contingency supply available for people who:</p> <ul style="list-style-type: none"> <li>○ are struggling to access a face covering</li> <li>○ are unable to use their face covering as it has become damp, soiled or unsafe</li> <li>○ have forgotten their face covering</li> </ul> <p>16. Safe wearing of face coverings requires the:</p> <ul style="list-style-type: none"> <li>i. cleaning of hands before and after touching – including to remove or put them on</li> <li>i. safe storage of them in individual, sealable plastic bags between use       <ul style="list-style-type: none"> <li>○ Where a face covering becomes damp, it should not be worn, and the face covering should be replaced carefully. Staff and pupils may consider bringing a spare face covering to wear if their face covering becomes damp during the day.</li> </ul> </li> <li>○ Staff should instruct pupils to:       <ul style="list-style-type: none"> <li>i. not touch the front of their face covering during use or when removing it</li> <li>i. dispose of temporary face coverings in a ‘black bag’ waste bin (not recycling bin)</li> <li>i. place reusable face coverings in a plastic bag they can take home with them</li> <li>v. wash their hands again before heading to their classroom           <ul style="list-style-type: none"> <li>○ Separate guidance is available on preventing and controlling infection, including the use of PPE, in <a href="#">education, childcare and children’s social care settings</a>.</li> </ul> </li> </ul> </li> </ul>						
Increasing ventilation	Students, Employees, Visitors and Contractors	<p>1. Once the school is in operation, it is important to ensure it is well ventilated and a comfortable teaching environment is maintained.</p> <p>a. This can be achieved by a variety of measures including:</p> <ul style="list-style-type: none"> <li>i. <b>mechanical ventilation</b> systems – these should be adjusted to increase the ventilation rate wherever possible, and checked to confirm that normal operation meets current guidance (if possible, systems should be adjusted to</li> </ul>	2	4	8			

		<p>full fresh air or, if not, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply). Where mechanical ventilation systems exist, you should ensure they are maintained in accordance with the manufacturer's recommendations. Good ventilation with fresh air is essential at all times in classrooms and particularly during this period.</p> <p>i. <b>natural ventilation</b> – opening windows (in cooler weather windows should be opened just enough to provide constant background ventilation, and opened more fully during breaks to purge the air in the space). Opening internal doors can also assist with creating a throughput of air. If necessary external opening doors may also be used (as long as they are not fire doors and where safe to do so)</p> <p>2. To balance the need for increased ventilation while maintaining a comfortable temperature, the following measures should also be used as appropriate:</p> <p>a. opening high level windows in preference to low level to reduce draughts</p> <p>b. increasing the ventilation while spaces are unoccupied (e.g. between classes, during break and lunch, when a room is unused)</p> <p>c. providing flexibility to allow additional, suitable indoor clothing. For more information see School uniform</p> <p>d. rearranging furniture where possible to avoid direct drafts</p> <p>3. <b>Mechanical Heating and cooling</b> should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces. <b>Where fans are utilised windows and doors should remain open for sufficient fresh air circulation</b></p> <p>4. Further advice on this can be found in Health and Safety Executive guidance on <a href="#">air conditioning and ventilation during the coronavirus outbreak</a> and <a href="#">CIBSE coronavirus (COVID-19) advice</a>.</p>						
Educational tools		<p><b>1. Infection control education</b></p> <p>a. Age appropriate education is used to encourage pupils to:</p> <p>i. Become advocates for disease prevention and control at home, in school, and in their community by talking to others about how to prevent the spread.</p> <p>ii. encourage pupils to follow social distancing, increased hand washing and information about developing symptoms of viruses</p> <p><b>2. The following resources are used where appropriate:</b></p> <p>a. <a href="#">e-Bug</a> resources to teach pupils about hygiene</p> <p>b. the Educational Settings poster</p> <p>c. the <a href="#">Coronavirus Toolkit for Professionals</a> which contains campaign materials.</p>	2	4	8	Headteacher		
DSE and working from Home	Students and Staff.	<p>1. Staff working from home are encouraged to complete; Display screen equipment (DSE) workstation <a href="#">checklist</a>. Any findings should be reported to your line manager for assistance.</p> <p>1. There are some simple steps people can take to reduce the risks from display screen work:</p> <p>a. breaking up long spells of DSE work with rest breaks (at least 5 minutes every hour) or changes in activity</p> <p>b. avoiding awkward, static postures by regularly changing position</p> <p>c. getting up and moving or doing stretching exercises</p> <p>d. avoiding eye fatigue by changing focus or blinking from time to time</p> <p>2. A HSE Video '<a href="#">Temporary Working at Home – Workstation Setup</a>' has basic guidance for DSE use at home.</p> <p>3. <b>Lone working without supervision</b> - Keep in touch with lone workers, including those working from home, and ensure regular contact to make sure they are healthy and safe.</p>	1	3	3	Headteacher		
Testing	Students and Employees,	<p>Secondary schools participating in the rapid asymptomatic testing programme should follow the <a href="#">Mass asymptomatic testing: schools and colleges guidance</a>.</p> <p><b>Manage confirmed cases of coronavirus (COVID-19) amongst the school community</b></p> <p>1. Schools must take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19) having developed symptoms and taken a PCR test outside of school.</p> <p>2. Where individuals who are self-isolating and are within our definition of vulnerable, it is important that schools put systems in place to keep in contact with them, offer pastoral support, and check they are able to access education support.</p> <p><b>Contain any outbreak by following local health protection team advice</b></p> <p>1. Secondary schools participating in the rapid asymptomatic testing programme should refer to the guidance for asymptomatic testing in schools and colleges to ensure contacts of the positive case are tested.</p>	2	4	8	Headteacher		



		<p>Primary schools and any secondary schools not participating in the rapid asymptomatic testing programme must follow the advice below:</p> <p>a. If schools have two or more confirmed cases within 10 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak and must continue to work with their local health protection team who will be able to advise if additional action is required</p> <p><b>Confirmatory PCR tests</b></p> <p>1. Staff or pupils with a positive LFD test result must self-isolate in line with the stay-at-home guidance. They will also need to arrange a lab-based polymerase chain reaction (PCR) test to confirm the result. If the PCR test is taken within 2 days of the positive lateral flow test, and is negative, it overrides the self-test LFD test and the pupil can return to school. Those with a negative LFD test result can also continue to attend school and use protective measures.</p> <p><b>Primary schools</b></p> <p>2. Staff in primary schools will continue to test with LFDs twice a week at home, as per existing guidance on <a href="#">testing for staff in primary schools and nurseries</a>.</p> <p>3.</p> <p>4. Primary age pupils will not be tested with LFDs. Public Health England have advised there are currently limited public health benefits attached to testing primary pupils with lateral flow devices. Primary age pupils may find the LFD testing process unpleasant and are unable to self-swab. We will review this approach in light of any emerging evidence.</p>						
Review of existing assessments	Students, Employees, Visitors and Contractors	<p>1. The setting regularly reviews their arrangements in line with compliance code updates.</p> <p>2. Review arrangements ensure that the control measures are effective and working as planned.</p>	2	4	8	Headteacher		

(L - Likelihood C – Consequence RR – Risk Rating NRR – New Risk Rating)