

## A. Outline (Sept 2020-09-07)

School: Oldbury Wells School

Work Activity: Working in the Schools during Covid19 Pandemic

Date of Assessment: 12.01.2021

Name of Headteacher: Mr Lee Tristham

**Hazard** is something with the **potential** to cause **harm**. **Risk** is the **likelihood** of someone being hurt multiplied by the **severity** of the occurrence.

**Level of risk = likelihood x severity**

**B. Risk Matrix – This section is used for guidance to complete section C.**

### 5 x 5 RISK ASSESSMENT MATRIX

Increasing consequence or severity ↑	5	5 low	10 med	15 med	20 high	25 high
	4	4 very low	8 low	12 med	16 med	20 high
	3	3 very low	6 low	9 low	12 med	15 med
	2	2 very low	4 very low	6 low	8 low	10 med
	1	1 very low	2 very low	3 very low	4 very low	5 low
		1	2	3	4	5
		Increasing likelihood or probability →				

### PRIORITY OF ACTION

**High 17 - 25** Unacceptable – Stop work or activity until immediate improvements can be made.

**Medium 10 – 16** Tolerable but need to improve within a reasonable timescale, e.g., 1-3 months depending on the situation.

**Low 5 - 9** Adequate but look to improve by next review.

**Very Low 1 – 4** Residual risk acceptable and no further action will be required all the time the control measures are maintained.

## **This Risk Assessment is informed by Government Guidance for fully Opening Schools taking into account system of controls: for protective measures**

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

Having assessed risk, the school has worked through the below system of controls, adopting measures to the fullest extent possible in a way that addresses the risk identified in the following assessment, works for our school and allows us to deliver a broad and balanced curriculum for pupils, including full educational and care support for those pupils who have Special Educational Needs and Disabilities (SEND). By following the guidance set out we will effectively reduce risks in school and create an inherently safer environment.

### **System of controls**

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 following sections.

#### Prevention

- 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, 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 and bleach.
- 6) Minimise contact between individuals and maintain social distancing wherever possible.
- 7) Where necessary, wear appropriate personal protective equipment (PPE).

- Numbers 1 to 5 must be in place in school, all the time.
- Number 6 must be properly considered and school must put in place measures that suit our particular circumstances
- Number 7 applies in specific circumstances.

#### Response to any infection

- 8) Engage with the NHS Test and Trace process.
- 9) Manage confirmed cases of coronavirus (COVID-19) amongst the school community.
- 10) Contain any outbreak by following local health protection team advice.

- Numbers 8 to 10 must be followed in every case where they are relevant

*Risk Assessments were updated at the start of November 2020 as a result of National Restrictions, the general principle is that no amendments would reduce previous levels of control measures which would suggest a reduction of provision and support. (Highlighted yellow)*

*Further updates in January 2021 are in response to the National Lockdown and highlighted blue (All new documentation shown in Appendices J – Page 56)*

<i>What are the Hazards</i>	<i>Who might be harmed and how ?</i>
<b>1. Catching or spreading Coronavirus – General considerations</b>	<i>Staff, pupils, parents, guardians</i>

What are you already doing? (Existing Controls)	Low/ Med/ High Risk ?	What further actions are necessary <b>DETAIL OF APPROACH AT SCHOOL LEVEL</b>	Residual Risk Low/ Med/ High	Action - INCLUDING MONITORING	
				Who	DONE ?
Ensuring that staff with specific vulnerabilities are considered and adjustments are made appropriately	High	<ul style="list-style-type: none"> <li>Staff invited to have individual consideration of their roles / work due to increased risks, in line with health and other advice.</li> <li>HT to give consideration of risks and mitigations following any individual staff request (eg for age, health, pregnancy, ethnicity and other identified risk factors).</li> <li>The guidance for the clinically extremely vulnerable is that shielding has been paused.</li> <li>Any questions should be responded to using the most recent advice : <a href="https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19">https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19</a></li> <li>Overview of CEV and CV to be reviewed with opportunity for any revised working practices to be implemented (particularly focused on avoiding 'standard contact definition' a outlined by PHE)</li> <li>CEV &amp; CV required to review working practices and adjustments periodically as a result of any National or local additional Restrictions. (Central record to be kept)</li> </ul> <p>During a local or national lockdown, or other instance where CEV are to stay at home, we will:</p> <p><b>STAFF</b></p> <ul style="list-style-type: none"> <li>Establish who CEV staff / students are and update records accordingly. We will seek documentation from staff indicating their CEV status for our records.</li> <li>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 the Headteacher about how they will be supported, including to work from home where possible, during the period of national restrictions.</li> <li>All other staff should continue to attend work, including those living in a household with someone who is clinically extremely vulnerable.</li> <li>CEV staff working from home must be contactable through telephone, email or MS Teams and will work their normal working day.</li> <li>CEV Teachers will provide work for students in school and those who are X coded at home. It may be that CEV teachers will use MS Teams to assist the teaching of students in school (i.e. MS Teams into the lesson in school).</li> </ul> <p><b>STUDENTS</b></p>	Low	LTM	YES

		<ul style="list-style-type: none"> <li>• Those children whose doctors have confirmed they are still clinically extremely vulnerable are advised not to attend education whilst the national restrictions are in place.</li> <li>• Our Clinically Extremely Vulnerable Pupils will be asked to work from home (X coded) and will be provided with their full education through our distance learning scheme.</li> <li>• We may seek relevant documentation from parents/carers indicating their child's CEV status for our records</li> <li>• Children who live with someone who is clinically extremely vulnerable, but who are not clinically extremely vulnerable themselves, should still attend education.</li> </ul>			
<p>Minimizing contact with individuals who are unwell by ensuring that those who have coronavirus symptoms, or who have someone in their household who does, do not attend school</p>	<p>Med</p>	<ul style="list-style-type: none"> <li>• If anyone in the school becomes unwell with a new and persistent cough or a high temperature, or has a loss of or change in, their normal sense of taste or smell (anosmia), they must be sent home and advised to follow guidance for households with possible or confirmed coronavirus (COVID-19) infection, which sets out that they should self-isolate for at least 10 days and should arrange to have a test to see if they have coronavirus (COVID-19).</li> <li>• If they have tested positive whilst not experiencing symptoms but develop symptoms during the isolation period, they should restart the 10-day isolation period from the day they develop symptoms.</li> <li>• Other members of their household (including any siblings) should self-isolate for 10 days from when the symptomatic person first had symptoms.</li> <li>• Communication with parents will all state this clearly and be communicated continuously on school website,</li> <li>• Any student showing signs of illness will be immediately isolated in the quarantine room (in West Reception) and monitored from a distance or with PPE if necessary, by West reception Staff until collected to go home</li> <li>• PPE must be worn by staff caring for the child while they await collection, if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs). More information on PPE use can be found in the safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE) guidance.</li> <li>• A thermometer will be used to test temperature accurately.</li> <li>• The room will contain 3 bays which will ensure at least a 2m distance and physical barrier between everyone.</li> <li>• Once the ill person has left or been collected from school the bay they have used will be thoroughly cleaned by a member of staff wearing both gloves and a mask.</li> <li>• A record of the bay students were allocated will be kept by Attendance Officer.</li> <li>• The cleaning must be done with normal household bleach. Sufficient PPE must be in stock at all times to support this process</li> <li>• See: <a href="https://gov.uk/government/publications/covid-19-stay-at-home-guidance">https://gov.uk/government/publications/covid-19-stay-at-home-guidance</a></li> <li>• An individual should self-isolate for at least 10 days and arrange a test.</li> <li>• If they have tested positive whilst not experiencing symptoms but develop symptoms during the isolation period, they should restart the 10 day isolation period from the day they develop symptoms.</li> </ul>	<p>Low</p>	<p>JW</p>	<p>Y</p>

		<ul style="list-style-type: none"> <li>• Other members of the household should self-isolate for 10 days from when the symptomatic person first had symptoms.</li> <li>• Any members of staff who have helped someone with symptoms and any pupils who have been in close contact with them do not need to go home to self-isolate unless they develop symptoms themselves (in which case, they should arrange a test) or if the symptomatic person subsequently tests positive or they have been requested to do so by NHS Test and Trace.</li> <li>• Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell.</li> </ul>			
Cleaning hands more often than usual - wash hands thoroughly for 20 seconds with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered	Med	<ul style="list-style-type: none"> <li>• Frequent hand washing and sanitising built into daily routines.</li> <li>• Hand sanitiser provided at all entrance to buildings and bus park and around the school site</li> <li>• Hand sanitiser in some additional places where students access rooms by fire escapes.</li> <li>• Signs in toilets reminding of washing procedures</li> <li>• Staff asked to remind / oversee at key points in the school day.</li> <li>• Dining room hand sanitiser supplied by entrance and before accessing food service.</li> <li>• Parents encouraged to send children to school with sanitiser to support cleaning of hands and the management of face coverings.</li> </ul>	"	ALL	Y
Ensuring good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach	Med	<ul style="list-style-type: none"> <li>• Tissues in each room and bins with lids to dispose of tissues used by students/staff and around site. These will be emptied frequently.</li> <li>• Catch it, bin it, kill it posters displayed in rooms and around site and on bins</li> <li>• Sufficient quantities of tissues and bin bags to be stocked at all times.</li> </ul>	"	ALL KT	Y
Cleaning frequently touched surfaces often using standard products, such as detergents and bleach	Med	<ul style="list-style-type: none"> <li>• Staff have hygiene box in each room to use / clean frequently touched surfaces with spray.</li> <li>• Midday wipe down of frequently touched surfaces- designated staff. (This will be repeated throughout the day where possible).</li> <li>• Teachers have responsibility for ensuring that a desk clean occurs between any change of group / class. TAs to be deployed to support upstairs rooms. Techs to help.</li> <li>• If we are required to clean an area after a positive case of coronavirus has been identified, we will follow the guidelines (<a href="https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings">https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings</a>)</li> <li>• This includes ensuring that all tissues, PPE, and cleaning materials are put in a separate disposal bag that is stored securely for 72 hours before being disposed of.</li> </ul>	"	KT AND ALL	Y
Minimising contact and mixing by altering, as much as possible, the environment (such as classroom layout) and timetables (such as staggered break times)	"	<ul style="list-style-type: none"> <li>• Tightly supervised break, lunch time and arrival / finish time. Staggered times now for start and finish of school. Amended arrangements for drop off of pupils.</li> <li>• Start of day staggered and small buses / minibuses are now to use layby. No staff or sixth form to park in lay by.</li> <li>• Each group of students has a designated social area. Each social space is staffed during breaks.</li> <li>• Year group allocated breaks are supervised by a mixture of SLT / Teaching and support staff.</li> </ul>	"	LTM AND ALL	Y

		<ul style="list-style-type: none"> <li>• Tables cleaned by staff between year groups. 15 min gap between short break allows cleaning of area</li> <li>• Lunch service condensed to 20 mins to allow 10 mins 'wipe down' between year groups.</li> <li>• New social time areas identified that all students must use. West side = west hall, top tennis courts and area outside of the Trust offices. East side = East Hall, corridor by East Hall and car park by staff room.</li> <li>• The carpark next to the East staffroom will no longer be used for cars, this is a social space for students now.</li> <li>• One way systems remove any cross over between students on social time and those on movement between lessons</li> <li>• Students are required to wear face coverings at all times when on school site unless in lessons or in the indoor Eating Zones.</li> <li>• In toilets (staff and student), staff to wipe down seats and every other touched surface e.g. taps, door handles etc. after use. Wipes to be provided. This is a priority during social time P2&amp;4)</li> <li>• Rooms spaced out and cleared out to improve space available and spread children out.</li> <li>• During periods of lockdown, groups in school will be no bigger than 15 and will be managed as independent bubbles during lesson and social time. Staff will be allocated to each bubble and will not cross bubbles on any one day. Although every effort will be made to keep staff linked to the same bubble, there may be a requirement for staff to support different bubbles on separate days</li> </ul>			
<p>Where possible, all spaces should be well ventilated using natural ventilation (opening windows) or ventilation units.</p>	M	<ul style="list-style-type: none"> <li>• Prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation.</li> <li>• Be mindful of children who are a flight risk.</li> <li>• The aim is to keep occupied spaces well ventilated. Once the school is in operation, it is important to ensure it is well ventilated and a comfortable teaching environment is maintained. Gov advice on Natural Ventilation states: <ul style="list-style-type: none"> <li>○ 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</li> <li>○ if necessary external opening doors may also be used (as long as they are not fire doors and where safe to do so)</li> <li>○ To balance the need for increased ventilation while maintaining a comfortable temperature, the following measures should also be used as appropriate: <ul style="list-style-type: none"> <li>○ opening high level windows in preference to low level to reduce draughts</li> <li>○ increasing the ventilation while spaces are unoccupied (e.g. between classes, during break and lunch, when a room is unused)</li> <li>○ providing flexibility to allow additional, suitable indoor clothing. For more information see School uniform</li> <li>○ rearranging furniture where possible to avoid direct drafts</li> <li>○ Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces.</li> </ul> </li> </ul> </li> </ul>		All	Y

Engaging with NHS Test and Trace process	M	<p>Staff members and parents/ carers must be ready and willing:</p> <ul style="list-style-type: none"> <li>to book a test if they display symptoms,</li> <li>provide details of anyone they have been in close contact with if they test positive or are asked to by NHS Test and Trace,</li> <li>self-isolate if they have been in close contact with someone who develops coronavirus symptoms or tests positive</li> <li>Letters to parents will clearly state this. Staff will have read the risk assessment.</li> <li>In addition, parents and staff must inform the school as to outcome of the test.</li> <li>Procedure to be finalised regarding track and trace supported by the use of Satchel1 Seating Plans which will be used by staff in all lessons.</li> <li>Create a form with name and result of test to track in consultation with Public Health</li> </ul>	L	HT	Y
Managing confirmed cases of coronavirus amongst the school community	H	<ul style="list-style-type: none"> <li>Schools must contact the local health protection team if anyone who has attended school tests positive.</li> <li>HPT will provide definitive advice about who must be sent home.</li> <li>School to keep a record of pupils and staff in each group and any close contact that takes place between children and staff in different groups.</li> <li>HPT will provide a template letter to send out</li> <li>Further guidance on testing and tracing coronavirus</li> <li><a href="https://www.nhs.uk/conditions/coronavirus-covid-19/testing-and-tracing">https://www.nhs.uk/conditions/coronavirus-covid-19/testing-and-tracing</a></li> </ul>	L	LTM	Y
Containing an outbreak by following local health protection team advice	H	<ul style="list-style-type: none"> <li>If there are 2 or more confirmed cases over 14 days or a rise in sickness absence where COVID19 is suspected then school will have to work with local Health Protection team.</li> </ul>	L	LTM	Y
Where practicable keeping Social distancing of 2 metres for staff and reducing contact between groups.	M	<ul style="list-style-type: none"> <li>Within their working practice, all staff are required to avoid being classified as a 'standard contact' as defined below. (PHE)</li> <li>a person who has had face-to-face contact (within one metre), with someone who has tested positive for COVID-19, including: <ul style="list-style-type: none"> <li>being coughed on</li> <li>having a face-to-face conversation within one metre</li> <li>having skin-to-skin physical contact, or</li> <li>contact within one metre for one minute or longer without face-to-face contact</li> </ul> </li> <li>a person who has been within 2 metres of someone who has tested positive for COVID-19 for more than 15 minutes</li> <li>Socially distancing as much as possible from teachers desk. Teachers desks considered carefully and to act as a barrier to the room. Perspex screens to be used where identified or to provide additional support for CV staff.</li> <li>Tables in classroom to be front facing (no group work or pupils sitting opposite each other).</li> <li>One Way system strictly used outside and in some places in to minimise social contact.</li> <li>Use outdoor spaces to line up for lessons allowing for a controlled entrance to buildings and to set this space out with year group zones. Some subjects to use</li> </ul>	"	ALL	Y

What are the Hazards		Who might be harmed and how ?			
<b>2. Maintaining Social Distancing at School and measures within the classroom</b>		Staff including visiting professionals cleaning and catering staff, pupils, Visitors. contractors			
		<p>more localised meeting zones to support movement around the school site (Science and Maths)</p> <ul style="list-style-type: none"> <li>Teachers to ensure that the corridor is clear at the end of the lesson. Teachers to escort pupils out of the building. Classes to only re-enter the building with their teacher at the start of a lesson. Teacher to check for congestion before they enter.</li> <li>Year 7,11,12&amp;13 will make their way directly to all lessons with exception of P1 following arrival to school where they will use standard meeting zones.</li> <li>All students to wear a face covering while on school site with exception of when in lessons or in the indoor eating zones.</li> </ul>			
Lateral Flow Testing		<ul style="list-style-type: none"> <li>A Lateral Flow Test Centre is established and has a separate Risk Assessment</li> <li>We will undertake testing as follows:</li> <li>initial testing of vulnerable children and children of critical workers who are on school and college sites (two tests, three to five days apart)</li> <li>weekly testing of staff who are on school and college sites</li> </ul> <p><i>We will not offer daily testing of close contacts of positive cases in schools and college as an alternative to self-isolation, reducing disruption in schools and colleges.</i></p>			
Review fire safety arrangements including emergency evacuation routes to maintain social distancing where practicable.	"	<ul style="list-style-type: none"> <li>Fire safety routes as per usual to allow quick evacuation</li> <li>Students to be taught to how exit – same Fire Assembly Points but now with year group zones.</li> <li>Fire marshals to close any opened doors in the event of an evacuation.</li> <li>All teachers to act as reserve fire marshals and clear their area if needed.</li> <li>During any period of lockdown: <ul style="list-style-type: none"> <li>staff and students will be required to exit the building and gather on the West playground, all students are located West Side.</li> <li>We will operate a clear build policy at all times.</li> </ul> </li> </ul>	"	ALL	Y



What are you already doing? (Existing Controls)	Low/Med/High Risk?	What further actions are necessary DETAIL OF APPROACH AT SCHOOL LEVEL	Residual Risk Level Low/Med/High	Action - INCLUDING MONITORING	
				Who	Done ?
Organise the cohorts by years.	MED	<ul style="list-style-type: none"> <li>Work on a year group basis and ensure social and academic time is segregated. Year 12/13 to be treated as one pod due to cross over of study space, combined classes and size.</li> <li>Sixth Form Study Area to be moved into Library to allow appropriate supervision of 6<sup>th</sup> Form Bubble.</li> </ul>	LOW	ALL	Y
Organise classrooms and other learning environments such as workshops and science labs for those groups, maintaining a front facing direction.	"	<ul style="list-style-type: none"> <li>Rooms adapted accordingly.</li> <li>Small meeting areas to be adjusted to support any small group activities.</li> </ul>	"	Teachers	Y
Office space - try to minimise or prevent hot desking – designate separate spaces where practicable.	"	<ul style="list-style-type: none"> <li>Each admin person has own desk and own computer bar 2 (Reception).</li> <li>Ensure Clean desk policy (all staff) allows easy sanitising.</li> </ul>	"	KC KD Admin	Y
<p>Refresh the timetable:</p> <ul style="list-style-type: none"> <li>Where possible reduce movement.</li> <li>consider which lessons or classroom activities could take place outdoors</li> <li>use the timetable and selection of classroom or other learning environment to reduce movement around the school or building</li> <li>stagger break times (including lunch) and reduce areas for social time</li> <li>stagger drop-off and collection times</li> </ul>	"	<ul style="list-style-type: none"> <li>Timetable adapted. No form time. Where possible some teachers move rather than pupils.</li> <li>Pupils will not be 'static' or in zones because we do not have sufficient 'general classrooms'. Also the distance between East and West leads to significant pupil supervision difficulties if we zoned. Therefore we have adopted an 'external movement' system and an increased hygiene and supervision system.</li> <li>Movement around the school further controlled through use of external space to 'line up'.</li> <li>No assembly and form time adapted across the timetable. Increased use of Virtual assemblies to communicate key messages across the week.</li> <li>Rooms to have doors and windows open where reasonable.</li> <li>No adults other than those allocated allowed in classrooms.</li> <li>Teachers exit class with their groups and ensure no busy corridor before doing so.</li> <li>Staff to work as geographic teams to coordinate their exit and entrance to classes. These teams are: Scola upper, Scola lower, west main upper, west main lower, west arts block. Science upper and lower. D and T main English (excluding E17) <ul style="list-style-type: none"> <li>Teachers must work as teams to organise re-entry of pupils – with every teacher taking full responsibility for their pupils.</li> </ul> </li> </ul>	"	HT AND SLT  HT and SLT	Y  y

		<p>All teachers to remember that if they are late that other staff will have to compensate.</p> <ul style="list-style-type: none"> <li>• Staff directed time to start at 8.30 (meet pupils outside at this point).</li> <li>• At the end of the day all teachers to escort their class out with a staggered end. Designated staff to stay on bus duty.</li> </ul>			
Avoiding close contact between individuals	M	<p>Close contact should be avoided, including:</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, <b>a face to face conversation</b>, or unprotected physical contact (skin-to-skin);</li> <li>• proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes or several encounters adding up to 15 minutes) with an infected individual;</li> <li>• travelling in a small vehicle, like a car, with an infected person.</li> <li>• Staff to be instructed to report face to face contact to the Headteacher and a record to be kept of pupils and staff in each group and close contact that takes place.</li> </ul>	L	All	Y
Arranging classrooms to minimise contact.	M	<ul style="list-style-type: none"> <li>• Classrooms to be reconfigured for 30 children.</li> <li>• Forward facing desks or children seated in such a way to minimise contact - side by side not face to face.</li> <li>• The guidance states “Ideally, adults should maintain 2 metres distance from each other, and from children. We know that this is not always possible, particularly when working with younger children, but if adults can do this when circumstances allow that will help. In particular, they should avoid close face to face contact and minimise time spent within 1 metre of anyone.”</li> <li>• Children with additional needs should receive as much support as required. Adults working with these children are to be extra vigilant and mindful of face-to-face time. TA’s to receive specific advice and opportunity to review working practices with identified students.</li> <li>• Children to stay at the same desk. Managed through the use of seating plans</li> <li>• Staff remain 2m away - as far as physically possible. Classrooms to be well ventilated.</li> <li>• Signs to ensure children use appropriate levels of hygiene</li> <li>• Staff are required to wear face covering (mask type) when around the school site or in classroom when not in the ‘teaching zone’.</li> <li>• When in teaching zone, although there is no requirement for face covering, staff are requested to wear visor if necessary.</li> <li>• Staff to wear a face covering during any movement time throughout the school (lesson change over or supervision).</li> <li>• All staff to adopt TrustEd Face Covering policy (updated Nov20)</li> </ul>	L	All	Y

<i>What are the Hazards</i>	<i>Who might be harmed and how ?</i>
<b>3. Reduce mixing within education</b>	<i>Visiting Professionals, Staff, pupils,</i>

What are you already doing? (Existing Controls)	Low/Med/ High Risk?	What further actions are necessary <b>DETAIL OF APPROACH AT SCHOOL LEVEL</b>	Residual Risk Level Low/Med/ High	Action - INCLUDING MONITORING	
				Who	When
Manage the school so that Track and Trace can be supported.	M	<ul style="list-style-type: none"> <li>Ensure all staff and pupils are aware of their obligations for Track and Trace</li> <li>Ensure communication to parents about getting a Covid 19 test are consistently applied.</li> <li>Process each case of possible Covid 19 meticulously and in full consultation with Public health (JW lead for pupils, LTM reserve: LTM lead for staff supported by SO).</li> <li>Decisions for closure / partial closure made in consultation with the Trust and with Public Health England.</li> <li>All teachers to keep electronic seating plans on Satchel-One Pupils and staff MUST stick to the plan (or change the plan formally).</li> <li>School to keep home testing kits to give to parents who do not drive if a family member may have CV.</li> </ul>	L	Rec	Y
Accessing rooms directly from outside where possible	Med	<ul style="list-style-type: none"> <li>All rooms will be accessed by external doors on ground floor. Mapped and shared with all.</li> <li>Students wait for teachers on zones in outside areas.</li> </ul>	Low	ALL	Y
Considering one-way circulation	"	<ul style="list-style-type: none"> <li>Use one way system in many parts of the school – especially outside. In narrow corridors where one way system or divider is not possible, teachers to hold pupils back if corridor busy.</li> <li>See maps of one way system and one direction entry doors at end of this document.</li> <li>Make sure staff / students know – details sent home, map shared, floor arrows / wall arrows, retractable barriers where necessary.</li> </ul>	"	SJW	Y
Staggering breaks to ensure that any corridors or circulation routes used have a limited number of pupils using them at any time	"	<ul style="list-style-type: none"> <li>New system for Social Supervision (SS) and Movement Supervision (MS) in place.</li> <li>Social supervision and movement supervision in place with designated social areas.</li> <li>All staff to contribute to SS and SM.</li> <li>All non classroom staff to be assigned a Movement Supervision point. This is to ensure all pupils and staff move safely and according to the</li> </ul>	"	ALL SA	Y

		<p>expectations for year group separation. Staff to wear face mask at all times when in circulation or social space with students..</p> <ul style="list-style-type: none"> <li>• Three TAs placed in zones rather than allocated to classes – to allow for support of these measures – especially to help clean desks between classes. This applies to upstairs rooms where the distance between classrooms and line up areas is more significant. SENCO to allocate TA to three zones (upstairs Scola, upstairs West Main block, upstairs main East (hums). Where possible these should be consistent staff.</li> <li>• Toilets staggered by encouraging pupils to use toilet during lesson. Posters in toilets / near toilets with clear queueing rules.</li> </ul>			
Staggering lunch breaks - children and young people should clean their hands beforehand and enter in year groups, tables should be cleaned between each year group.	“	<p>See times of the school day and map attached to see the details of this. Toilets staggered by encouraging pupils to use toilet during lesson. posters in toilets / near toilets with clear queueing rules.</p> <ul style="list-style-type: none"> <li>• no table used more than once without being cleaned. Teachers to ensure that a clean of desks has occurred. Each teacher has a kit.</li> </ul>	“	LTM	Y
Ensuring that toilets do not become crowded by limiting the number of children or young people who use the toilet facilities at one time	“	<ul style="list-style-type: none"> <li>• Pupils allowed to go to toilet during a lesson. Doors removed from all but one toilet block. Pupils can see if cubicles in use and if so wait in defined queue area. All staff to support this system.</li> <li>• Staff on movement supervision and Social Supervision should reinforce these rules.</li> </ul>	“	ALL	Y
Noting that some children and young people will need additional support to follow these measures (for example, routes round school marked in braille or with other meaningful symbols, and social stories to support them in understanding how to follow rules)	“	<ul style="list-style-type: none"> <li>• NA. TAs to support one pupil who will need demonstration / support.</li> </ul>	“	SA	Y
<p><b>Use outside space:</b></p> <ul style="list-style-type: none"> <li>• for exercise and breaks</li> <li>• for outdoor education, see the comprehensive PE Risk assessment (attached).</li> <li>• although outdoor equipment should not be used unless the setting is able to ensure that it is appropriately cleaned between groups of children and young people using it, and that multiple groups do not use it</li> </ul>	“	<ul style="list-style-type: none"> <li>• Weather permitting – outside space will be used for exercise and breaks in the two designated areas.</li> <li>• Our extensive outdoor space allows for our risk assessment to make full use. All routes between lessons are designed to allow for most of the travel to be outside. When pupils are inside buildings they will be accompanied. When they are outside they will move in a largely one way system AND will then line up in year groups outside to wait for their teachers. They will then be taken indoors to class.</li> <li>• All pupils to be told to bring a coat /umbrella</li> <li>• No outdoor equipment.</li> </ul>	“	ALL	Y

simultaneously. Read <u>COVID-19: cleaning of non-healthcare settings</u>					
<p><b>For shared rooms:</b></p> <p>a. use halls, dining areas and internal and external sports facilities for social time or exercise If class groups take staggered breaks between lessons, these areas can be shared as long as different groups do not mix (and especially do not play sports or games together) and adequate cleaning between groups is in place, following the <u>COVID-19: cleaning of non-healthcare settings guidance</u></p> <p>b. limit the use of staff rooms and offices to limit occupancy</p>	"	<p>a. and b.</p> <ul style="list-style-type: none"> <li>• East Hall and West hall to have tables cleaned between cohort use.</li> <li>• Lunches will be according to years' timetable in designated areas.</li> <li>• Limit occupancy of staff rooms to 6. All staff to use their classrooms rather than the staff room for any extended period. Each classroom has it cleaning kit for staff.</li> <li>• Classrooms will be shared by different year groups during a day – so cleaning will take place between classes.</li> <li>• Staffroom reconfigured – staffroom not for use for lunch / social – rather to become a work space for staff without a designated classroom / available classroom.</li> </ul>	"	ALL	Y
<p><b>Reduce the use of shared resources:</b></p> <p>a. by limiting the amount of shared resources that are taken home and limit exchange of take-home resources between children, young people and staff</p> <p>b. by seeking to prevent the sharing of stationery and other equipment where possible. Shared materials and surfaces should be cleaned and disinfected more frequently. Cleaning should take place when items are to be shared across more than one year group. Items can be left for 48 hours between use (or 72 hours for plastics) if this is preferred.</p> <p>c. Children could be asked to bring in own stationary (or have packs of</p>	"	<ul style="list-style-type: none"> <li>• Students to be asked to bring personal resources to school to limit sharing.</li> <li>• The school to supply a pack of resources at good cost for parents who wish to purchase. The school to offer a free pack to students on FSM.</li> <li>• Inform students / staff of no share policy – students use same workstation all lesson. With no work station used by a second group unless cleaned in between.</li> <li>• Staff to think carefully about practical lessons and work out how equipment will be managed and used. Separate risk assessment (using CLEAPSS to help) required for all practical lessons.</li> <li>• Each department area to complete a short subject specific risk assessment to ensure that resources are used safely and efficiently. Departments to request investment in resources following this risk assessment.</li> <li>• See PE risk assessment for additional measures for changing room shared space.</li> </ul>	"	ALL KW  All KW	Y   Y

<p>stationary labelled with their name on)</p> <p>d. Tubs of resources for individuals if needed – e.g. maths cubes, etc</p> <p>e. although practical lessons can go ahead if equipment can be cleaned thoroughly and the classroom or other learning environment is occupied by the same children or young people in one day, or properly cleaned between cohorts N.B. Seek further advice from CLEAPSS for practical lessons, guidance documents GL344 for further advice on D&amp;T (including food Tech) or GL345 guidance for science departments in a partially re-opened school.</p>					
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<i>What are the Hazards</i>	<i>Who might be harmed and how ?</i>
<b>4. Managing Visiting Customers, parents Contractors and visitors</b>	<i>Staff including Visiting Professionals, cleaning and catering staff, pupils, Visitors. contractors</i>

What are you already doing? (Existing Controls)	Low/Med/ High Risk?	What further actions are necessary DETAIL OF APPROACH AT SCHOOL LEVEL	Residual Risk Level Low/Med/ High	Action - INCLUDING MONITORING	
				Who	When
<b>Contractors</b> <ol style="list-style-type: none"> <li>Encouraging visits via remote connection/working where this is an option.</li> <li>Where site visits are required, site guidance on social distancing and hygiene should be explained to visitors on or before arrival.</li> <li>Limiting the number of visitors at any one time.</li> <li>Limiting visitor times to a specific time window and restricting access to required visitors only.</li> <li>Determining if schedules for essential services and contractor visits can be revised to reduce interaction and overlap between people, for example, carrying out services at night.</li> <li>Maintaining a record of all visitors if this is practical.</li> <li>Revising visitor arrangements to ensure social distancing and hygiene, for example, where someone physically signs in with the same pen in receptions.</li> </ol>	Med	<ul style="list-style-type: none"> <li>Contractors will only be allowed into school for emergencies or for planned maintenance and they will be encouraged to come out of school time and use minimum walkway through school.</li> <li>Rules for coming on site to be communicated clearly in advance and agreed to by visitor/contractor</li> <li>All other visitors to be will be encouraged or allowed into school</li> <li>Only essential visiting professionals, volunteers / guests in school and wherever possible by appointment.</li> <li>Planned maintenance visits during holiday / before or after school if possible</li> <li>Record of all visitors via electronic signing in.</li> <li>visitors to adhere to social distancing and hand hygiene like rest of school community</li> <li>screen / glass at each reception.</li> </ul>	Low	KT / VK// KC / KT/ KD	Y
<b>Parents, Customers and Visitors-</b> <ol style="list-style-type: none"> <li>Changing pupil drop off and collection so that no parents enter buidlings when simply dropping off or picking up. Communicate new rules to parents.</li> </ol>	Med	<ul style="list-style-type: none"> <li>Parents have letter explaining protocols before reopening.</li> <li>East reception only used for visitors.</li> <li>parents do not habitually wait at gate at end of day so no change here.</li> <li>Parents requested to drop off pupils away from bus times. Staggered end of day times also communicated to parents.</li> <li>Signage to be displayed at school entrances and main entrance.</li> </ul>	Low  Low	KW / KT/ KD ADMIN STAFF  KW / KT/ KD ADMIN STAFF	Y  Y

<p>b. Consider altering access for cars near school to keep entry roads clear for wider pavement use.</p> <p>c. Providing clear guidance on social distancing and hygiene to people on arrival, for example, signage or visual aids and before arrival, for example, by phone, on the website or by email.</p> <p>d. Establishing host responsibilities relating to COVID-19 and providing any necessary training for people who act as hosts for visitors.</p> <p>e. Reviewing entry and exit routes for visitors and contractors to minimise contact with other people.</p>		<ul style="list-style-type: none"> <li>• Reception staff to act as gatekeepers and be very strict about entry of visitors only with previous appointment to school and also communicating the guidelines to the visitors.</li> <li>• Entry and exit routes for visitors and contractors moved to east reception to minimise contact.</li> <li>• Parents will be asked to wear a mask when dropping off or collecting pupils</li> <li>• Where possible, all meetings will be conducted by telephone or using video conferencing. This includes meetings with staff, parents, visitors and governors.</li> <li>• Where this isn't possible, essential meetings will be conducted outside, or in a room large enough to allow for social distancing (meeting room first).</li> </ul>			
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<i>What are the Hazards</i>	<i>Who might be harmed and how ?</i>
<b>5. Workplace and furniture contamination</b>	<i>Staff including visiting professionals, visitors, cleaning and catering staff, pupils, Visitors. contractors</i>

What are you already doing? (Existing Controls)	Low/ Med/ High Risk ?	What further actions are necessary <b>DETAIL OF APPROACH AT SCHOOL LEVEL</b>	Residual Risk Level Low/Med/ High	Action - INCLUDING MONITORING	
				Who	When
<ul style="list-style-type: none"> <li>• Remove unnecessary items from classrooms and other learning environments where there is space to store it elsewhere</li> <li>• Remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts).</li> <li>• Limiting or restricting use of high-touch items and equipment, for example, printers or whiteboards</li> </ul>	Med	<ul style="list-style-type: none"> <li>• furniture removed or stacked together if possible where it is not needed. Furniture taped off where not to be touched /moved. Much surplus moved to store / tip / bin</li> <li>• soft furnishings, displays / student work on display that is additional clutter to rooms that are hard to clean will be removed.</li> <li>• Students not to use interactive whiteboards</li> <li>• Printers / photocopying: Staff to sanitise their hands BEFORE use.</li> </ul>	Low	ALL	Y
<b>Hygiene: handwashing, sanitation facilities and toilets</b>	Med	<ul style="list-style-type: none"> <li>• Signs to ensure students use appropriate levels of hygiene</li> <li>• Teachers to inform students through induction.</li> </ul>	Low	LTM ALL	Y



<ul style="list-style-type: none"> <li>Using signs and posters to maintain personal hygiene standards and build awareness of good handwashing technique, the need to increase handwashing frequency</li> <li>ensure that all adults and children: <ul style="list-style-type: none"> <li>frequently wash their hands with soap and water for 20 seconds and dry thoroughly. Review the <u>guidance on hand cleaning</u></li> <li>clean their hands on arrival at the setting, before and after eating, and after sneezing or coughing</li> <li>are encouraged not to touch their mouth, eyes and nose</li> <li>use a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it')</li> </ul> </li> </ul>	Med	<ul style="list-style-type: none"> <li>Reinforced by PowerPoint sent to parents / on website.</li> </ul>	Low	SDG ALL	Y
<p>Ensure that sufficient handwashing facilities are available. Where a sink is not nearby, provide hand sanitiser in classrooms and other learning environment</p>	Med	<ul style="list-style-type: none"> <li>Hand washing built into the daily routine – soap and water and 20 seconds of washing, dry thoroughly. Re-entry to any building has hand sanitisers at doors and several classrooms.</li> <li>Students wash hands or sanitize on arrival and before and eating. Also after sneezing or coughing.</li> <li>Students encouraged not to touch mouth, eyes or nose</li> <li>Use tissue or elbow to cough or sneeze, put tissue into lidded bin and then wash hands. Instructions on bins.</li> <li>In a class with a sink handwashing can occur at the start and end of the lesson – however hand sanitising may have been used instead.</li> <li>Where a classroom does not have a sink – the teacher needs to establish that handwashing or sanitising has occurred immediately before the lesson, and instruct pupils about the process at the end of the lesson.</li> </ul>	Low	KT ALL	Y
<p>Setting clear use and cleaning guidance for toilets to ensure they are kept clean and social distancing is achieved as much as possible.</p>	"	<ul style="list-style-type: none"> <li>Sufficient hand washing in sinks is limited but reduced no' pupils in on any day combined with hand sanitizer will solve the issue.</li> <li>All other sinks in classrooms used and available.</li> <li>Make sure sufficient soap etc</li> </ul>	"	LTM	Y
<p>Enhancing cleaning for busy areas.</p>	"	<ul style="list-style-type: none"> <li>Designated site staff do this work.</li> <li>Establish clear expectations in PE.</li> </ul>	"	KC/ SITE TEAM	Y

		<ul style="list-style-type: none"> <li>During periods of lock down adjustments will be made to the cleaning schedule to ensure that any identified zones (and facilities / resources) used by students/staff in school are cleaned between and following identified sessions.</li> </ul>			
Providing more waste facilities and more frequent rubbish collection. Ensure that bins for tissues are emptied throughout the day	"	<ul style="list-style-type: none"> <li>Organised with site team.</li> </ul>	"	SITE TEAM	Y
Where possible, providing paper towels as an alternative to hand dryers in handwashing facilities.	"	Done.	"	KT	Y
Follow the <u>COVID-19: cleaning of nonhealthcare settings guidance</u>	"	In place with site and cleaning team.	"	KC	Y
Clean surfaces that staff, children and young people are touching, such as toys, books, desks, chairs, doors, handles, sinks, toilets, light switches, bannisters, more regularly than normal	"	<ul style="list-style-type: none"> <li>In place with designated site staff for common areas (eg toilets).</li> <li>Teachers and office staff to ensure that their area is clean before use by others (eg if class change over desks must be wiped). Students can be used to assist. Teachers to build this into their classroom routine. Three TA's assigned to zones to help those further away from line up space. Time built in between lessons to allow for slower arrival and departure including wiping time.</li> <li>Departmental risk assessments used to identify common / shared resources and to ensure they are cleaned / separated before sharing across year groups.</li> </ul>	"	SITE TEAM	Y
Ensure that help is available for children and young people who have trouble cleaning their hands independently.	"	One child- has TA support	"	SA	Y
Where possible, all spaces should be well ventilated using natural ventilation (opening windows) or ventilation units.	"	Can be done by all staff. Some modifications by some staff. However no fans to be used or air conditioning whilst rooms are occupied.	"	ALL	Y
Prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation	"	To be avoided in SCOLA block on the corridor double doors. Other 'concrete building can prop doors bearing in mind fire risks.	"	ALL	Y
Use your local suppliers for proportionate supplies of soap, anti-bacterial gel and cleaning products if needed there is no need for anything other than normal personal hygiene and washing of clothes following a day in an educational or childcare setting.	"	Purchased early and in place.	"	KC VK	Y

<p><b>Changing rooms and showers</b></p> <ul style="list-style-type: none"> <li>Where shower and changing facilities are required, setting clear use and cleaning guidance for showers, lockers and changing rooms to ensure they are kept clean and clear of personal items and social distancing is achieved as much as possible.</li> <li>Introducing enhanced cleaning of all facilities regularly during the day and at the end of the day.</li> </ul>	"	See PE risk assessment. Recruit and apprentice to support. Purchase extra pupil kit to ensure single use before cleaning. Train PE staff.	"	SF	Y
<p><b>Handling goods, merchandise and other materials, and onsite vehicles if appropriate.</b></p> <ul style="list-style-type: none"> <li>Cleaning procedures for goods and merchandise entering the school site.</li> <li>Cleaning procedures for vehicles if appropriate e.g. Minibuses, lawn mowers.</li> <li>Social distancing will be a problem in vehicles. Only one person to use car at a time and vehicle cleaned thoroughly before and after each use.</li> <li>Minibus use carefully considered and risks reduced.</li> </ul>	Med	<ul style="list-style-type: none"> <li>Goods that arrive on site e.g. post, parcels, milk, to be cleaned before entering school site – PPE available for Reception / Site Staff</li> <li>Minibus cleaning to take place between trips.</li> <li>Minibus passengers segregated from the driver (therefore 3 spare seats always). No one to sit next to or behind the driver. All occupants to hand sanitise before getting in and wear face masks throughout. All occupants to remove face masks on departure and hand sanitise.</li> <li>All to wear masks on minibuses.</li> <li>used PPE to be discarded in bins on bus park OR placed in sealed bag.</li> <li>Seats / areas cleaned after each use.</li> <li>Pupils use same seat on return journey if possible.</li> <li>Drivers responsible for ensuring cleaning and rules are followed.</li> </ul>	Low	KD KT DRIVER S	Y
<ul style="list-style-type: none"> <li>The school will communicate with any identified professional to outline the working practice of the school to ensure they are confident on how control measures in school are being managed.</li> </ul>	M	<ul style="list-style-type: none"> <li>Appendix: Supplementary Information for Visiting Professionals outlines the processes in place to safeguard visitors, students and staff in school.</li> </ul>	L	JW	Y

<i>What are the Hazards</i>	<i>Who might be harmed and how ?</i>
<b>6. Use of Personal protective equipment (PPE) in School settings against COVID -19</b>	<i>Staff including visiting professionals cleaning and catering staff, pupils, Visitors. contractors</i>

What are you already doing? (Existing Controls)	Low/ Med/ High Risk ?	What further actions are necessary <b>DETAIL OF APPROACH AT SCHOOL LEVEL</b>	Residual Risk Level Low/Med/ High	Action - INCLUDING MONITORING	
				Who	When
<p>a. Wearing a face covering or face mask in schools</p> <p>b. Schools that teach years 7 and above may decide to recommend the wearing of face coverings for pupils, staff or visitors in communal areas outside the classroom where the layout of the schools makes it difficult to maintain social distancing when staff and pupils are moving around the premises, for example, corridors.</p> <p>c. Based on current evidence and the measures that schools are already putting in place, such as the system of controls and consistent bubbles, face coverings will not be necessary in the classroom even where social distancing is not possible. Face coverings would have a negative impact on teaching and their use in the classroom should be avoided</p> <p>d. Where local restrictions apply :</p> <ul style="list-style-type: none"> <li>In areas where local lockdowns or restrictions are in place, face coverings should be worn by adults and pupils (in years 7 and above) in areas outside classrooms when moving around communal areas where social distancing is difficult to maintain such as corridors.</li> </ul>	Low	<ul style="list-style-type: none"> <li>Staff must be diligent in maintaining social distancing at all times. This is especially the case for staff who work with pupils in classrooms where contact across year groups is more frequent.</li> <li>Staff should remember how important it is to keep themselves safe, but also that they have a responsibility to reduce the likelihood of spread.</li> <li>Staff are required to wear a face mask during movement times outside of the classroom</li> <li>Face Shields are encouraged to be worn on the bus park in the morning and when meeting / greeting large numbers (eg crossing duty). Face mask are required during periods of national restriction or localised outbreak.</li> <li>Shields should be used when staff are in less controlled space such as corridors or when appropriate distancing is not possible, supervision The same is the case for staff who may wish to move around class (eg TAs). It is not expected that staff should frequently move around class and teachers should adopt a more formal 'front' of class style. TA's should consider how to place themselves in a class and how to operate to keep safe, yet do their work.</li> </ul> <p>Safe wearing and removal of face coverings</p> <ul style="list-style-type: none"> <li>Schools should have a process for removing face coverings when those who use face coverings arrive at school, and when face coverings are worn at school in certain circumstances. This process should be communicated clearly to pupils and staff.</li> </ul>	Low	SDG	Y
	Low	<ul style="list-style-type: none"> <li>Safe wearing of face coverings requires cleaning of hands before and after touching – including to remove or put them on – and the safe storage of them in individual, sealable plastic bags between use. Where a face covering becomes damp, it should not be worn and the face covering should be replaced carefully.</li> </ul>	low	SDG	Y

<ul style="list-style-type: none"> <li>In the event of new local restrictions being imposed, schools will need to communicate quickly and clearly to staff, parents, pupils that the new arrangements require the use of face coverings in certain circumstances</li> </ul> <p>Face coverings and face shields</p> <p>Based on Guidance:</p> <p>Education and childcare settings: New National Restrictions from 5 November 2020</p>		<ul style="list-style-type: none"> <li>Pupils must be instructed not to touch the front of their face covering during use or when removing it and they must dispose of temporary face coverings in a 'black bag' waste bin (not recycling bin) or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom</li> <li>Face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained.</li> <li>We will instruct staff to use masks in communal areas (outside of classrooms/ teaching spaces) and we will model mask use ourselves whenever we are out and about, and if we are in class with pupils other than our own teaching groups.</li> <li>CV staff will be offered the use of medical style face coverings which will be provided by the school. They are to be disposed of in the appropriate ppe bin at the end of the day.</li> </ul>			
<p><b>The majority of staff in education settings will not require PPE beyond what they would normally need for their work.</b> PPE is only needed in a very small number of cases including:</p>	M	<ul style="list-style-type: none"> <li>PPE may be required when administering first aid</li> <li>PPE packs to be available as grab bags for first aiders</li> <li>All Staff to be issued with basic PPE bag – gloves, mask etc should they need to intervene in any student problems</li> </ul>	L	SDG	Y
<p>a. children, young people and students whose care routinely already involves the use of PPE due to their intimate care needs should continue to receive their care in the same way</p>	Medium	<ul style="list-style-type: none"> <li>PPE should be worn when intimate care is being given to a student</li> </ul>	low	SA	Y
<p>b. if a child, young person or other learner becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home. A fluid-resistant surgical face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then disposable gloves, a disposable apron</p>	High	<ul style="list-style-type: none"> <li>PPE to be worn if a child becomes unwell with symptoms of coronavirus whilst in school and needs direct personal care until they can be picked up.</li> <li>If a distance of 2m cannot be maintained then a Fluid resistant face mask / visor will be worn by the supervising adults. All staff provided with their own grab bag to carry at all times. See reception for a replacement bag after use. Note - goggles can be reused after washing thoroughly.</li> <li>Gloves and disposable apron can also be worn if risk of coughing over supervising adult is likely.</li> </ul>	Med	VK KD	Y

and a fluid-resistant surgical face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn					
c. Education, childcare and children's social care settings and providers should use their local supply chains to obtain PPE.	low	Sourced and available.	low	VK KC	Y
d. All staff will be provided with a face shield to use in specific ways as agreed by their Headteacher (for example when on Social Supervision or Movement Supervision). Similarly, all teachers will have access to emergency PPE and in secondary schools asked to carry in their pocket for use in an unpredictable situation (such as helping an ill pupil or colleague).	low	All staff will have access to PPE see above and all staff will be provided with a face shield to use in specific ways.	low	LTM	Y
e. All head teachers may allow staff to use a minimum PPE as negotiated and as it does not prevent their work (eg no face masks when 'delivering' lessons).	low	Staff will be able to use a minimum PPE if negotiated and as long as it does not prevent their work	low	SDG	Y

<i>What are the Hazards</i>	<i>Who might be harmed and how ?</i>
<b>7. Catering facilities</b>	<i>Customers</i>

What are you already doing? (Existing Controls)	Low/Med/ High Risk?	What further actions are necessary DETAIL OF APPROACH AT SCHOOL LEVEL	Residual Risk Level Low/Med/ High	Action - INCLUDING MONITORING	
				Who	When
a. consult with the catering company if separate from school staff, see what they are able to provide	low	<ul style="list-style-type: none"> <li>kitchens will reopen for short and long breaks for limited food and drink (all food goods handed to students following selection). Most food provision is now re-instated.</li> <li>Staff should remember they are best to be self-sufficient at work and bring provisions to avoid crowding staff rooms.</li> </ul>	LOW	KC	On going
b. Practicality of providing food for pupils and staff	low	<ul style="list-style-type: none"> <li>The Canteen has operated a reduced menu across the school since September.</li> <li>During periods of isolation or lockdown, fsm students will be provided with vouchers as part of their provision.</li> </ul>	"	KC	Y
c. Can social distancing be achieved in the kitchen	low	Yes	"	KC	Y
d. Will separate sittings be viable	Med	Yes. The use of a staggered lunch and separated social space will support this. See map.	Low	BB	Y
e. Additional time needed to clean areas between sittings	"	Areas are to be wiped by staff between sittings of pupils.	"	KC	Y

<i>What are the Hazards</i>	<i>Who might be harmed and how ?</i>
<b>8. First Aid</b>	<i>ALL</i>

What are you already doing? (Existing Controls)	Low /Med/ High Risk ?	What further actions are necessary DETAIL OF APPROACH AT SCHOOL LEVEL	Residual Risk Level Low/Med / High	Action - INCLUDING MONITORING	
				Who	When
a. First aiders need additional support and training in use of additional PPE if close contact with a patient is required. E.g. changes to EAV/CPR due to Covid 19.	low	First Aiders to be trained in use of PPE	Low	First Aiders JW AB	As applic able
b. PEEPS (Personal Emergency Evacuation Plan) – may need reviewing for disabled people/people with assistance dogs/use of lifts due to changes in social distancing or evacuation routes.	“	N/A	“		Y
c. Additional measures may be required\implemented in view of staff shortages.	“	Staffing is viable as of 04/06 with first aid staff numbers that we have	“	JW AB	Y
d. arrangements for a suitable quarantine room - cleaning of quarantine room - toilet for quarantine room in place.	“	Quarantine room = HEADS OLD OFFICE IN WEST RECPETION. Toilet is available. 3 bays available in room	“	JW AB	Y
e. How to look after an ill person who may have CV training for relevant staff.	med	Training about how to look after a person ill with CV required.	“	AB JW	Y



<i>What are the Hazards</i>	<i>Who might be harmed and how ?</i>
<b>9. Accidents\ incidents</b>	<i>ALL</i>

What are you already doing? (Existing Controls)	Low/ Med/ High Risk?	What further actions are necessary DETAIL OF APPROACH AT SCHOOL LEVEL	Residual Risk Level Low/M ed/ High	Action - INCLUDING MONITORING	
				Who	When
1. Normal reporting to various parties e.g. Reporting to Governors / Trustees / Local Authority.	low	<ul style="list-style-type: none"> <li>Normal reporting of accidents to Head, Gobs, Trustees</li> <li>Also – Trust wide geographical tracking in place to routinely track our community and to be alert to patterns or changes.</li> </ul>	"	KC	Y
2. Reporting of COVID-19 cases to Health & Safety Team. (RIDDOR 2013 requirements for HSE reporting)		Reporting of COVID 19 cases to CEO/Trust immediately <ul style="list-style-type: none"> <li>Students in pod to be sent home until outcome of results of testing of individual concerned, and then report to H &amp; S team. SG to view individual cases with Headteacher.</li> </ul>	"	KC	Y
3. Consider looking at high risk activities to minimise the potential for accidents and the need for staff to assist children\students	M	No high risk activities permitted to minimise the risk for students.	"	ALL	Y

<i>What are the Hazards</i>	<i>Who might be harmed and how ?</i>
<b>10. Emotional distress of the staff - including anxiety</b>	<i>Staff</i>

What are you already doing? (Existing Controls)	Low/M ed/ High Risk?	What further actions are necessary DETAIL OF APPROACH AT SCHOOL LEVEL	Residual Risk Level Low/Med / High	Action - INCLUDING MONITORING	
				Who	When
Acclimatise staff to being back at work	low	Ensure that the requirements for staff in school gradually increase. Last two weeks of summer term almost full staffing. Staff get used to routine of work again and some with anxiety become gradually 'desensitised'. Talk to staff about individual support for anxiety where necessary. Make school counsellor available and also use Occupational health / NOSS where appropriate.	"	SG	Y

Staff to be included with the decision making, risk assessments / setting up of rooms / departmental solutions.	L	Staff in prior to 22/06 to help set up rooms, add to risk assessment etc Staff survey carried out. All staff asked to review their working space at end of October, any further adjustments or reconfigurations completed.	"	ALL	Y
Review staff work and rest rooms to ensure social distancing can be adhered to	M	Staff are asked to be especially careful with each other in terms of social distancing to avoid being standard contact. Staff rooms used up to six at a time. Rotating breaks also separate staff. identified around the school so social distancing can be adhered to Rooms / areas set up to ensure minimal clutter / ease of cleaning	"	ALL	Y
Survey staff / consult about concerns and address any themes	M	Use on line questionnaire and respond to any themes.	"	JW	Y

<i>What are the Hazards</i>	<i>Who might be harmed and how ?</i>
<b>11. Emotional distress of the pupils</b>	<i>Pupils</i>

What are you already doing? (Existing Controls)	Low/ Med/ High Risk ?	What further actions are necessary <b>DETAIL OF APPROACH AT SCHOOL LEVEL</b>	Residual Risk Level Low/Med / High	Action - INCLUDING MONITORING	
				Who	When
Have details of counselling available	M	School counsellor available two days a week to receive referrals.	"	JW	Y
Survey pupils to ascertain PSE areas to address	M	Survey completed and themes responded to. All pupils contacted to remind them who to email NOW in advance of return if they wish to access support.	"	JW	Y
Pupils to be supported by staff following staff training before reopening in summer term.	M	Staff training on Teams reorganised.	"	JW	Y
Look at ways of being able to support a child if in need of comfort.	M	Decide on alternative ways - safety / PPE to be first consideration. Addressed in staff training.	"	JW	Y
SEN pupils - review assessments to be able to further assist pupils who will not understand the changes	M	Review SEN pupils who made need further risk assessments around them	"	JW	Y

<i>What are the Hazards</i>	<i>Who might be harmed and how ?</i>
<b>12. Transport arrangements</b>	<i>All Staff, parents and children:</i>

What are you already doing? (Existing Controls)	Low/Med/High Risk?	What further actions are necessary <b>DETAIL OF APPROACH AT SCHOOL LEVEL</b>	Residual Risk Level Low/Med / High	Action - INCLUDING MONITORING	
				Who	When
Encouraging parents and children and young people to walk or cycle to their education setting where possible	med	Rurality means most cannot walk / cycle Those that can, do. Access road means cycling not safe... Staggered arrival times will ease congestion on the entrance to school.	low	NA	Y
Making sure schools, parents and young people follow the <u>Coronavirus (COVID-19): safer travel guidance for passengers</u> when planning their travel	"	Share following with parents prior to student return <u>Coronavirus (COVID-19): safer travel guidance for passengers</u>  Summarise travel PPE advice and give to pupils on induction.	"	KW	Y
Ensuring that transport arrangements cater for any changes to start and finish times	"	Normal start/finish time for buses. However small buses to use the layby. Staff movement supervision starts earlier than previously. 8.30 is start of teacher directed time and supervision of line up areas.	"	NA	Y
Making sure transport providers do not work if they or a member of their household are displaying any symptoms of coronavirus	"	LA transport – monitored by LA School provided transport –establish with drivers to self report – log checks. Our mini-bus drivers all informed. Hills coaches informed.	"	JW	Y
Making sure transport providers, as far as possible, follow hygiene rules and try to keep distance from their passengers	"	Get a copy of LA / Transport providers policy for records	"	JW	Y
Taking appropriate actions to reduce risk if hygiene rules and social distancing is not possible, for example when transporting children and young people with complex needs who need support to access the vehicle or fasten seatbelts	"	Establish personalised plans following review of students travelling and individual needs	"	JW SA	Y
<b>Ensure all transport follows same regs</b>	"	Assigned member of staff to communicate with all transport providers	"	JW	Y

<p><b>Local authorities or transport providers</b> could consider the following:</p> <p>a. guidance or training for school transport colleagues</p>	"	<p>LA / PROVIDERS SHARE THEIR RISK ASSESMENTS WITH US</p> <p>See LA information.</p> <p>Hills Coaches have agreed seating plans and sanitation / PPE requirements with ourselves which have been communicated to parents.</p> <p>At present instructions are:</p> <ul style="list-style-type: none"> <li>• All to sanitise on departure.</li> <li>• All wear PPE</li> <li>• All sanitise on arrival and take off PPE</li> <li>• Bins for PPE on bus park.</li> <li>• Keep year groups together on the buses. Pupils will be in a seating plan with year 7 at the front and year 13 at the back.</li> </ul>	"	JW	Y
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<i>What are the Hazards</i>	<i>Who might be harmed and how ?</i>
<b>13. Use of Car park for cars, and other forms of transport</b>	All

What are you already doing? (Existing Controls)	Low/Med/ High Risk?	What further actions are necessary DETAIL OF APPROACH AT SCHOOL LEVEL	Residual Risk Level Low/Med / High	Action - INCLUDING MONITORING	
				Who	When
Car parking/spacing of cars for staff	M	The car park by the East staff room is no longer available for cars. Staff to make full use of all of the main parking bays. Parking bays to be swept and cut back during the holiday ready for extended use. St Johns bay to be used as rubbish cleared in the holiday. No staff to park in layby as now needed for small bus drop off.	low	Site team / all	Y
Staggered arrival times?	M	See attached details.	L	HT	Y
Use of bikes revise the siting of bikes and again stagger times of arrival and maybe dedicate different area to secure bikes	NA	N/A as hill too dangerous for bikes.	NA		

<i>What are the Hazards</i>	<i>Who might be harmed and how ?</i>
<b>14. When schools reopened other areas will need consideration. e.g. building related hazards -e.g. fire safety management, building evacuation etc.</b>	<i>All</i>

<b>What are you already doing? (Existing Controls)</b>	<b>Low/Med/High Risk?</b>	<b>What further actions are necessary DETAIL OF APPROACH AT SCHOOL LEVEL</b>	<b>Residual Risk Level Low/Med / High</b>	<b>Action - INCLUDING MONITORING</b>	
				<b>Who</b>	<b>When</b>
Please see appendix A a separate risk assessment for Premise building related issues for inspections, maintenance checks etc. required	NA	Premise related issues – see separate risk assessment	NA		
Fire Risk Assessment will need reviewing in light of the control measures implemented due to staff shortage, alterations of evacuation routes, different exits used to maintain social distancing.		Fire Risk assessment –fire marshals and reserves system established. If Marshall is absent all teachers in area act as reserve. Doors closed by marshals on exit. Zones on congregation areas are used. Fire training with each cohort of pupils on start of term. Revised plans shared in induction by KW.		All staff	