

**Coronavirus/Covid-19 Risk Assessment Template for Persons Attending a Primary or Secondary School Setting**

*effective from Autumn Term (September) 2020 onwards (version 1 controls continue to apply until the end of Summer Term 2020)*

School name:	<b>Pakeman Primary School</b>		
Name(s) of person(s) covered by this assessment:	<ul style="list-style-type: none"> <li>▪ Teaching and support staff</li> <li>▪ Pupils</li> <li>▪ Catering staff</li> <li>▪ Cleaners</li> <li>▪ Parents / Carers</li> <li>▪ Visitors / Others</li> </ul>		
Tasks and activities covered by this risk assessment:	<ul style="list-style-type: none"> <li>▪ General education/childcare provision during COVID-19 pandemic</li> <li>▪ General site occupancy and site movement</li> <li>▪ Personal hygiene</li> <li>▪ Cleaning and sanitisation</li> <li>▪ Serving school meals</li> <li>▪ Interactions with maintenance contractors, not including the actual maintenance and compliance activities</li> </ul>		
Equipment and materials used:	<ul style="list-style-type: none"> <li>▪ General class and teaching and play materials (indoor and outdoor)</li> <li>▪ Cleaning materials and equipment</li> <li>▪ Dining hall equipment</li> </ul>		
Location(s) covered by this risk assessment:	<ul style="list-style-type: none"> <li>▪ All school premises</li> </ul>		
Name of person completing this risk assessment:	Lynne Gavin	Date of completion:	04/09/20
Risk assessment approved by:	Janet Convery	Date of approval:	04 / 09 / 20
Date risk assessment to be reviewed by:	<b>18<sup>th</sup> September 2020</b>	Risk assessment no:	1

**Record of risk assessment reviews**

Date of review:		Reviewed by:		Comments / date of next review:	▪
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**Before completing the Risk Assessment it is recommended that school leaders including those responsible for governance have read the information outlined below, including A and B, which include information referenced in the controls shown in the assessment.**

**IMPORTANT NOTE:** in addition to completing this risk assessment and ensuring all controls are in place, schools must complete Appendix A: Premises Guidance and Checklist. This should be signed and returned by no later than 26 August 2020.

## Background

This risk assessment will consider the risks to pupils, staff and others impacted by the infection of a member of the school community attending school (e.g. pupils, staff, contractors, visitors and household members of pupils and staff) while the coronavirus leading to Covid-19 infection is in circulation in the general community in the UK. It is based on government guidance, which indicates that it cannot be a 'one-size-fits-all' approach and school leaders are best suited to identify the system of controls that will let them effectively minimise the risk while delivering the curriculum.

Note: this risk assessment only addresses hazards directly related to physical exposure to Coronavirus/Covid-19. The school should separately consider non-physical hazards e.g. stress to staff and hazards not directly related to exposure to the virus, e.g. working at home, catering, including food preparation and building management arrangements.

**Hazard** - Coronavirus (SARS-CoV2), which is spread in minute water droplets that are expelled from the body through sneezing, coughing, talking and breathing. The virus can be transferred to the hands and from there to surfaces. It can survive on surfaces for a period after transfer (depending on such things as the surface type, its moisture content and temperature).

**Risk Consequence** - The vast majority of people who become infected with COVID-19 will have mild to moderate symptoms which will self-resolve, and will not require further NHS treatment. While Covid-19 illness can be fatal, this likelihood disproportionately impacts adults and specifically those with pre-existing conditions who should follow the relevant government guidance.

- severity of disease in children – there is high scientific confidence that children of all ages have less severe symptoms than adults if they contract coronavirus (COVID-19)
- the age of children – there is moderately high scientific confidence that younger children are less likely to become unwell if infected with coronavirus (COVID-19)
- severity of disease in adults – a small proportion of adults suffer a very serious or fatal illness, if infected. The likelihood of serious or fatal consequences is much greater for older people and those with underlying health conditions e.g. the clinically vulnerable and extremely clinical vulnerable for whom personal risk assessments should be completed (see also risk reference 1A below).

**Likelihood** is based on the likelihood of transmission, which may lead to one or multiple fatalities.

If personal hygiene, school cleaning measures, and social distancing measures (in accordance with government guidance) are followed and all very high risk/very vulnerable (previously shielded, until shielding was suspended) persons and high risk/vulnerable persons (see NHS lists) work to a personal risk assessment that identifies how they can optimise their social distancing, likelihood of transmission leading to a fatality will be low for persons who are not clinically vulnerable and medium for clinically extremely vulnerable/clinically vulnerable persons. Where strict social distancing cannot be achieved for clinically extremely vulnerable persons, alternative controls should be considered in their personal risk assessment in addition to these shown in this risk assessment in order to prevent their risk becoming high.

This risk assessment is based on the "Guidance for full opening - schools", published 2 July 2020 and available at <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

Schools with early years provision (nursery classes and younger children) should also refer to <https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures>. A separate risk assessment template is available for Children's Centres and other Early Years settings.

Both the schools and early years guidance follow the same basic system of controls to prevent transmission of infection occurring and respond to infection, if it occurs.

## A) Essential general control measures – applicable to all pupils, staff and others, in all schools, at all times

Procedures in place, including reminders to all adults and children via regular classroom briefings, specific learning and poster displays to ensure:

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- Pupils and staff stay at home if,
  - unwell with coronavirus (COVID-19) symptoms, *or*
  - in a household where somebody else is symptomatic, *or*
  - if instructed to do so by the NHS Test and Trace system or by a Public Health England, Camden and Islington Public Health or other health protection team officer, *or*
  - where quarantine applies following travel abroad
- Pupils, staff and their households understand their obligation to be tested if displaying symptoms and follow NHS guidance.
- Frequent washing of hands with soap and water for 20 seconds and dry thoroughly using the correct hand washing technique. This includes on arrival at the setting, before and after eating, after breaks, after changing rooms and after sneezing or coughing
- Use a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it').
- Not touch their mouth, eyes and nose.
- Follow the school's procedures for removing any face coverings used on the way to school safely (not touching the front) and either putting them in a plastic bag, if reusable, or disposing in a bin (if disposable), then washing hands.
- Implement normal personal hygiene and washing of clothes following a day in an educational or childcare setting.
- Follow the school's procedures to minimise physical contact between individuals and maintain social distancing.

**B) School Infection Prevention Measures**

All schools **must** have processes and facilities in place,

1. To minimise contact with persons unwell with coronavirus symptoms or who have somebody in their household with symptoms, including
  - a. Procedures to ensure staff and pupils in these situations do not attend school
  - b. Procedures to isolate and send home any pupil or staff who develop symptoms while at school
  - c. Procedures to support pupils and staff with engaging with NHS Test and Trace.
  - d. Procedures to contact the local health protection team if anybody who has attended school (staff, pupil, visitor or contractor) has tested positive and then follow Public Health’s advice.
2. To enable thorough hand cleansing at appropriate times
  - a. Well maintained, regularly cleaned, hand washing facilities e.g. running water, soap and either electric dryers or disposable hand towels or (where running water not available) hand sanitiser stations stocked with suitable sanitiser available at appropriate locations.
  - b. Pupils and staff educated to cleanse their hands at appropriate times and age appropriate supervision and assistance provided for children where needed.
  - c. Regular reminders of the required behaviours and staff leading by example.
3. Promote good respiratory hygiene by,
  - a. Ensuring tissues and bins with lids are available.
  - b. Bins regularly emptied and tissues re-stocked at appropriate intervals.
  - c. Appropriate education of “catch it, bin it, kill it” approach and support for pupils who need assistance e.g. EYFS and pupils with additional needs.
  - d. Arrangements to safely remove face coverings on arrival at school.
4. Enhanced cleaning – use the methods to be published in Public Health England’s revised guidance on general cleaning in non-healthcare settings (expected by end of Summer Term 2020)
  - a. Identify rooms and facilities/areas used by different groups/cohorts e.g. toilets, workshops, laboratories, specialist teaching rooms (art, music, etc.) dining halls, play areas, secondary school classrooms
  - b. Identify frequently touched surfaces (e.g. door handles, toilets, wash hand basins) that require enhanced “frequently touched surfaces” cleaning.
  - c. Schedule frequent and enhanced cleaning for frequently touched areas and areas used by different groups/cohorts, ensuring suitable competent staff and supplies of standard cleaning products and materials are available
  - d. Where cleaning is not practical (e.g. books), arrangements should be put in place to store items out of reach/out of use, so that they are left unused and untouched for 48 hours for most materials and 72 hours for plastics.
5. Minimise contact between individuals and maintain social distancing wherever possible
  - a. Identify appropriate cohorts or bubbles of consistent groups to minimise the contact between individuals, but still maintain the ability to teach a broad and balanced curriculum. Consider the nature of the curriculum and the arrangement of the school’s facilities (cohorts may be an EYFS age group, a single class, group of classes, year group or another consistent group, depending on the ages of the pupils and the curriculum requirements – **the smallest consistent group practical while maintaining the curriculum should be selected**).

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- i. Information/education of staff, pupils, parents/guardians/carers and others in the school community to explain how the cohorts/bubbles work and why they must be maintained.
- b. Set up facilities to maintain social distancing as far as practical (it is acknowledged that EYFS pupils are not expected to fully socially distance) e.g. pupils' desks facing forward and spaced as far apart as practical
  - i. In secondary schools, where cohorts will be very large (due to the need to change teaching sets for different subjects), social distancing will need to be actively encouraged and managed by the supervising staff.
  - ii. Staggered breaks and lunch times (where this is not already in place).
  - iii. Minimise and manage corridor movements and circulations. This may involve one-way systems, corridors being marked with arrows to separate two-way flow, or a "traffic light" flow management system
- c. Set up staff facilities to enable 2 metre social distancing wherever possible, both in the classroom and non-teaching areas such as offices and welfare facilities/staff rooms.
  - i. In EYFS, it is acknowledged that social distancing will not be possible with and among the pupils, so staff should interact with one cohort wherever possible. Any specialist staff working across more than one class/cohort should review their work practices to minimise direct contact with pupils.
  - ii. In secondary schools (KS3 onwards), where all staff teach multiple classes over several year groups, the social distancing arrangements should be particularly carefully reviewed and managed to ensure they are effective.
- d. Set up arrangements for pupils arriving and leaving school that keep cohorts/bubbles apart as far as practical, but also prevent gathering of parents and pupils at the school gates and minimise rush hour use of public transport.
  - i. Consider the school's site and demography to decide how this can be best achieved. Options to consider can include,
    - Staggered start and finish times (unless this leads to parents gathering outside the gates with siblings, which is not desirable). Staggering may assist in reducing congestion on public transport, however it will not work where pupils use school buses.
    - Off-peak start and finishing times for secondary pupils who must use public transport (they should be encouraged to walk or cycle, where practical).
    - Using different entrances, so that cohorts arrive at different points and do not mix
  - ii. Ensure pupils using school buses sit in their cohorts/bubbles – where appropriate liaise with Accessible Community Transport about bus arrangements.

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1	Pupils, household members or staff symptomatic	<p>Parents/carers, pupils, staff, contractors and other visitors informed that nobody who is symptomatic or in a household where somebody else is symptomatic may attend school or enter the premises - they must all follow the government's self-isolation, testing and tracing guidelines.</p> <p>Remind parents/carers/staff/pupils/visitors etc e.g. by notices at entrance, that nobody in such a household may attend school and that they must be tested and follow the NHS Test and Trace process</p> <p>See also Ref 15 below for a suspected case of Covid-19 on site.</p>	Medium	<p>All staff / parents / and other visitors to stay at home if they are symptomatic or someone in the household is symptomatic.</p> <p>Letters and videos sent out to parents and guidance provided for staff at INSET – reminding them of government procedures and of testing process</p> <p>More signage to be put in place.</p>	LG and AD
1.1	Pupil or staff member contacted by NHS Test and Trace as a contact	Self-isolate in accordance with NHS Test and Trace instructions ( <i>if persons follow these instructions, the likelihood of transmission to others is minimised</i> )	Low	<p>All parents/carers, pupils, staff, contractors and other visitors informed of the need to follow NHS Test and Trace Instructions.</p> <p>Admin staff are clear of the process and can communicate this clearly to staff and parents.</p>	LG and AD

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1A	Staff - Clinically extremely vulnerable (previously shielded) and clinically vulnerable staff working at the school/setting	<p>A personal risk assessment should be completed for each staff member. Where the nature of their job means that they cannot work from home (the situation that will apply to most teaching and many support roles in a school which is fully open). Shielding (extremely clinical vulnerable persons) can come to the workplace from 1 August 2020, however their risk assessment must address minimising their risk of exposure while undertaking their job role.</p> <ul style="list-style-type: none"> <li>i) Review work methods to optimise social distancing, where practicable.</li> <li>ii) Observe personal hygiene best practice.</li> <li>iii) Where the member of staff works with very young children e.g. nursery or reception, consider whether there are options for working with a slightly older age group where social distancing is more practical.</li> </ul> <p>The guidance for extremely clinically vulnerable/shielding persons is available at <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> and for clinically vulnerable persons is <a href="https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing/staying-alert-and-safe-social-distancing#clinically-vulnerable-people">https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing/staying-alert-and-safe-social-distancing#clinically-vulnerable-people</a></p>	Medium	<p>Risk assessments for all clinically extremely vulnerable and clinically vulnerable staff completed.</p> <p>Staff advised about ways of reducing risk:</p> <ul style="list-style-type: none"> <li>• Social distancing</li> <li>• Hygiene and respiratory practices</li> <li>• Consideration given to relocating staff where appropriate.</li> </ul> <p>Staff who are vulnerable are advised to be extra cautious and to adhere to social distancing as much as possible.</p>	LG and EB
1B	Pupils who are clinically extremely vulnerable (previously shielded) or clinically vulnerable	<p>These pupils can return to school, in line with the government guidance. They should be assisted to socially distance where applicable.</p> <p>If a local rate of disease rises, clinically extremely vulnerable children may be advised to temporarily shield again, hence be temporarily absent from school.</p> <p>These children should take advice from their specialist health professional and, where applicable, the school should support the child in following this advice.</p> <p>Families can be referred to the school nursing team, who will individually be able to discuss their concerns and risks.</p>	Medium	<p>Identification of these pupils.</p> <p>An individual risk assessment completed for each clinically extremely vulnerable or clinically vulnerable child.</p> <p>Text / Letters to parents to confirm this with evidence.</p>	LG and EB

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1C	Household members of pupils and staff who are clinically extremely vulnerable (previously shielded) or clinically vulnerable	<p>The staff and pupils living in households with extremely clinically vulnerable persons should attend school as normal.</p> <p>The pupils and staff should follow the government guidance about personal hygiene measures and social distancing as far as practical, both at school and in the home environment.</p> <p>Pupils and staff members should be supported by the school to follow personal hygiene and social distancing best practices.</p> <p>Families can be referred to the school nursing team, who will individually be able to discuss their concerns and risks.</p>	Low	<p>An emphasis is placed on ensuring all staff / pupils follow strict hygiene procedures.</p> <p>Staff who are vulnerable are advised to be extra cautious and to adhere to social distancing as much as possible.</p>	LG and EB
2	Classroom/general activities	<p>Consistent groups of pupils and related staff identified, to minimise the numbers of people each individual interacts with (see B5 above) – in primary settings, the cohort will often be a class of about 30 pupils and their staff (minimising other persons in room except in an emergency). Consideration can be given to other combinations of classes where the curriculum requires. In secondary schools the group is likely to be a year group or other grouping of students where the curriculum requires them to be taught together.</p> <p>Where cohorts/consistent groups are bigger than one class, if a member of the cohort is diagnosed with Covid-19, the entire cohort may be advised by Public Health to self-isolate (in addition to the class of the pupil) – see B1d above.</p> <p>In secondary schools and some primary school roles, staff cannot remain with a single cohort, because they have specialist/subject teaching roles. These staff should be briefed to be particularly careful to optimise their social distancing, minimise their close contact with others and use other controls where they need to be close.</p> <p>Classrooms organised to optimise social distancing between pupils and staff – where appropriate, pupils should all face forward e.g. in traditional “all class” teaching (this is unlikely to be appropriate in many EYFS settings). Where possible, pupils should remain at the same desk. Where this is not possible (e.g. in secondary schools where pupils are in different sets for different subjects, rather than taught in classes), desks should have enhanced cleaning (see B4 above ref cleaning).</p> <p>Where possible, staff should not spend extended periods in very close proximity to pupils – see B5c above</p>	Medium	<p>Pupils will be grouped in phases to allow for specialist teaching. Within each phase, classes will be kept isolated as much as possible, except at playtimes</p> <ul style="list-style-type: none"> <li>• 5/6</li> <li>• 3/4</li> <li>• 1/2</li> <li>• Rec</li> <li>• Nursery / 2+</li> </ul> <p>The grouping of children will be reviewed 3 weeks into the start of the term to consider the mixing of children from the different classes (within the phase) so that interventions can begin.</p> <p>Where possible, staff will be allocated to a particular phase – Years 5/6 Charlie / Maria</p>	Team Leads

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		<p>Pupils and staff should have their own personal frequently used equipment e.g. pens and pencils. Books, games and other resources can be shared within the cohort and should be cleaned regularly, where appropriate. Where equipment is shared between cohorts, meticulous cleaning is needed between cohorts. As an alternative, or where cleaning is not practical, items can be left unused for a period – see B4d above reference rotation of items)</p> <p>Books and other shared resources can be taken home when it contributes to a child’s education and development. Appropriate cleaning and rotation (see B4d) should apply to these resources.</p> <p>Parents to be requested to not allow their children to bring toys, or any other non-essential items to school.</p> <p>Arrangements for frequent handwashing, including additional support where needed by pupils (see B2), good respiratory hygiene (B3) and classroom cleaning (B4) in place</p> <p>Removing ill/symptomatic persons from classroom (see B1b and ref 15 below).</p> <p>Review timetable to consider the following:</p> <ul style="list-style-type: none"> <li>• use the timetable and selection of classrooms or other learning environment to reduce movement around the school building, where practical</li> <li>• do not having physical assemblies involving classes outside of the cohort, use virtual assemblies</li> <li>• See ref 10, 19, 20, 21 and 22 below about specific risks associated with certain aspects of specific curriculum activities (e.g. dance, drama, music, contact sports, visits)</li> </ul>		<p>Years 3/4 – Louise S Years 1/2 – Hazel / Maxine EYFS – Maria and Vana</p> <p>A few staff – who provide specialist support – will teach across the phases (Tay, Jack, Maria, Emma, Sara, Artis) Specific guidance will be provided for each of these key staff in terms of hygiene measures, social distancing and avoiding close contact. Staff will be advised not to spend extended periods in very close proximity to pupils.</p> <p>KS1 and KS2 classes have been prepared – removing soft furnishings and arranging tables so that all children can face the same direction. In KS1 classes, children may come together on the carpet at some points – but will sit on marked (distanced) spots on the carpet.</p> <p>As well as washing hands, children and adults will be encouraged to use hand sanitisers which are situated around the school building and in the playground.</p>	

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				<p>Each child provided with a zip wallet with their own books and equipment.</p> <p>Each class has their own books, games and resources. Equipment will be wiped down and cleaned regularly.</p> <p>No books to be sent home for the first 3 weeks. This will be reviewed 3 weeks into term.</p> <p>Arrangements for frequent handwashing, respiratory hygiene and classroom cleaning in place. All classes provided with cleaning materials and full time, additional cleaner employed to clean rooms on a regular basis. See cleaning procedures</p> <p>Music teaching will be adapted and will avoid singing and use of wind instruments for the first half term.</p> <p>PE will take place outside where possible. If indoors activities will be low energy e.g. yoga, mindfulness.</p> <p>Staff training in week before start date for each team to ensure staff are aware of risk and controls and to consider appropriate activities</p>	

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				<p>and learning structures in new setup.</p> <p>Staff to avoid calling children to the front of the class or going to their desk to check on their work, if not necessary. Work can be marked by the child if required. Only verbal feedback should be provided.</p> <p>Parents are informed that children are not allowed to bring in toys / equipment from home.</p> <p>Each phase will be allocated a bag of toys only for their group which will be wiped down at the end of each day</p> <p>Playtimes to be staggered.</p> <p>No assemblies to take place.</p> <p>Each child will be allocated their own water bottles. Spare cups available if children forget them.</p>	

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3	<i>This section has now been combined with 2 above, to cover all age groups</i>				

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4	Use of toilets	<p>Enhanced cleaning of toilet facilities (see B4 above).</p> <p>Where there is a toilet facility in or near a classroom/cohort; that cohort should use it as far as practicable (to minimise contact with others).</p> <p>All staff and pupils instructed and supported to wash hands correctly after using toilet (see B2 above).</p> <p>Where toilets are shared by different groups/cohorts, an enhanced cleaning regime should be put in place.</p>	<p><b>Medium</b></p>	<p><u>Toilet Allocation:</u></p> <ul style="list-style-type: none"> <li>• 2+-2+ toilet</li> <li>• Nursery – Nursery toilet</li> <li>• Reception – Reception toilet</li> <li>• KS1 / KS2 – Use toilets on stairs</li> </ul> <p>Signs on doors to provide guidance for use (KS1 / 2)</p> <p>New rules introduced:</p> <ul style="list-style-type: none"> <li>• Only 1 child leaving classroom at any one time to go to the toilet</li> <li>• Floor marking outside of toilets - Queueing at 1m distance outside</li> <li>• 4 children at any time in the toilets</li> <li>• No mixing when washing hands – waiting at a sensible distance!!</li> <li>• System for reporting any issues /mess</li> </ul> <p>Enhanced cleaning includes - Regular cleaning and toilet checks throughout the day to ensure good hygiene – See cleaning rota.</p> <p>Outside toilets to be used at playtime (KS1 / 2). Same rules as above.</p> <p>Staff to use toilet facilities in Lodge</p>
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				<p>/ Disabled toilets /Staff toilet</p> <p>Children returning to the classroom for any reason are expected to wash their hands</p> <p>Paper towels will be made available in addition to the hand dryers.</p>	

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5	One-on-one teaching and personal care for infants and children with additional needs	<p>PPE only needed for pupils 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 - see <a href="https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe">https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe</a></p> <p>Where PPE is required, staff should be instructed in when it is needed and how to don and doff it correctly.</p> <p>Minimise close contact time without negative impact on personal care. Where close contact is necessary, stand behind or beside the pupil, where practicable, rather than face-to-face</p> <p>Where a pupil is displaying symptoms they should be removed from classroom and the appropriate procedures followed (see B1b and ref 15 below).</p>	Medium	<p>Masks, gowns and gloves have been purchased – to be kept in school office and sets provided in each classroom.</p> <p>Visors have been purchased.</p> <p>Training provided during INSET day on using PPE safely and effectively. Paediatric first aider to demonstrate correct use of PPE during staff training.</p> <p>Expectations set with regard to sitting and standing behind children and avoiding close contact.</p> <p>Staff may wear masks if they wish. Training to explain to staff the reasons behind use of and not using masks. e.g. for people with asthma / breathing issues, etc.</p> <p>Storage of additional PPE will be in office to ensure that PPE is kept sterile. Set of PPE in Rainbow room – room allocated for anyone with Covid-19 symptoms.</p> <p>In 1:1 teaching situations, staff will be trained to socially distance as much as possible. Children will also be made aware of need to social distance from adults.</p>	

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6	<i>This section has now been combined with 5 above</i>				

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7	<p>Playground activities</p> <p><i>Outdoor transmission likelihood believed to be much lower than indoors.</i></p>	<p>Staggered breaks and lunch times to ensure pupils and staff cohorts do not mix in the playground (if two or more cohorts are playing at the same time, each cohort should be in a separate area of the playground and using different equipment).</p> <p>Play equipment should be cleaned regularly. Where a school wishes to rotate cohorts between different areas of the playground, they should clean equipment between each group (see B4 above)</p> <p>Hand washing before and after each break and/or use of play equipment.</p> <p>Social distancing enforced as far as practical for pupils.</p> <p>All staff (teaching, premises, catering etc.) must try to maintain social distancing where possible to safeguard themselves and set an example to the pupils.</p> <p>Close contact sports/activities (e.g. football, rugby, dancing) should not be played until the guidance allows (see 10[sports] and 20[dance, drama, etc.] below).</p>	<p>Low</p>	<p>Playtimes will be staggered and will be organised into phases.</p> <p>Each phase will be allocated their own play equipment which will be cleaned regularly.</p> <p>Each phase will be allowed to interact with other children in their phase at playtimes (without social distancing). Advice to children around touching their faces, holding hands, hugging will be given.</p> <p>Outside toilets will be used by KS1 and KS2 at playtimes – Indoor toilets are out of bounds. Outside toilets will be checked and cleaned regularly.</p> <p>All children will clean their hands at the end of play on return to their classes.</p> <p>Wet play – children will stay in classrooms</p> <p>All staff on duty will be reminded about the need to maintain social distancing where possible to safeguard themselves and set an example to the pupils</p> <p>No close contact sports / activities will be allowed.</p>	
8	<p>Corridors/movements to other rooms, etc.</p>	<p>Corridors movements should be managed to prevent congestion – see B5biii above.</p> <p>Interaction between cohorts and staff should be avoided where possible, or limited to as short a period as possible (e.g. crossing briefly in corridors or playgrounds).</p>	<p>Low</p>	<p>One-way movement on staircases.</p> <p>Staircase A (HT office) up and Staircase B (SBM office) down.</p> <p>Markings are in place to show this.</p>	

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		<p>Schools should consider one way systems and up/down stairs where practicable. Where this is not possible “walk on the left” signage and floor markings should be installed to minimise congestion.</p>		<p>Staggered start times for group arrival and collection and for play times to avoid interaction between phases – See timetable</p> <p>Children using toilets (max 4 at a time) – queueing system in place outside. Staff and parents to talk to children about strict system in place</p> <p>Classroom doors (if not fire doors) to be open with door stops and windows open to allow for ventilation.</p> <p>No children to be sent on errands. Staff members must go for any equipment / messages.</p>	

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9	Lunch	<p>Lunch to be served to bubble / cohort, who should not meet/interact with any other cohort. If any other cohorts are in the dining hall, they must be socially distanced. Sit pupils in as socially distanced manner as far as is practicable.</p> <p>Tables are high touch surfaces and must be cleaned between each cohort usage (see B4) and there should be no shared items (e.g. water jugs, condiments) on tables.</p> <p>School kitchens must operate in line with the government guidance for food businesses on coronavirus/COVID-19 - <a href="https://www.gov.uk/government/publications/covid-19-guidance-for-food-businesses/guidance-for-food-businesses-on-coronavirus-covid-19">https://www.gov.uk/government/publications/covid-19-guidance-for-food-businesses/guidance-for-food-businesses-on-coronavirus-covid-19</a></p>	Low	<p>Lunches to be served in phases to avoid different phases from coming in contact with one another.</p> <p>Within phases each class will be allocated a row of tables.</p> <p>Lunch times will be staggered:</p> <ul style="list-style-type: none"> <li>• 11:40 – EYFS</li> <li>• 12:15 – 1/2</li> <li>• 12:50- 3/4</li> <li>• 1:20- 5/6</li> </ul> <p>A hot lunch will be served</p> <p>Packed lunch from home will be allowed</p> <p>Hall has to be empty of children before next group can be called in</p> <p>Thorough cleaning of tables before a new phase comes in.</p> <p>Staff on duty to pour water for the children to ensure limited handling.</p> <p>Staff on duty are staff who are allocated to that specific phase.</p>	

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10	Physical activities <i>(replacing Sports Hall/Gym)</i>	<p>Outdoor sports and physical education should be prioritised, where possible.</p> <p>Large sports halls/gyms can be used where outdoor facilities are not available (outdoor activities are lower risk than indoor activities).</p> <p>Where indoor spaces are used,</p> <ul style="list-style-type: none"> <li>• Maximum distancing between pupils must be applied, as breathing during exercise releases droplets from the mouth and nose.</li> <li>• Meticulous hand and respiratory hygiene must be practised (see B2 and B3 above).</li> <li>• Meticulous cleaning of indoor sports facilities between groups is required (see B4 above).</li> </ul> <p>No contact sports matches until government guidance changes.</p> <p>All sports should be played within cohorts (so no inter-school matches or house matches, unless also within the cohort) unless groups of up to six AND outdoors AND socially distanced at greater than 2 metres AND no physical contact (e.g. tennis).</p> <p>See the Association of Physical Education’s guidance <a href="https://www.afpe.org.uk/physical-education/wp-content/uploads/COVID-19-Interpreting-the-Government-Guidance-in-a-PESSPA-Context-FINAL.pdf">https://www.afpe.org.uk/physical-education/wp-content/uploads/COVID-19-Interpreting-the-Government-Guidance-in-a-PESSPA-Context-FINAL.pdf</a></p>	Medium	<p>All PE will be done within a phase and where possible within classes.</p> <p>PE will be prioritised to ensure children have plenty of physical exercise.</p> <p>PE will take place outside where possible. No close contact activities will take place.</p> <p>Where indoor spaces are used:</p> <ul style="list-style-type: none"> <li>• Activities will be low energy e.g. yoga, mindfulness.</li> <li>• We will ensure that children are well distanced from one another</li> <li>• Apparatus and equipment will be cleaned regularly</li> </ul>	

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11	Arrival/departure	<p>Pupil arrival and departure arrangements to be managed to minimise interactions between other cohorts and other persons (other parents, visitors, etc.) – see B5d above.</p> <p>No parents/carers/visitors to enter school and must be encouraged not congregate outside the school entrance / exit, consider signage.</p>	<p><b>Low</b></p>	<p>Staggered start and end times will be put in place for each phase to avoid phases from coming in contact with one another.</p> <p>2 entrances into the playground will be used so that different phases can safely separate from one another.</p> <p><b>Start times</b> will be as follows:</p> <p>8:45 – 1/2 Front Entrance / Up staircase A</p> <p>8:45 5/6 - Rear Entrance / Up Staircase B</p> <p>9:00 –Reception / Front Entrance / Reception Door</p> <p>9:00- Nursery – Back Entrance – Nursery Door</p> <p>9:00 – 2+ - 2+ door (Front of school)</p> <p>9:00 – 3/4 - Back Entrance – Up staircase A</p> <p><b>Finish Times</b> will be as follows:</p> <p>3:00 – 2+ - 2+ Door</p> <p>3:00 – Nursery – Nursery Door / Back gate</p> <p>3:00 – Reception / Reception Door / Front Gate</p> <p>3:10 – 1/2 Basketball Pitch – Front Gate</p>	
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				<p>3:20 – 3/4 In front of mud kitchen / Back Gate</p> <p>3:30 – 5/6 In front of mud kitchen / Back Gate</p> <p>No parents/carers will be allowed to enter the school</p> <p>Communications will be by phone / email.</p> <p>Parents / carers will be encouraged to socially distance outside the school entrance / exit</p> <p>Appropriate signage in place.</p>	
12	Maintenance and contractor visits	<p>Contractors to be advised of school’s social distancing and hygiene arrangements on or before arrival. Their telephone number should be recorded with the other visitor/contractor details, in case NHS Test and Trace need to contact them.</p> <p>Contractors not to mix with any cohort of pupils with their staff, and their arrival time to be pre-agreed.</p> <p>Consider emergency works procedure; classroom activities may need to cease and relocate to an alternative space.</p> <p>Consider holding an alternative, clean classroom space, where possible or using the sports hall or similar for emergency work.</p> <p>Contractors must provide RAMS for all activities on site bearing in mind Covid-19 risk. The school should induct contractors in their COVID-secure arrangements.</p> <p>Where possible, visits should happen outside of school hours.</p>	Low	<p>Maintenance and contractor visits to be avoided as far as possible or to be made outside of school hours.</p> <p>If works are essential, contractors will not be allowed to mix with children and staff and classes will be relocated to science lab if contractors need to work in classrooms during the day.</p>	

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13	Meetings with staff, parents etc	<p>Wherever possible, all meetings to be conducted by telephone, video conferencing etc.</p> <p>Essential other meetings to be conducted with social distancing and hygiene in place.</p> <p>Where visitors attend site, their telephone number should be recorded with the other visitor details, in case NHS Test and Trace need to contact them.</p>	<b>Low</b>	<p>Communications with parents / carers will be by phone / email</p> <p>Any essential meetings will be conducted with social distancing in place.</p> <p>No parents to come into the school office. Welcome table set up for new parents in the playground to answer any questions and provide guidance.</p>	
14	First Aid/Ill Health (other than Covid-19 symptoms)	<p>Further guidance issued to first aiders on providing general first aid, CPR and resuscitation – see <a href="https://www.resus.org.uk/media/statements/resuscitation-council-uk-statements-on-covid-19-coronavirus-cpr-and-resuscitation/covid-community/">https://www.resus.org.uk/media/statements/resuscitation-council-uk-statements-on-covid-19-coronavirus-cpr-and-resuscitation/covid-community/</a></p> <p>Consider holding an alternative, clean classroom space if there is illness in the classroom, which must be cleaned or isolated.</p>	<b>Medium</b>	<p>All first aid to come to office</p> <p>If more serious incident –call for paediatric first aider (Ann / Steve)</p> <p>Training to be provided around dealing with first aid during INSET for each group</p> <p>Rainbow room used as a holding room in case of symptomatic child or adult. Disabled toilet used as a holding toilet.</p> <p>If a child is symptomatic, sibling to also be moved to Rainbow Room.</p>	
15	Suspected case on site	<p>Establish protocol and train all staff on swift and safe response to suspected cases on site.</p> <p>Communicate protocol clearly to parents and carers.</p> <p>Designate waiting room/s for symptomatic child/children waiting to be collected.</p>	<b>Medium</b>	<p>INSET day for each group to talk through protocol for any suspected cases.</p> <p>Communication to parents re keeping symptomatic children at</p>	

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		<p>Acquire PPE<sup>1</sup> for staff to use if supervising a child waiting to be collected, train staff on whereabouts and safe use of PPE. Set up PPE stock record/ ordering system.</p> <p><a href="https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe">https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe</a></p> <p>Considerations for protocol:</p> <p><u>Reducing COVID-19 risk</u></p> <ul style="list-style-type: none"> <li>• Ensure that parents and carers are aware of COVID-19 symptoms: <ul style="list-style-type: none"> <li>○ a high temperature – this means you feel hot to touch on your chest or back (you do not need to measure your temperature)</li> <li>○ a new, continuous cough – this means coughing a lot for more than an hour, or 3 or more coughing episodes in 24 hours (if you usually have a cough, it may be worse than usual)</li> <li>○ a loss or change to your sense of smell or taste – this means you've noticed you cannot smell or taste anything, or things smell or taste different to normal</li> </ul> </li> <li>• Ensure that parents and carers are aware they should not send children to the school or EY setting if they are unwell with COVID-19 symptoms or if someone living in their household is unwell with COVID-19 symptoms. If the child is unwell they should self-isolate for 10 days &amp; get a test. Household members should also self-isolate for 14 days. If someone in the household is unwell, the child should self-isolate for 14 days.</li> <li>• Ensure all children are reminded daily to inform their teacher if they feel poorly</li> </ul> <p><u>Preparation for possible COVID-19 illness</u></p> <ul style="list-style-type: none"> <li>• Establish clear communication protocol in school, for quickly notifying key staff and parent/carer</li> </ul>		<p>home – Letter at end of and beginning of school term</p> <p>Rainbow room used as a holding room in case of symptomatic child or adult. Disabled toilet used as a holding toilet.</p> <p>If a child is symptomatic, sibling to also be moved to Rainbow Room.</p> <p>PPE purchased and available for staff</p> <p>Ensure staff and parents know not to send children to school if they have symptoms and how to get tested.</p> <p>PPE equipment needs to be disposed of – following government guidance</p> <p>If a child or adult shows symptoms and is sent home, parents of children in the group will be informed that there is a suspected case.</p> <p>Clear protocol for notifying staff and parents is put in place and is well understood by all (Training)</p> <p>First day calling is continued to carefully monitor reasons for</p>	

<sup>1</sup> Obtain through local PPE chains, or if difficult to obtain, approach local resilience forum.

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		<ul style="list-style-type: none"> <li>• Set up COVID-19 risk/ incident log, for oversight by the safeguarding governor and further debrief/ training</li> <li>• Ensure Business Continuity Plans are up to date and consider how to manage/what to do if a large number of staff are required to self-isolate.</li> </ul> <p><u>Responding to possible COVID-19 illness</u></p> <ul style="list-style-type: none"> <li>• Child/ staff member with symptoms should go home as soon as possible and get tested for COVID-19 as soon as possible, and at the latest within the first 5 days of symptoms starting.                             <ul style="list-style-type: none"> <li>○ <b>Tests for the general public</b> can be booked online at <a href="http://www.nhs.uk/ask-for-a-coronavirus-test">www.nhs.uk/ask-for-a-coronavirus-test</a> (or by calling 119)</li> <li>○ <b>Tests for essential workers</b> are prioritised and can be booked at: <a href="https://www.gov.uk/apply-coronavirus-test-essential-workers">https://www.gov.uk/apply-coronavirus-test-essential-workers</a></li> <li>○ <b>For help with testing:</b> <a href="https://www.nhs.uk/contact-us/get-help-with-asking-for-a-coronavirus-test/">https://www.nhs.uk/contact-us/get-help-with-asking-for-a-coronavirus-test/</a></li> </ul> </li> <li>• While waiting for collection, the child should wait in a well-ventilated room with a closed door, or if they cannot be isolated then move them to an area which is at least 2m away from others</li> <li>• PPE is required if a child or staff falls ill with coronavirus symptoms (young child or with complex needs) and requires direct personal care on site:                             <ul style="list-style-type: none"> <li>○ Fluid resistant surgical mask worn by supervising adult if 2m distance cannot be maintained</li> <li>○ Disposable gloves, disposable apron, fluid-resistant surgical mask worn if contact is necessary</li> <li>○ Eye protection if there is a risk of splashing (e.g. coughing, spitting, vomiting)</li> </ul> </li> <li>• Parents/ carer/ symptomatic staff provided with self-isolation advice, and information about NHS Test and Trace – schools can access further information and resources on NHS Test and Trace <a href="https://www.camden.gov.uk/covid-19-advice-and-guidance-working-with-residents#ubos">https://www.camden.gov.uk/covid-19-advice-and-guidance-working-with-residents#ubos</a> for Camden and <a href="https://www.islington.gov.uk/social-care-and-health/support-and-guidance-during-covid-19/useful-guidance-and-resources-covid-19/test-and-trace-for-local-organisations">https://www.islington.gov.uk/social-care-and-health/support-and-guidance-during-covid-19/useful-guidance-and-resources-covid-19/test-and-trace-for-local-organisations</a> for Islington</li> </ul>		<p>absence. Ensure the person making the calls asks specifically about Covid-19 symptoms.</p> <p>A contingency plan is put in place in the event of a phase or school shutdown – Use of Class Dojo and work preparations / alternative staffing?</p> <p>NHS guidance to be followed re isolation, testing and quarantining.</p> <p>Protocol for responding to possible Covid-19 to be put up in office and Rainbow Room so staff are clear about process to follow and can share expectations with staff and Parents / carers.</p>	

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		<ul style="list-style-type: none"> <li>• Safe disposal of PPE and areas occupied and equipment used by the affected person cleaned and disinfected, as per guidance <a href="https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings">https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings</a></li> <li>• Clean the affected area with normal household disinfectant</li> <li>• Supervising staff member and cohort wash hands thoroughly, do not need to go home unless they develop symptoms or the child subsequently tests positive.</li> <li>• If the school needs support with a possible case or has an enquiry contact the local Public Health Team for support – email <a href="mailto:CIPHAdmin@islington.gov.uk">CIPHAdmin@islington.gov.uk</a></li> <li>• Headteacher to follow up if test result is not received.</li> <li>• If the test result is:               <ul style="list-style-type: none"> <li>○ <b>Negative:</b> unwell person can return to the setting if they feel well enough and their fellow household members can end their self-isolation.</li> <li>○ <b>Positive:</b> unwell person must complete 10 day self-isolation and log onto NHS Test and Trace to share their recent close contacts.</li> </ul> </li> <li>• The setting should notify PHE London Coronavirus Response Cell (LCRC 0300 303 0450) of all confirmed cases in the setting. Template letters and other communications materials for parents and staff members will be shared by LCRC and the local Public Health Team.</li> <li>• PHE LCRC will undertake a risk assessment and usually will advise that the class or year group who have been exposed should be sent home and advised to self-isolate for 14 days. The other household members of that wider class or group do not need to self-isolate unless a household member becomes symptomatic.</li> <li>• As part of the NHS Test and Trace service, if other cases are detected within the cohort or wider setting, PHE LCRC will conduct a rapid investigation and advise schools. Closure of the whole setting will not generally be necessary.</li> </ul>			

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16	Cleaning	<p>Cleaning should be done in line with guidance in <a href="https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings/guidance-for-full-opening-special-schools-and-other-specialist-settings#section-1-public-health-advice-to-minimise-coronavirus-covid-19-risks">https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings/guidance-for-full-opening-special-schools-and-other-specialist-settings#section-1-public-health-advice-to-minimise-coronavirus-covid-19-risks</a></p> <p><b>Note</b> – Public Health England are releasing new guidance about methods before the end of the summer Term</p> <p>Cleaning to be done while pupils not in classrooms.</p> <p>PPE for cleaning in line with COSHH/cleaning risk assessment, including of metal/hard surfaces and toilet facilities. Normal cleaning materials (e.g. detergents and bleach) to be used except when a case of Covid-19 is suspected – then follow <a href="https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings">https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings</a></p> <p>Instruction provided on how to use PPE correctly including hand hygiene.</p> <p>Frequently touched surfaces being cleaned more often than normal.</p> <p>Cleaning staff should collect full waste bags at the end of the school day to avoid entering a classroom when carrying out cleaning in the classroom.</p> <p>Bins should have lids and foot pedals.</p> <p>Separate cleaning activities risk assessment must be completed by competent person and communicated to cleaning staff prior to cleaning activities.</p>	Medium	<p>All cleaning completed in line with guidance.</p> <p>A timetable for cleaning is developed to ensure frequently touched surfaces, toilets and classrooms are regularly cleaned.</p> <p>Additional cleaner on site all day</p> <p>New lidded bins have been provided with foot pedals</p> <p>See cleaning risk assessment provided by SOS and monitored by SW</p>	

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17	Staff welfare facilities	<p>Consider maximum occupancy of the staff room bearing in mind social distancing guidelines.</p> <p>Staff to socially distance at all times and clean down all equipment before and after use.</p> <p>Do not share cups, crockery and cutlery.</p>	Medium	<p>Allocated use of lodge as a staffroom.</p> <p>Staff room used for drink making and lunch storage only.</p> <p>One-way entry and exit to staff room and Lodge.</p> <p>Furniture has been rearranged to maintain social distancing.</p> <p>Cleaning equipment to be placed in all staff toilets for staff to use.</p> <p>Disposable cups and cutlery available in the Lodge.</p> <p>Staff reminded not to congregate and to maintain social distancing as much as possible.</p>	
18	<p>Travel to/from school</p> <p>a) by foot, bike or private car</p> <p>b) by public transport</p>	<p>All persons (staff and pupils) to avoid public transport, where possible walking and other forms of travel should be encouraged.</p> <p>Where walking not possible for staff, arrangements to be made for them to park on-site, where possible.</p> <p>If public transport use is unavoidable, consideration to be given to arrangements to minimise, where practical, rush hour use of public transport by staff and pupils.</p> <p>Face coverings to be worn on public transport, in line with government guidance. School to put suitable procedures /arrangements in place to support the hygienic removal of face coverings on arrival at school (see B3d above)</p>	Low	<p>Staff to be offered temporary parking arrangements.</p> <p>Face masks procured for use by staff if required.</p>	

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19	<p>Curriculum activities creating high velocity droplets from mouth/nose e.g.</p> <p>Singing</p> <p>Playing woodwind (oboe, clarinet, flute, recorder, etc.) or brass (trumpet, trombone, etc.) instruments</p> <p>Drama</p>	<p>Physical distancing (e.g. 2 metres to be applied).</p> <p>Small groups – maximum 15</p> <p>Pupils to be back-to-back or side-to-side (NOT facing).</p> <p>No sharing of woodwind or brass instruments and regular cleaning of instruments, particularly mouthpieces.</p> <p>Well ventilated rooms or outside.</p> <p><i>The DfE are expected to shortly publish further guidance detailed relating to music.</i></p>	Medium	<p>Music teaching has been adapted to avoid singing.</p> <p>No wind instrument tuition for first half term - consider redeployment of member of staff.</p> <p>Drama activities to be low energy activities, e.g. miming and slow movement</p>	
20	<p>Curriculum activities requiring close proximity or touching of other persons, e.g.</p> <p>Dance</p> <p>Drama</p> <p>Close contact sport e.g. where person to person tackling occurs (rugby, football).</p>	<p>Consistent pupil groups (e.g. teams within the cohorts) maintained.</p> <p>2 metre social distancing to be maintained (drama/dance curriculum will need to be managed around this).</p> <p>Equipment to be cleaned regularly.</p> <p>Personal hygiene (handwashing) to be maintained.</p> <p>No plays and concerts allowed until government guidance changes.</p> <p><i>See Reference 10 above for sports and physical education activities, including matches.</i></p>	Medium	<p>Activities to be planned which allow children to maintain distance – low energy activities indoors.</p> <p>No close contact sports</p>	

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<p>21</p>	<p>School activities involving multiple cohorts e.g.                  Wraparound activities (breakfast and after-school clubs, etc.)                  House activities, clubs/societies                  Plays and concerts                  Sports matches</p>	<p>Keep in cohorts, where practical. Where not practical, keep in consistent small groups for wraparound care, optimise social distancing and ensure any equipment is regularly cleaned.</p> <p>Where practical e.g. visits by speakers to a society, rooms to be set up to enable social distancing (say using a large school hall, rather than a classroom).</p> <p><i>See reference 10 above for sports matches</i></p>	<p><b>Medium</b></p>	<p>Breakfast club and playcentre will be on offer. Provision will be in the Middle Hall.</p> <p>Children will be seated in phases (bubbles) and will not be able to mix with children from other phases.</p> <p>Each member of staff be responsible for 2 groups - across 2 phases.</p> <p>For breakfast club – children will arrive from 8am and younger children will be taken up to the middle hall by staff.</p> <p>Playcentre will finish for all children at 530pm. Children will be taken down to the front playground gate and released to parents by staff.</p> <p>For the first 3 weeks, there will be no after school clubs. This will then be reviewed.</p> <p>Each phase will be allocated their own resources / games and numbers will be kept to a minimum.</p> <p>Shine on Saturday to be cancelled as it includes children from 5 different schools.</p> <p>No assemblies and no plays /</p>	
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				concerts. Likely that Xmas production will not happen unless guidance changes	
22	Educational visits ( <i>domestic, non-residential</i> )	<p>Guidance dated 2 July 2020 advises against overseas or residential domestic trips. However, non-residential (non-overnight) domestic educational visits can be resumed in the autumn term (<a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools">https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools</a>).</p> <p>These trips should be risk assessed in the normal way and recorded on the EVOLVE platform (or other equivalent arrangements, if used by the school). The risk assessments should include consideration of,</p> <ul style="list-style-type: none"> <li>• Maintaining consistent groups (cohorts/bubbles) of pupils or ensuring full 2 metre social distancing is maintained.</li> <li>• COVID-secure arrangements at the destination.</li> <li>• Public transport to be avoided.</li> </ul>	<b>Low</b>	<p>No educational trips for the first half term.</p> <p>No swimming.</p> <p>Residential trip for year 6 has been cancelled.</p>	
		<p><b>Important Note:</b> in addition to completing this risk assessment and ensuring all controls are in place, schools must complete Appendix A: Premises Guidance and Checklist. This should be signed and returned by no later than 26 August 2020.</p>			