

## **School Re-Opening Risk Assessment**

**COVID19: Re-opening Risk Assessment and Action Plan**

**UPDATE: 5<sup>th</sup> November 2020 (V4) REVIEWED: Fortnightly**

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**(in response to national restrictions between the 5<sup>th</sup> November and the 2<sup>nd</sup> December 2020)**

This COVID19: Risk Assessment and Action Plan document sets out the decisions taken and measures put in place to prepare for the phased re-opening of the school and ensure the school continues to operate in a safe way.

Existing policies and guidance continue to apply alongside the actions within this document, including but not limited to:

- Health and Safety Policy
- First Aid Policy
- Child Protection Policy
- Safeguarding Policy
- DFE Guidance relating to COVID19

### **Principles of the risk assessment:**



### **Risk Level:**



## Context:

Pupils returning full-time from the start of the autumn term is in place, including the Nursery Classes. There are no rotas in place.

Schools must comply with health and safety law, which requires them to assess risks and put in place **proportionate control measures**. These are an adapted form of the system of protective measures that will be familiar from the summer term. Essential measures include:

- a requirement that people who are ill stay at home
- robust hand and respiratory hygiene
- enhanced cleaning and ventilation arrangements
- active engagement with NHS Test and Trace
- formal consideration of how to reduce contacts and maximise distancing between those in school wherever possible and minimise the potential for contamination so far as is reasonably practicable

How contacts are reduced will depend on the school's circumstances and will (as much as possible) include:

- grouping children together
- avoiding contact between groups
- arranging classrooms with forward facing desks
- staff maintaining distance from pupils and other staff as much as possible

A 'system of controls', which build on the hierarchy of protective measures in place currently, must be implemented. These are grouped into prevention and response. All elements of the system of controls are essential but the way in which they are implemented is at the discretion of schools themselves.

Prevention:	Response:
1) Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school.  2) Where recommended, the use of face coverings in schools.  3) Clean hands thoroughly more often than usual.  4) Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach.  5) Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents.  6) Minimise contact between individuals and maintain social distancing wherever possible.  7) Where necessary, wear appropriate personal protective equipment (PPE).  8) Always keeping occupied spaces well ventilated.	9) Engage with the NHS Test and Trace process.  10) Manage confirmed cases of coronavirus (COVID-19) amongst the school community.  11) Contain any outbreak by following local health protection team advice.  Numbers 9 to 11 must be followed in every case where they are relevant.

Theme	Control Measures	Risk to Implementation	Risk Level Pre-Action	Actions	Risk Level Post-Action
<b>School Site</b>					
<b>Building and Safety checks</b>	<p>Premises and utilities have been health and safety checked and building is compliant.</p> <p>Water treatments Fire alarm testing Repairs PAT testing Fridges and freezers Boiler/ heating servicing Internet services Any other statutory inspections</p> <p>Evacuation routes are confirmed, and signage accurately reflects these.</p>	<p>Gaps in service checks and statutory testing due to summer holiday</p> <p>Lack of ventilation in building</p>		<p>Fire Safety check and practice to be undertaken in first two weeks to ensure social distance compliance. Fire alarm A2 W2. (<b>GCM and BS</b>).</p> <p>Re-share fire evacuation with all staff and children and complete training during Inset (<b>GCM</b>).</p> <p>Key PEEP staff identified (see <b>HT local logistic planning</b>).</p> <p>Testing and statutory compliance activities. (<b>GCM and BS</b>). Statutory assessment is up to date.</p> <p><b>Site manager</b> weekly checks for water, fire alarms, site security, ventilation. Quality assurance check by <b>BS</b> ahead of September restart.</p> <p>Windows must be opened by site manager each morning in classrooms and shared spaces. (<b>Site Manager / GCM</b>).</p>	
<b>Safe Site Access</b>	<p>Entry and exit routes to the school are in place, any physical changes and/or signage required to allow social distancing are in place.</p> <p>Consideration given to the arrangements for any deliveries.</p> <p>Stagger drop-off and collection times to avoid congestion.</p> <p>Plan parents' drop-off and pick-up protocols including only one adult on site to drop off and pick up pupils.</p> <p>Visitors strictly limited and on approval of head teacher only (with exception of planned agency staff, planned volunteers, planned external professionals supporting pupils). Where visitors to the site can come outside of school hours, they should. A record should be kept of all visitors.</p> <p>Assurances have been sought from the contractors that all staff attending the setting will be in good health (symptom-free) and that contractors have procedures in place to ensure effective social distancing is maintained at all times.</p>	<p>Bottlenecks likely at entrance to school.</p> <p>Social distancing unlikely to be maintained.</p> <p>Available capacity of the school is reduced when social distancing guidelines are applied.</p> <p>Contractors on-site whilst school is in operation may pose a risk to social distancing and infection control.</p>		<p>Entry and exit routes to the school are in place, any physical changes and/or signage required (number of people in room) to allow social distancing are in place (<b>HT / Site Manager</b>). E.g. PPA room, peri lessons.</p> <p>Staggered start times to enable safe access (see <b>HT local logistic planning</b>).</p> <p><b>Office manager</b> managing access to main office.</p> <p>Parental communication and expectation (see <b>HT local logistic planning</b>). Parent communication in advance of restart (<b>EHT</b>).</p> <p>Playground social distance signs in place / use of facemasks parent request posters in place (<b>HT / Site Managers</b>). Sign positioning must be assessed to avoid trip hazard. (<b>Site Manager</b>).</p> <p>Visitor's approved for site access to follow entry protocols – symptom check, hand washing (<b>Admin Leads / HT</b>). <i>Visitor should be restricted to only those absolutely necessary – all meetings where possible with external practitioners should take place online.</i></p> <p>Safeguarding and logistics training to take place for volunteers (DHTs).</p> <p>Contractor management (<b>BS</b>).</p>	
<b>Transport</b>	<p>Know how pupils are grouped together on transport, where possible this should reflect the bubbles that are adopted within school</p> <ul style="list-style-type: none"> <li>- use of hand sanitiser upon boarding and/or disembarking</li> <li>- additional cleaning of vehicles</li> <li>- organised queuing and boarding where possible</li> <li>- distancing within vehicles wherever possible</li> <li>- the use of face coverings for children</li> </ul>	<p>Arrival and departure from school results in increased impact on transport services.</p> <p>Children and parents in overcrowded closed spaces.</p> <p><i>Travel in or out of local areas should be avoided, and parents, carers and staff should look to reduce the number of journeys they make - but travelling to deliver and access education is still permitted</i></p>		<p>Parental communication and expectation (see <b>HT local logistic planning</b>). Parent communication in advance of restart (<b>EHT</b>).</p> <p>Staggered start times to enable safe access (see <b>HT local logistic planning</b>).</p> <p>Plan parents' drop-off and pick-up protocols including only one adult on site to drop off and pick up pupils. Parent communication and reminders (<b>HT</b>).</p> <p>Encourage parents, staff and pupils to walk or cycle to school if at all possible through regular update communications (<b>HT</b>).</p>	

Hygiene and Protection					
<b>Managing staff and pupil hygiene safely</b>	<p>Staff training includes the need to remind pupils of the need to wash their hands regularly and frequently.</p> <p>Posters in each class that reinforce the need to wash hands regularly and frequently.</p> <p>School leaders monitor the extent to which handwashing is taking place on a regular and frequent basis.</p> <p>Promotion of catch it, bin it, kill it approach to common colds.</p> <p>Minimise contact between individuals and maintain social distancing wherever possible</p> <p>The expectation that all staff are mindful about their own personal space in relation to children and children's space from each other e.g. lining up.</p>	<p>Possible contagion.</p> <p>Staff knowledge of guidance.</p> <p>Timetabling expectation.</p> <p>Low stock levels.</p> <p>Quality assurance of cleaning plan.</p> <p>Medical rooms are not adequately equipped or configured to maintain infection control.</p>		<p>Revisit expectations in staff health and safety briefing weekly (<b>HT</b>).</p> <p>Stock checks once each day of all classroom and communal areas undertaken by <b>site managers / reprographics</b> including soap, sanitiser, tissues, disposable hand towels, sanitising wipes for equipment.</p> <p>Hand sanitiser access in front office and on each corridor for staff in addition to classrooms and shared spaces, (<b>Reprographics Lead</b>).</p> <p>Display agreed posters in every classroom to be used, at the main entrance or front office, in places visible to those at the school gate if possible, in the staffroom and in all toilets (<b>Reprographics Lead</b>).</p> <p>Supervision of hand sanitiser use given risks around ingestion. Small children and pupils with complex needs should continue to be helped to clean their hands properly. Skin friendly skin cleaning wipes can be used as an alternative. (<b>DHT</b>).</p> <p>The 'catch it, bin it, kill it' approach to be revisited weekly and resources (bins and tissues) available in rooms to support pupils and staff to follow this routine (<b>Reprographics Lead</b>).</p> <p>Year group bubbles for pupils and all meetings conducted with 2m social distancing rule in place as well as staggered use of shared spaces, (see <b>HT local logistic planning</b>).</p> <p>Weekly reminders to ensure minimised contact where possible at all times (<b>HT/DHT</b>).</p>	
<b>PPE</b>	<p>Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured.</p> <p>Those staff required to wear PPE (e.g. SEND intimate care; receiving/handling deliveries; cleaning staff) have been instructed on how to put on and how to remove PPE carefully to reduce contamination and also how to dispose of them safely.</p>	<p>PPE requirements not understood and appropriate supplies not in place.</p> <p>Long-term approach to obtaining adequate PPE supplies at risk.</p>		<p><b>Reprographics leads</b> to undertake storage of and checks of specific PPE equipment at least weekly.</p> <p>Identified pupils already receiving intimate care to have personalised return to school risk assessment plans (<b>DHTs</b>).</p> <p>A designated room for pupils or staff who become unwell onsite (see <b>HT local logistic planning</b>).</p> <p>Emergency cleaning by site managers who will need to take reasonable precautions for safety when an accident involving body fluids occurs.</p> <p>Training in the use of PPE used in the course of duties (<b>GCM</b>).</p> <p>As MFL and Music teams are moving across rooms to teach across the day, visors would be acceptable to use if a 2m distance could not be maintained in order to assess pupil understanding when pupils are working independently in a lesson. (<b>Music and MFL</b>).</p>	

<p><b>General First Aid</b></p>	<p>Procedures are in place for medical rooms to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets.</p> <p>Hygiene boxes in all rooms including gloves, masks and sanitary wipes.</p> <p>Pupils and staff who wear face masks to school should remove them safely when they arrive at school and disposed of safely.</p> <p>Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school</p> <p>If anyone in the school becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they must be sent home and advised to follow 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection.'</p>	<p>Infection transmission within school due to staff/pupils (or members of their household) displaying symptoms.</p> <p>Staff, pupils and parents are not aware of the school's procedures (including on self-isolation and testing) should anyone display symptoms of COVID-19.</p> <p>Staff knowledge of revised symptoms list.</p>		<p>A member of <b>staff</b> who becomes ill and shows symptoms will be expected to book a test as soon as possible and sent home immediately (<b>local senior team</b>).</p> <p>If a child falls ill in school they will be immediately isolated and cared for by one member of staff and then sent home as soon as collection is possible (<b>local staff team</b>).</p> <p>A designated room for pupils or staff who become unwell onsite (see <b>HT local logistic planning</b>).</p> <p>PPE should be worn by anyone displaying symptoms or staff caring for a pupil with symptoms. Provision of fluid resistant surgical face mask, where a child becomes unwell with symptoms of COVID while in their setting and needs direct personal care until they can return / social distance of 2m at all times (<b>local staff team</b>).</p> <p>General first aid will be undertaken by identified and trained staff and PPE will be available (masks and gloves) for use during first aid administration. Safe discard of disposable items and cleaning of reusable ones thoroughly (<b>local staff team</b>).</p>	
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<p><b>Response to suspected case of COVID19</b></p>	<p><b>Approach to symptoms presenting in school</b></p> <p>If anyone in school becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they must be sent home and be advised to follow the guidance for households with possible or confirmed coronavirus (COVID-19) infection.</p> <p>This sets out that they must:</p> <ul style="list-style-type: none"> <li>• self-isolate for at least 10 days</li> <li>• arrange to have a test to see if they have coronavirus (COVID-19)</li> </ul> <p>Staff caring for a pupil while they are awaiting collection should maintain 2 metre distancing. If not possible, for example with a young child, they should wear suitable PPE.</p> <p>Procedures are in place for medical rooms to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets.</p>	<p>Knowledge of system in place when a member of staff or a pupil falls ill.</p> <p>Knowledge of symptoms and response system when symptoms are identified.</p> <p>Provision of appropriate level of first aid to support extended opening of the school (paediatric first aid) - at least one 12 hour paediatric first aid course Level 3 qualified person available at all times.</p> <p>Infection transmission within school due to staff/pupils (or members of their household) displaying symptoms.</p> <p>Staff knowledge of revised symptoms list.</p>		<p>A member of <b>staff</b> who becomes ill and shows symptoms - new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia) will be expected to book a test as soon as possible, Home testing kits available for extenuating circumstances provided by the school (where booking a test is not possible) <b>Self-isolation for 10 days or until result of test is known.</b></p> <p>If a child falls ill in school they will be immediately isolated and cared for by one member of staff and then sent home immediately. A designated room for pupils or staff who become unwell onsite (see <b>HT local logistic planning</b>). If the pupil needs to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom should be cleaned and disinfected using standard cleaning products before being used by anyone else.</p> <p>Parents will be expected to book a test as soon as possible, <b>Self-isolation for 10 days or until result of test is known.</b></p> <p>PPE should be worn by anyone displaying symptoms or staff caring for a pupil with symptoms. Provision of fluid resistant surgical face mask, where a child becomes unwell with symptoms of COVID while in their setting and needs direct personal care until they can return / social distance of 2m at all times. General first aid will be undertaken by identified and trained staff and PPE will be available (masks and gloves) for use during first aid administration. Safe discard of disposable items and cleaning of reusable.</p> <p>Staff/other pupils who have had contact with the symptomatic pupil must wash their hands thoroughly for 20 seconds. Other members of their household (including any siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms.</p> <p>Any member of staff who has provided close contact care to someone with symptoms, even while wearing PPE, and all other members of staff or pupils who have been in close contact with that person with symptoms, even if wearing a face covering, do not need to go home to self-isolate unless:</p> <ul style="list-style-type: none"> <li>• the symptomatic person subsequently tests positive</li> <li>• they develop symptoms themselves (in which case, they should arrange to have a test)</li> <li>• they are requested to do so by NHS Test and Trace or the PHE advice service (or PHE local health protection team if escalated)</li> </ul> <p>Once the pupil / staff member has left the premises, thoroughly disinfect/clean all surfaces and contact points they came into contact with (including the bathroom if used).</p> <p>If someone with symptoms tests negative for coronavirus (COVID-19), then they need should stay at home until they are recovered as usual from their illness but can safely return thereafter. The only exception to return following a negative test result is where an individual is separately identified as a close contact of a confirmed case, when they will need to self-isolate for 14 days from the date of that contact.</p>	
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<p><b>Response to confirmed case of COVID19</b></p>	<p>Schools must ensure they understand the NHS Test and Trace process. Schools must ensure that staff members and parents/carers understand that they will need to be ready and willing to:</p> <ul style="list-style-type: none"> <li>Book a test if they or their child are displaying symptoms. The main symptoms are a high temperature, a new continuous cough and/or a loss or change to your sense of smell or taste.</li> <li>Staff and pupils must not come into the school if they have symptoms and must be sent home to self-isolate if they develop them in school. All children can be tested if they have symptoms, including children under 5, but children aged 11 and under will need to be helped by their parents or carers if using a home testing kit.</li> <li>Provide details of anyone they or their child have been in close contact with if they were to test positive for coronavirus (COVID-19).</li> <li>If asked by NHS Test and Trace self-isolate if they have been in close contact with someone who tests positive for coronavirus (COVID-19), or if anyone in their household develops symptoms of coronavirus (COVID-19).</li> </ul> <p>Schools must take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19).</p>	<p>Knowledge of system in place when a positive test is identified.</p> <p>Knowledge of symptoms and response system when symptoms are identified.</p> <p>Provision of appropriate level of first aid to support extended opening of the school (paediatric first aid) - at least one 12 hour paediatric first aid course Level 3 qualified person available at all times.</p> <p>Infection transmission within school due to staff/pupils (or members of their household) displaying symptoms.</p> <p>Staff knowledge of response.</p>		<p>Contact the DfE Helpline on <b>0800 046 8687</b> and selecting option 1 for advice on the action to take in response to a positive case. If, following triage, further expert advice is required the adviser will escalate to the PHE local health protection team (HPT). The advice service work with the school to carry out a rapid risk assessment and identify appropriate next steps. With support from the advice service (or HPT), close contacts will be identified of the symptomatic individual. Contact tracers will inform contacts that they need to self isolate for 14 days in line with guidance for households with possible or confirmed coronavirus (COVID-19) infection.</p> <p>For pupils who are isolating, ensure access to remote provision so that they can continue to learn remotely. <b>(DHTs).</b></p> <p>A template letter will be provided to schools, by the advice service or the health protection team, to send to parents and staff if needed <b>(HT).</b></p> <p>Schools <b>must not</b> share the names of people with coronavirus (COVID-19) unless essential to protect others.</p> <p>Training and review for admin leads to ensure accuracy in follow up of symptomatic non-attenders (staff and pupil) prior to testing and review <b>(HTs).</b></p> <p><b>If someone with symptoms tests positive</b>, they should follow the guidance for households with possible or confirmed coronavirus (COVID-19) infection and must continue to <b>self-isolate for at least 10 days from the onset of their symptoms</b> and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. If they still have a high temperature, they should continue to self-isolate until their temperature returns to normal. Other members of their household should all self-isolate for the full 14 days.</p> <p><b>Schools must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 14 days since they were last in close contact with that person</b> when they were infectious. Close contact means:</p> <ul style="list-style-type: none"> <li>direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin)</li> <li>proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual</li> <li>travelling in a small vehicle, like a car, with an infected person</li> </ul> <p><b>Household members of those contacts who are sent home do not need to self-isolate themselves unless the child or staff member who is self-isolating subsequently develops symptoms.</b> If someone in a class or group that has been asked to self-isolate develops symptoms themselves within their 14-day isolation period they should follow guidance for households with possible or confirmed coronavirus (COVID-19) infection. They should get a test.</p> <p><i>If someone who is self-isolating because they have been in close contact with someone who has tested positive for coronavirus (COVID-19) starts to feel unwell and gets a test for coronavirus themselves, and the test delivers a negative result, they must remain in isolation for the remainder of the 14-day isolation period. This is because they could still develop coronavirus (COVID-19) within the remaining days. If the test result is positive, they should inform their setting immediately, and should isolate for at least 10 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 14-day isolation period). Their household should self-isolate for at least 14 days from when the symptomatic person first had symptoms, following guidance for households with possible or confirmed coronavirus (COVID-19) infection.</i></p>	
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Attendance					
<b>Pupil Attendance</b>	<p>School attendance will be mandatory again from the beginning of the autumn term. This means from that point, the usual rules on school attendance will apply.</p> <p>Approach to promoting and supporting attendance for all pupils determined, including those who may be anxious.</p> <p>If rates of the disease rise in local areas, children (or family members) from that area, and that area only, will be advised to shield during the period where rates remain high and therefore may be temporarily absent.</p> <p>Pupils who are generally under the care of a specialist health professional may need to discuss their care with their health professional before returning to school in September.</p> <p>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>Consistency in communication with all families across the school.</p> <p>Approach to support for parents where rates of persistent absence.</p>		<p>Robust collection and monitoring of absence data, including tracking return to school dates, is in place <b>(HT)</b>.</p> <p>Attendance monitoring and reporting training for admin teams and six weekly attendance meetings with SAO <b>(Admin Leads)</b>.</p> <p>Communication with parents and pupils <b>(HT letter)</b>.</p> <p>Responsive planning to local need communicated quickly if alert is raised by Local Authority <b>(HT)</b>.</p> <p>Where a pupil is unable to attend school because they are shielding or self-isolating, schools must offer them access to remote education. Absence will not be penalised in these circumstances <b>(DHT)</b>.</p> <p>Home learning to be provided for pupils in isolation <b>(DHT)</b>.</p> <p><del>All pupils, including those who are clinically extremely vulnerable, can continue to attend school at all Local COVID Alert Levels unless they are one of the very small number of pupils or students under paediatric care (such as recent transplant or very immunosuppressed children) and have been advised specifically by their GP or clinician not to attend school.</del></p> <p><b>Clinically extremely vulnerable children</b></p> <p>More evidence has emerged that shows there is a very low risk of children becoming very unwell from coronavirus (COVID-19), even for children with existing health conditions. Most children originally identified as clinically extremely vulnerable no longer need to follow original shielding advice. Parents should be advised to speak to their child's GP or specialist clinician if they have not already done so, to understand whether their child should still be classed as clinically extremely vulnerable.</p> <p>Those children whose doctors have confirmed they are still clinically extremely vulnerable are advised not to attend childcare or nursery during the period this advice is in place.</p> <p>Children who live with someone who is clinically extremely vulnerable, but who are not clinically extremely vulnerable themselves, should still attend education or childcare.</p> <p>Parents of clinically extremely vulnerable children will be receiving a letter shortly confirming this advice.</p> <p><b>Clinically vulnerable children</b></p> <p>Children who are clinically vulnerable or have underlying health conditions but are not clinically extremely vulnerable, may continue to attend early years and childcare settings in line with current guidance.</p> <p>Where pupils are not accessing school, the remote learning policy will be followed to ensure all pupils, including vulnerable children continue to access learning. (DHTs).</p>	



<b>Staff Attendance</b>	<p>New advice for those identified through a letter from the NHS or a specialist doctor as in the group deemed clinically extremely vulnerable (CEV or shielding list) was published on 13 October. The guidance provides advice on what additional measures individuals in this group can take tailored to each Local COVID Alert Level.</p> <p>All staff can continue to attend school at all Local COVID Alert levels. People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace unless advised otherwise by an individual letter from the NHS or a specialist doctor.</p> <p>Some people with particular characteristics may be at increased risk from coronavirus. This will be needs assessed collaboratively between individual and HT using an individual risk assessment.</p> <p>Teaching assistants may be deployed to lead groups or cover lessons, under the direction and supervision of a qualified, or nominated, teacher.</p> <p>Requirement for people returning from some countries to quarantine for 14 days on their return. Staff will need to be available to work in school from the start of the autumn term.</p>	<p>Planning for staff return to work and ensuring and redistribution of responsibilities where necessary.</p> <p>The number of staff who are available is lower than that required to teach classes in school and operate effective home learning.</p>		<p><b>HTs</b> to undertake vulnerability risk assessment of staffing with identified arrangements in place where necessary and agreed with that individual member of staff.</p> <p><b>Staff</b> to identify needs based on category guidance and request meeting with HT if risk might be unknown by school staff.</p> <p>Normal absence procedures are in place in line with the school handbook and should be followed by all <b>staff</b>. The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned. Identification of minimal permissible staffing levels to support opening of the school is known. <b>(HT)</b>.</p> <p>Full use is made of testing to inform staff deployment. <b>(HT)</b>.</p> <p>Guidance on self-isolation remains unchanged - i.e., 10 days or longer if symptoms persist. Members of the individual's household must self-isolate for 14 days. Full use is made of testing to inform staff deployment <b>(Staff Training)</b>.</p> <p><b>Clinically extremely vulnerable children</b></p> <p>Those individuals who are clinically extremely vulnerable are advised to work from home and not to go into work. Individuals in this group will have been identified through a letter from the NHS or from their GP, and may have been advised to shield in the past. Staff should talk to their employers about how they will be supported, including to work from home where possible, during the period of national restrictions.</p> <p><b>Clinically vulnerable staff</b></p> <p>Children who are clinically vulnerable or have underlying health conditions but are not clinically extremely vulnerable, may continue to attend early years and childcare settings in line with current guidance.</p>	
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Specific Areas					
<b>Finance and Admin Logistics</b>	<p>It is expected that most staff will attend school full time.</p> <p><b>Social Distancing</b></p> <p>Maintain social distancing wherever possible within social distancing guidelines (2m, or 1m with risk mitigation where 2m is not viable) during work, on arrival and departure and ensure handwashing upon arrival and in transition.</p> <p><b>Movement around building</b></p> <p>Maintain social distancing wherever possible while people travel through the workplace.</p> <p><b>Work stations</b></p> <p>Workstations should be assigned to an individual and not shared. If they need to be shared they should be shared by the smallest possible number of people.</p> <p><b>Common areas</b></p> <p>Maintain social distancing while using common areas.</p>	<p>Possible contagion.</p> <p>Staff knowledge of guidance.</p> <p>Timetabling expectation.</p> <p>Rigour of handwashing not maintained.</p> <p>Reduced office contact is not maintained by wider staffing teams.</p>		<p>Reducing movement by discouraging non-essential trips within buildings and sites, for example, restricting access to some areas, encouraging use of telephones, where permitted, and cleaning them between use <b>(GCM / Office Managers)</b></p> <p>Reducing job and location rotation by working on and across sites <b>(GCM / Office Managers)</b>.</p> <p>Use of stairs and not lifts <b>(GCM / Office Managers)</b>.</p> <p>Review of layouts and processes to allow people to work further apart from each other or put in place rotational working where this is not possible <b>(GCM / Office Managers)</b>.</p> <p>Handwashing procedures are fully understood and consistently applied by all staff <b>(GCM / Office Managers)</b>.</p> <p>Staff training ensures clear systems for reducing footfall through office spaces <b>(HT)</b>. Revisit expectations in staff health and safety briefing weekly <b>GCM</b>. A 2m social distance rule in place for all face to face meetings and the use of remote meetings where possible <b>(GCM)</b>.</p>	
<b>Organisation of classrooms</b>	<p>Reduce the number of contacts between children and staff through keeping groups separate (in 'bubbles') and through maintaining distance between individuals.</p>	<p>Contamination from resources / objects in learning environments.</p>		<p>A comprehensive cleaning plan will be in place quality assured daily by site manager and weekly by Health and Safety lead <b>(GCM and BS)</b>.</p>	

	<p>Children to be seated at forward facing desks, sat side by side, with distancing.</p> <p>For individual and very frequently used equipment, such as pencils and pens, staff and pupils should have their own items that are not shared.</p> <p>Systems in place for cleaning equipment and resourcing.</p> <p>Ventilation systems – 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).</p> <p>Opening internal doors can also assist with creating a throughput of air natural ventilation – if necessary external opening doors may also be used (as long as they are not fire doors and where safe to do so).</p>	<p>Rigour of handwashing not maintained.</p> <p>The size and configuration of classrooms and teaching spaces does not support compliance with social distancing measures.</p> <p>Transmission between home and school from resources.</p>		<p>Stock checks once each day of all classroom and communal areas undertaken by <b>site managers</b> including classroom hygiene resource box: hand soap, gloves, aprons, hand sanitiser, tissues, disposal paper towels, sanitising wipes for equipment soap, sanitiser, tissues, disposable hand towels, sanitising wipes for equipment.</p> <p>Weekly site checks of all physical environments by site manager and weekly by Health and Safety lead (<b>GCM and BS</b>).</p> <p>Weekly checks of electronic door closure devices by <b>site manager</b>.</p> <p>Daily cleaning of EYFS outside area by <b>site manager</b> (jet washing).</p> <p>Zoned playground areas for all groups of pupils and play structures out of action (see <b>HT local logistic planning</b>).</p> <p>Sanitiser wipes to be provided for classroom equipment cleaning after use (<b>staff / IT Lead / cleaners</b>).</p> <p>Classroom based resources, such as books and games, can be used and shared within the learning pod; these should be cleaned regularly, along with all frequently (see <b>HT local logistic planning</b>).</p> <p>Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently, meticulously and always between bubbles (see <b>HT local logistic planning</b>).</p> <p>Daily ventilation checks (<b>Site Manager</b>).</p> <p>Fireguards checked weekly (<b>GCM</b>).</p>	
<b>Outside of the classroom</b>	<p>Avoid big gatherings, like assemblies.</p> <p>Limit movement around the school. Stagger break and lunch times.</p> <p>Stagger start and finish times, but not reducing teaching time.</p> <p>Plan how shared staff spaces are set up and used to help staff to distance from each other.</p> <p>During physical activity, sports are non-contact and same groupings are kept. Outside sports are prioritised.</p> <p>All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable (MFL / Music / PPA considered).</p>	<p>Pupils' behaviour on return to school does not comply with logistics expectations.</p> <p>Pupils may not observe social distancing at break times or lunch times.</p> <p>Adult capacity at key points in the day might be compromised.</p>		<p>Organisation of wider school systems in place (see <b>HT local logistic planning</b>).</p> <p>Review of layout of staff room for staff to be further apart from each other or put in place rotational working where this is not possible (<b>HT</b>).</p> <p>Communication with parents and pupils (<b>HT letter</b>).</p> <p>Appropriate duty rota and levels of supervision in place (<b>DHTs</b>).</p> <p>Amendment to the PE curriculum decided and communicated to staff (<b>James Mulvany</b>).</p> <p>Music and MFL leads will move to classrooms to teach and curriculum will be adapted to minimise risk. Online lessons may be appropriate in some cases and will be identified through individual risk assessment. (<b>Music / MFL / HT</b>). As MFL and Music teams are moving across rooms to teach across the day, visors would be acceptable to use if a 2m distance could not be maintained in order to assess pupil understanding when pupils are working independently in a lesson. (Music and MFL).</p>	

<b>Class or group sizes</b>	<p>Keep groups separate (in 'bubbles') and maintain distance between individuals.</p> <p>Class / Year group bubbles in place.</p> <p>Use the timetable and selection of classroom or other learning environment to reduce movement around the school or building.</p> <p>Stagger break times (including lunch), so that all children are not moving around the school at the same time.</p> <p>Ensure that children and young people are in the same small groups at all times each day, and different groups are not mixed during the day, or on subsequent days.</p> <p>Ensure that toilets do not become crowded by limiting the number of children or young people who use the toilet facilities at one time.</p>	<p>The size and configuration of classrooms and teaching spaces does not support compliance with social distancing measures.</p> <p>Queues for toilets and handwashing risk non-compliance with social distancing measures.</p> <p>Rigour of handwashing not maintained.</p>		<p>Classroom size and numbers reviewed, spare chairs removed from desks so they cannot be used. (<b>HT safety check</b>).</p> <p>Handwashing at key transition points timetabled into the day (see <b>HT local logistic planning</b>).</p> <p>Stock checks once each day of all classroom and communal areas undertaken by <b>site managers</b> including soap, sanitiser, tissues, disposable hand towels, sanitising wipes for equipment.</p> <p>Timetables in place for key groups (see <b>HT local logistic planning</b>).</p> <p><i>The expectation that all staff are mindful about their own personal space in relation to children and children's space from each other e.g. lining up reminders in briefings (HT).</i></p>	
<b>Educational Visits and Trips / Clubs</b>	<p>Trips carried out in line with protective measures, such as keeping children within their consistent group, and the coronavirus (COVID-19) secure measures in place at the destination.</p> <p>Make use of outdoor spaces in the local area, where appropriate.</p> <p>Peripatetic lessons 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, limiting the numbers to account for ventilation of the space and the ability to social distance.</p> <p>Schools are able to work with external coaches, clubs and organisations for curricular and extra-curricular activities where they are satisfied that it is safe to do so. Schools should consider carefully how such arrangements can operate within their wider protective measures.</p>	<p>Trips are not risk assessed effectively increasing risk.</p> <p>Clubs are oversubscribed and not socially distanced.</p>		<p>Trips for <b>Autumn Term</b> not taking place with review before half term (see <b>HT local logistic planning</b>). Swimming to take place in line with leisure company risk assessment.</p> <p>3.30 – 4.30pm clubs not taking place for the Autumn Term (see <b>HT local logistic planning</b>).</p> <p>Peripatetic lessons: Avoiding sharing instruments Avoid and 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, (<b>HMS</b>).</p>	
<b>Extended Schools</b>	<p>Schools are able to work with external coaches, clubs and organisations for curricular activities where they are satisfied that it is safe to do so. Where schools are offering extra-curricular activities (that is, before and after school clubs) they should only do so where it is reasonably necessary to support parents to work, search for work, or undertake training or education, or where the provision is being used for the purposes of respite care.</p>	<p>Wrap around provision is oversubscribed and not socially distanced.</p>		<p>ASC and Breakfast clubs are capped in numbers and year group bubbles maintained where possible (see <b>HT local logistic planning</b>).</p> <p><i>Where it is not possible, or it is impractical to group children in the same bubbles as they are in during the school day - for example, if only one or two children are attending wraparound provision from the same year group bubble - it may be necessary to group children with others from outside their school day bubble. If this is necessary, children will be small, consistent groups with the same children each time, as far as this is possible.</i></p>	

Contracted Services					
<b>Catering</b>	<p>Arrangements in place to provide food to CYP on site, including the requirement of universal free school meals.</p> <p>Arrangements for when and where each group will take lunch (and snack time if necessary) are in place so that children do not mix with children from other groups. Hygiene expectations are consistently maintained.</p>	<p>Catering company staff capacity.</p> <p>Managing in school meals and FSM for pupils not attending.</p> <p>Pupils eligible for free school meals do not continue to receive hampers on the days that they are not in school</p>		<p>Staggering lunch breaks - children and young people should clean their hands beforehand and enter in the groups they are already in, groups should be kept apart as much as possible and tables should be cleaned between each group (see <b>HT local logistic planning</b>).</p> <p>Lunchtime cleaning boxes stationed in hall (<b>site managers</b>).</p> <p>Designated key point of contact for catering team (<b>BS</b>).</p> <p>Staff and pupils are briefed and signage provided to identify which entrances, exits and circulation routes to use. Floor markings are visible where it is necessary to manage any queuing (<b>Site Managers</b>).</p> <p>Tables are laid out and communal cutlery trays are removed (<b>Catering Team</b>).</p> <p>Review of risk assessments for school kitchens in the preparation of cold/hot food which satisfies stringent safety measures and is monitored regularly.</p>	
<b>Cleaning</b>	<p>Shared materials and surfaces should be cleaned and disinfected more frequently.</p> <p>Increased cleaning of all high-contact areas such as touched surfaces, bathrooms, door handles, telephones, grab-rails in corridors, stairwells including classrooms, staff rooms, main office.</p>	<p>Capacity of cleaning staff is adequate to enable enhanced cleaning regime.</p> <p>Sufficient time is available for the enhanced cleaning regime to take place.</p>		<p><b>Classroom hygiene resource box:</b> hand soap, gloves, aprons, hand sanitiser, tissues, disposal paper towels, sanitising wipes for equipment. Bins to be emptied twice daily (<b>site manager</b>).</p> <p>Site manager checks to take place daily and complete daily report to <b>BS</b>. Cleaning company to provide updated document of cleaners, areas and focus priorities checked and quality assured by <b>BS</b> and <b>GCM</b>.</p> <p>System of reporting cleaning jobs to <b>site manager</b> reiterated to all <b>staff</b>. Additional cleaning hours commissioned for Friday afternoon each week as an interim measure (<b>GCM</b>).</p> <p>Ensure that bins for tissues are emptied twice a day (<b>site manager</b>).</p> <p>Classrooms and shared areas to be cleaned and quality assured by <b>site manager</b> daily.</p> <p>Site manager training – hygiene resource boxes, quality assurance check list, expected cleaning list (<b>BS</b>).</p>	

Mental Health and Communication Strategies					
<b>Social and Emotional Mental Health</b>	There are sufficient numbers of trained staff available to support pupils with mental health issues.	Pupil behaviour and managing transition		Staff inset training (HTs).	
	There is access to designated staff for all pupils who wish to talk to someone about wellbeing/mental health.	Staff transition back to work / home balance		Staff are prepared for supporting wellbeing of pupils and receiving any potential disclosures ( <b>Onsite senior teams</b> ).	
<b>Communication</b>	Wellbeing/mental health is discussed regularly in PSHE/virtual assemblies/pupil briefings (stories/toy characters are used for younger pupils to help talk about feelings).	Pupils' mental health has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general		Key point of contact for all staff ( <b>Onsite senior teams</b> ).	
	Resources/websites to support the mental health of pupils are provided.			Consideration of the impact of COVID19 on families and whether any additional support may be required: <ul style="list-style-type: none"> <li>Financial</li> <li>Increased FSM eligibility</li> <li>Referrals to social care and other support</li> <li>PPG/ vulnerable groups School calendar for the summer term rationalised.</li> </ul>	
<b>Communication</b>	Undertake an online staff meeting to share planning and ensure opportunity for consultation and feedback.	Staff are not trained in new procedures, leading to risks to health.		Revised guidance briefed to all teaching teams / staff prior to reopening	
	Ensure senior colleagues are present around the school.	Staff do not feel safe to return to work.		Communications with the following groups taking/taken place: <ul style="list-style-type: none"> <li>Staff</li> <li>Pupils</li> <li>Parents</li> <li>Governors</li> <li>Local authority</li> <li>Other partners</li> </ul>	

#### Guidance Reference

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

#### Additional Documents

Catering Risk Assessment	Available on request
Cleaning Company Risk Assessment	Available on request
Hackney Music Service Risk Assessment	Available on request

#### Resolving issues and raising concerns

Employers and staff should always come together to resolve issues. As providers widen their opening, any concerns in respect of the controls should be raised initially with line management and trade union representatives and employers should recognise those concerns and give them proper consideration. If that does not resolve the issues, the concern can be raised with HSE. Where the HSE identify employers who are not taking action to comply with the relevant public health legislation and guidance to control public health risks, they will consider taking a range of actions to improve control of workplace risks. The actions the HSE can take include the provision of specific advice to employers through to issuing enforcement notices to help secure improvements.