

	<p><b>Wootton Lower School</b></p>	<p><b>RISK ASSESSMENT FOR:</b></p>	<p><b>Coronavirus (COVID-19):</b></p>
<p><b>Assessment by: Head Teacher Signature:</b></p>		<p><b>Date of assessment:</b></p>	<p><b>Date of review: In line with government updates</b></p>
<p><b>Print name: Chris Tavener</b></p>		<p><b>Location of activity: Harris Way and Bedford Road</b></p>	

**Key Risks:**

- COVID- 19 - transmission generally within the setting
- Transmission of COVID 19 when someone becomes unwell with Covid-19 symptoms in school
- Transmission of COVID 19 when there is a confirmed case of coronavirus in school
- Low staff levels due to COVID 19 isolation requirements
- Resources are running low so school at risk of closing
- Cleaning: Stocks / staffing are dangerously low putting school at risk of closure
- Health and Safety: Staff, parents, unions deem the health and safety measures in place inadequate resulting in low staffing or student attendance levels
- Site constraints: adaptations to make the site safe within Covid-19 guidelines are physically or financially prohibitive
- Adaptations to staff-student ratios and associated risks are prohibitive and dangerous
- Workload: staff workload in terms of emergency curriculum planning and adaptation is prohibitive in terms of time and practicality
- Staff and pupil wellbeing is adversely impacted.

**Key Assumptions:**

- Parents and staff are trusted to adhere to social distancing rules outside of school and not to send their child to school if any of the household are unwell with Covid-19 symptoms.
- Parents and staff actively engage with the NHS Test and Trace
- Control measures will be monitored continually and updated appropriately.
- School will follow the DfE Guidance for Full Opening: Schools

**Risk Ratings:**

Where appropriate, the risk ratings in this document have been calculated on

- A. child to child infection
- B. child to adult infection
- C. adult to adult infection

**Key Changes to the Risk Assessment for the wider opening (Reception and Year 1 bubbles) on 15th June:**

- Bubble size increase to 30, with a bubble size of 60 pupils in Reception (the latter allowing us to run 2 units across 4 classes)
- Some bubbles will only have 1 adult (teacher). As a result behaviour escalation and First aid escalation more likely
- General first aid to be completed by adult running the bubble (teacher or MDSA). Emergency first aid to be completed by the office
- Medicines to be administered under the supervision of the office manager (per previous COVID procedures)
- Staff can transfer between bubbles (e.g. for PPA cover)
- Small group cross bubble intervention allowed
- Year 3 PPA to be covered by Premier Sports. Premier Sports also to provide extra release time for teachers to deliver COVID catch up interventions
- All pupils to attend across both sites (c550)
- Breakfast and Afterschool clubs will run but will need to mix bubble children to operate (max 20 children per club). They will follow control measures per class bubble. They will keep pupils in year groups.
- Communal toilets will be shared by upto 120 pupils (they will be cleaned before lunchtime and after school)
- Staggered break and lunchtimes (following September timetables)
- Need for 'ready to go' home learning on GSuite as we close bubbles.
- Increased staggered drop off and collection times (following September timetables)
- Class cover for staff illness will be limited
- Wider impact on quality of education
  - Phonics (reduced setting now only into 2 groups per class)
  - Maths (no setting)
  - No lunch clubs and limited after school sports clubs
- Hot meal provision now in the classroom for Year 1, 3 and 4.
- Temperatures not taken on arrival.
- Children to be accepted from childminders (even if from different bubbles)

- Book bags allowed in school and reading books sent home. However we need to minimise objects being transferred between home and school.
- PE Kits in school
- Bubbles can share communal resources. However resources that are shared between bubbles (such as sports and science equipment) should be cleaned frequently and meticulously or left unused for 48 hours (72 hours for plastics).
- Attendance is mandatory and fixed penalty notices for absence will apply.
- PE will be taught, albeit outdoor PE will be prioritised.
- Staff can opt in to take lateral flow tests at home up to twice a week.

Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Risk rating	New Control Measures	Are Normal Control Measures Y/N/NA	
					In Place	Reviewed risk rating
<p><b>COVID- 19 - transmission generally within the setting</b></p> <p>COVID-19 is primarily transmitted by symptomatic people to others in close</p>	<p>Students Staff Visitors Cleaners</p> <p><b>Vulnerable groups:</b></p> <ul style="list-style-type: none"> <li>- Elderly</li> <li>- Pregnant</li> <li>- Those with existing</li> </ul>	<p>In the main, COVID 19, according to government guidance, causes those infected with it to have a mild illness.</p> <p>The symptoms of coronavirus are:</p> <ul style="list-style-type: none"> <li>• a high temperature</li> </ul>	<p>A. 3 x 4 =12 B. 3 x 5 =15 C. 3 x 5 = 15</p>	<p>Staff must ensure they understand the NHS Test and Trace process and how to contact their local Public Health England health protection team. Schools must ensure that staff members and parents/carers understand that they will need to be ready and willing to:</p> <ul style="list-style-type: none"> <li>• <a href="#">book a test</a> if they are displaying symptoms. Staff and pupils must not come into the school if they have symptoms, and must be sent home to self-isolate if they develop them in school. All children can be tested, including children under 5, but children</li> </ul>		<p>A. 1 x 4 = 4 B. 1 x 5 = 5 C. 2 x 5 = 10</p> <p>We are unable to say unlikely to happen at all as we are unable to enforce social distancing.</p>

<p>contact through respiratory droplets</p> <ul style="list-style-type: none"> <li>- Direct contact</li> <li>- Contact with contaminated objects and/surfaces</li> </ul>	<p>underlying health conditions</p> <p>Anyone else who physically comes in contact with someone in relation to school</p>	<ul style="list-style-type: none"> <li>• a new, continuous cough – this means coughing a lot, for more than an hour, or 3 or more coughing episodes in 24 hours</li> <li>• Loss of smell or taste</li> </ul> <p>At its worst it can cause death.</p> <p>Kawasaki Disease like symptoms have been exhibited in a small number of cases of children with COVID-19</p> <p>The symptoms of Kawasaki Disease are:</p> <ul style="list-style-type: none"> <li>• fever,</li> <li>• red eyes,</li> <li>• red lips,</li> <li>• red tongue,</li> <li>• a rash,</li> <li>• swelling and redness of the hands and feet</li> </ul> <p>swelling of the lymph nodes and neck</p>		<p>aged 11 and under will need to be helped by their parents/carers if using a home testing kit</p> <ul style="list-style-type: none"> <li>• provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace</li> <li>• <a href="#">self-isolate</a> if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19)</li> </ul> <p>Reduce the likelihood of Introduction into the setting by children</p> <ul style="list-style-type: none"> <li>• Letter to parents re confirming symptoms and when a child should not be allowed in school <a href="https://www.gov.uk/guidance/nhs-test-and-trace-how-it-works#people-who-develop-symptoms-of-coronavirus">https://www.gov.uk/guidance/nhs-test-and-trace-how-it-works#people-who-develop-symptoms-of-coronavirus</a></li> <li>• All children identified to have any symptoms will be managed in accordance with the section of this Risk Assessment “Transmission of COVID -19 when someone becomes unwell with COVID-19 symptoms in school.</li> <li>• Those who refuse to cooperate with having their temperature taken (or whose parents object) will not be permitted to attend school</li> <li>• Parents will be asked to confirm their commitment to adhere to government guidelines on social distancing outside of school and reporting of illness both to the authorities and to the school. Children will be temporarily excluded if it is identified the household are not conforming to social distancing guidelines</li> </ul> <p>Reduce the likelihood of introduction by adults</p> <ul style="list-style-type: none"> <li>• Staff can opt in to take lateral flow tests at home up to twice a week.</li> <li>• Children to be dropped off and collected at a distance with no interaction by the collecting adult with members of staff or other children.</li> <li>• School to have longer drop off times and staggered collections times to avoid large crowds. This has been communicated to parents via letter.</li> <li>• Staff reminded about social distancing rules and will be required to self isolate for 10 days if a member of their household displays COVID 19 Symptoms</li> <li>• Staff to highlight when they have symptoms and will be required to self isolate until tested.</li> </ul>	<p>It must be assumed in this grading that all parents and staff adhere strictly to the ruling about symptoms and when to and not to send their children into school and and social distancing</p> <p>Additional controls would come into effect on identification of infection.</p>
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				<ul style="list-style-type: none"> <li>o If test is negative then they will be allowed back into setting</li> <li>o If positive remain away from setting and follow Government guidelines</li> <li>o They should be retested before coming back to school.</li> <li>• No Visitors will be permitted in the setting unless essential work is required to maintain the safety of the building. Contractors will be allowed to enter the building outside of school hours and need to wear appropriate PPE.</li> </ul>		
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				<p>Reduce the likelihood of transmission within the setting by where measures to avoid the introduction into the setting have not succeeded</p> <p>Cleaning and hygiene</p> <ul style="list-style-type: none"> <li>● Visitors to hand gel on entry (70% alcohol gel). This gel is also used in both staff rooms.</li> <li>● follow the <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a></li> <li>● Intra day cleaning will take place during the day in each classroom by the teachers – at least before lunchtimes. This includes cleaning the high frequency hand contact points such as doors, desks with antiviral spray.</li> <li>● Before school, Mid day and after school cleaning of all adult used spaces (e.g. staff room, toilets) to include all high frequency hand contact points such as water heater handles, coffee and tea pots, cupboards, fridges etc.</li> <li>● Pupil communal toilets cleaned before lunchtime.</li> <li>● Communal cleaning programme to be documented.</li> <li>● ensure that sufficient handwashing facilities are available. Where a sink is not nearby, provide hand sanitiser in classrooms and other learning environments</li> <li>● clean surfaces that children and young people are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches more regularly than normal</li> <li>● classrooms arranged with forward facing desks, removing unnecessary furniture to make space,</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 <a href="#">guidance on hand cleaning</a> (every hour minimum)</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> <li>○ ensure that help is available for children and young people who have trouble cleaning their hands independently</li> </ul> </li> <li>● encourage young children to learn and practise these habits through games, songs and repetition</li> </ul>		
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				<ul style="list-style-type: none"> <li>• all classrooms will have access to sinks (Year 2 will be communal - shared by 3 bubbles).</li> <li>• Year 1, 3 and 4 meals to be eaten in classrooms (rooms to be cleaned before and after eating).</li> <li>• EYFS meals to be eaten in the hall at HW site in 2 sittings with cleaning in between sittings.</li> <li>• Year 2 meals to be eaten in the hall at BR site with class bubbles of 30 seated at distance and separate.</li> <li>• Water fountains to be disconnected.</li> <li>• ensure that lidded bins for tissues are emptied throughout the day</li> <li>• where possible, all spaces should be well ventilated using natural ventilation (opening windows) or ventilation units. Aircon units will not be used.</li> <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>• outdoor PE will be prioritized and equipment washed or quarantined between use.</li> <li>• Music lessons will be held in class with no singing. Any instruments will be cleaned or quarantined between use.</li> <li>• Reading books and library books sent home will be quarantined in school for 48 hours on return.</li> <li>• Drinks bottle must have a clip opening function only</li> <li>• there is no need for anything other than normal personal hygiene and washing of clothes following a day in an educational or childcare setting. Staff to follow the current strip and shower routine when arriving home.</li> <li>• Avoid visitors to the school except for emergency or essential preventative maintenance and/or deliveries. Where possible office staff to leave the glass panel closed when dealing with such visitors. <ul style="list-style-type: none"> <li>○ Schedules for essential services and contractor visits revised to avoid overlap between people (e.g. evenings and weekends). Schedule with Site Agent.</li> <li>○ All visitors to be recorded.</li> <li>○ Clear information for visitors and contractors in relation to the policy and procedure for social distancing.</li> </ul> </li> <li>• Adults to socially distance from pupils where possible (acknowledging this is impractical a lot of the time).</li> </ul>		
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				<ul style="list-style-type: none"> <li>• Face coverings should be worn by staff and adult visitors in situations where social distancing between adults is not possible (for example, when moving around in corridors and communal areas).</li> </ul> <p>Reduce mixing within education or childcare setting by:</p> <ul style="list-style-type: none"> <li>• No large gatherings such as assemblies or collective worship with more than one bubble.</li> <li>• Use of staff room to be minimised.</li> <li>• accessing rooms directly from outside where possible</li> <li>• one-way circulation</li> <li>• staggering breaks to ensure that any corridors or circulation routes used have a limited number of pupils using them at any time (see rota)</li> <li>• staggering lunch breaks - children and young people should clean their hands beforehand and tables sanitised in classrooms.</li> <li>• ensuring that toilets do not become crowded by limiting the number of children or young people who use the toilet facilities at one time.</li> <li>• noting that some children and young people will need additional support to follow these measures (for example social stories to support them in understanding how to follow rules)</li> </ul>		
				<p>Minimise teacher-student ratio to 1:30 even in KS2 (where possible decline admission applications which will take class size over 30)</p>		
				<p>Use of outside space:</p> <ul style="list-style-type: none"> <li>• MUGA is not to be used</li> <li>• Each class will have their own playtime box of toys and outdoor play equipment (e.g. the pirate ship) will not be used.</li> <li>• Run outdoor education wherever possible, as this can limit transmission and more easily allow for distance between children and staff - 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 simultaneously.</li> </ul>		

				<p>For shared rooms - used minimally if at all.</p> <ul style="list-style-type: none"> <li>• use hall for exercise at bubble capacity. If class groups take staggered breaks between lessons, these areas can be shared as long as different groups do not use at same time (and especially do not play sports or games together) and adequate cleaning between groups is in place, following the <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a></li> <li>• stagger the use of staff rooms and offices to limit occupancy</li> </ul>		
				<p>To reduce the transfer of the virus between adults:</p> <ul style="list-style-type: none"> <li>• Teachers will be assigned to a bubble and will have minimal contact with other teachers in the setting.</li> <li>• Staggered start and end of the school day for each class. Times will be allocated during the normal school day.</li> <li>• Handover will be made at a safe distance. There will be no face to face contact with the class teacher at drop off or collection. If there is anything that needs to be discussed, this should be done over the phone where possible.</li> <li>• Parents will not be allowed in the school buildings.</li> <li>• Only one parent will be allowed to drop off and collect.</li> <li>• No Visitors</li> <li>• Staff will continue to adopt the strip/change clothes upon getting home process</li> <li>• Staff will wear clean clothes everyday</li> </ul> <p>To reduce the transfer of the virus between children</p> <ul style="list-style-type: none"> <li>• where possible in a classroom setting the children will have a designated place to sit</li> <li>• Reduced sharing of resources (see specific section on Shared resources)</li> <li>• Children are required to wear clean uniform everyday</li> <li>• Children advised to change children out of clothes as soon as they get home.</li> <li>• Children with SEN to have individual risk assessments.</li> </ul> <p>To reduce the transfer of the virus between adults and children</p> <ul style="list-style-type: none"> <li>• Where possible contact between children and staff to be limited</li> <li>• Minimise teacher's contact with books and resources held by children and ensure effective handwashing before and after such contact where possible.</li> </ul>		

				<ul style="list-style-type: none"><li>• Children and staff requested to wear clean uniform/clothes everyday</li><li>• Children with SEN to have individual risk assessments.</li></ul>		
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				<p>Reduce the use of shared resources:</p> <ul style="list-style-type: none"> <li>• by minimising the amount of shared resources that are taken home and limit exchange of take-home resources between children, young people and staff</li> <li>• by seeking to prevent the sharing of stationery and other equipment where possible. Shared materials and surfaces should be cleaned and disinfected more frequently</li> <li>• 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</li> <li>• Each pupil will be given their own stationery and book for use</li> <li>• All soft furnishings will be removed from classrooms</li> <li>• resources that are shared between bubble (such as sports and science equipment) should be cleaned frequently and meticulously or left unused for 48 hours (72 hours for plastics).</li> </ul>		
				<p>Adjust transport arrangements where necessary including:</p> <ul style="list-style-type: none"> <li>• encourage parents and children and young people to walk or cycle to their education setting where possible</li> <li>• making sure schools, parents and young people follow the <a href="#">Coronavirus (COVID-19): safer travel guidance for passengers</a> when planning their travel</li> <li>• face coverings being worn to school should be removed and taken home by the parents</li> </ul>		
				<p>To reduce the risk of transmission to particularly vulnerable adults or children:</p> <p>It remains the case that wider government policy advises those who can work from home to do so. We recognise this will not be applicable to most school staff, but where a role may be conducive to home working for example, some administrative roles, school leaders should consider what is feasible and appropriate.</p> <p>People who are clinically vulnerable or extremely clinically vulnerable</p> <p>Individuals who were considered to be clinically extremely vulnerable and received a letter advising them to shield are now advised to do so until 31</p>		

			<p>March 2021. Advice for those who are extremely clinically vulnerable can be found in the <a href="#">guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19</a>.</p> <p>These members of staff will be deployed to enable them to work remotely where possible or in roles in school where it is possible to maintain social distancing.</p> <p>People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace.</p> <p>Staff who are pregnant</p> <p>As a general principle, pregnant women are in the 'clinically vulnerable' category and are advised to follow the relevant guidance available for <a href="#">clinically-vulnerable people</a>.</p> <p><b>Staff who may otherwise be at increased risk from coronavirus (COVID-19)</b></p> <p>Some people with particular characteristics may be at comparatively increased risk from coronavirus (COVID-19), as set out in the <a href="#">COVID-19: review of disparities in risks and outcomes report</a>. The reasons are complex and there is ongoing research to understand and translate these findings for individuals in the future. If people with significant risk factors are concerned, we will discuss their concerns and explain the measures the school is putting in place to reduce risks. School leaders will try as far as practically possible to accommodate additional measures where appropriate.</p> <p>People who live with those who have comparatively increased risk from coronavirus (COVID-19) can attend the workplace.</p> <p>Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, we will immediately offer them access to remote education. we will also monitor engagement with this activity.</p>		
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Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Risk rating	New Control Measures	Are Normal Control Measures Y/N/NA	
					In Place	Reviewed risk rating

<p><b>Transmission of COVID 19 when someone becomes unwell with Covid-19 symptoms in school</b></p>	<p>Students Staff Visitors Cleaners</p> <p><b>Vulnerable groups:</b></p> <ul style="list-style-type: none"> <li>- Elderly</li> <li>- Pregnant</li> <li>- Those with existing underlying health conditions</li> </ul> <p>Anyone else who physically comes in contact with someone in relation to school</p>	<p>The person could Infect other people</p> <p>In the main, COVID 19, according to government guidance, causes those infected with it to have a mild illness.</p> <p>The symptoms of coronavirus are:</p> <ul style="list-style-type: none"> <li>• a high 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</li> <li>• Loss of smell or taste</li> </ul> <p>At its worst it can cause death.</p>	<p>2 x 5 = 10</p>	<p>Staff must ensure they understand the NHS Test and Trace process and how to contact their local Public Health England health protection team. Schools must ensure that staff members and parents/carers understand that they will need to be ready and willing to:</p> <ul style="list-style-type: none"> <li>• <a href="#">book a test</a> if they are displaying symptoms. Staff and pupils must not come into the school if they have symptoms, and must be sent home to self-isolate if they develop them in school. All children can be tested, including children under 5, but children aged 11 and under will need to be helped by their parents/carers if using a home testing kit</li> <li>• provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace</li> <li>• <a href="#">self-isolate</a> if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19)</li> </ul> <p>If anyone becomes unwell with a new, continuous cough, a high temperature or a loss of taste or smell in an education or childcare setting, they must be sent home and advised to follow the <a href="#">COVID-19: guidance for households with possible coronavirus infection guidance</a>.</p> <p>When a child, young person or staff member develops symptoms compatible with coronavirus, they will be sent home and advised to self-isolate for 10 days. Their fellow household members should self-isolate for 10 days. The school and family should engage with the NHS Track and Trace</p> <p>All staff and students who are attending an education or childcare setting will have access to a test if they display symptoms of coronavirus, and are encouraged to get tested in this scenario. The school can provide a test which can then be taken to a testing centre.</p> <p>If a child is awaiting collection, they should be moved, if possible, to a meeting room (HW – BASC room, BR School Hall) where they can be isolated, depending on the age of the child and with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible</p>	<p>A. 1 x 4 = 4</p> <p>B. 1 x 5 = 5</p> <p>C. 1 x 5 = 5</p> <p>We are unable to say unlikely to happen at all as we are unable to enforce social distancing.</p> <p>It must be assumed in this grading that all parents and staff adhere strictly to the ruling about symptoms and when to and not to send their children into school and social distancing</p> <p>Additional controls would come into effect on identification of infection.</p>
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			<p>to isolate them, move them to an area which is at least 2 metres away from other people.</p> <p>If they need to go to the toilet while waiting to be collected, they should use a separate toilet if possible (disabled toilet by HW reception and visitors toilet at BR). The bathroom should be cleaned and disinfected using standard cleaning products before being used by anyone else.</p> <p>PPE should 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). 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 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.</p> <p>Areas of the building and resources that a possible symptomatic person has had contact with will be cleaned following guidance for COVID-19 cleaning of non healthcare settings.</p> <p>In an emergency, call 999 if they are seriously ill or injured or their life is at risk. Do not visit the GP, pharmacy, urgent care centre or a hospital.</p> <p>If a member of staff has helped someone who was unwell with a new, continuous cough or a high temperature, they do not need to go home unless they develop symptoms themselves (and in which case, a test is available) or the child subsequently tests positive. They should wash their hands thoroughly for 20 seconds after any contact with someone who is unwell. Cleaning the affected area with normal household disinfectant after someone with symptoms has left will reduce the risk of passing the infection on to other people. See the <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a>.</p> <p>All first aid to be dealt with by the office who should wear the PPE where necessary.</p> <p>Staff to use appropriate PPE when changing nappies and performing intimate care procedures.</p>		
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				<p>Where the child, young person or staff member tests negative, they can return to their setting when they feel well again and the fellow household members can end their self-isolation.</p> <p>if someone tests positive, they should follow the <a href="#">‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’</a> and must continue to self-isolate for at least 10 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone. The 10-day period starts from the day when they first became ill. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal. Other members of their household should continue self-isolating for the full 10 days. The parents should inform the school of the positive result immediately. Schools will take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19). we will contact the local health protection team. This team will also contact schools directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school – as identified by NHS Test and Trace.</p> <p>The health protection team will work with the school to guide us through the actions we need to take. Based on the advice from the health protection team, we will send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 10 days since they were last in close contact with that person when they were infectious. Close contact means:</p> <ul style="list-style-type: none"> <li>● direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin)</li> <li>● proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual</li> <li>● travelling in a small vehicle, like a car, with an infected person</li> </ul>		
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				<p>If schools have two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak, and must continue to work with their local health protection team who will be able to advise if additional action is required.</p>		
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Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Risk rating	New Control Measures	Are Normal Control Measures Y/N/NA	
					In Place	Reviewed risk rating
<b>Transmission of COVID 19 - There is a confirmed case of coronavirus in school</b>	Students Staff Visitors Cleaners  <b>Vulnerable groups:</b>  - Elderly - Pregnant - Those with existing underlying health conditions  Anyone else who physically comes in contact with someone in relation to school	Threat to health / life  Infect other people	2 x 5 = 10	<p>Where the child, young person or staff member tests positive the School will call PHE for advice. It is likely the rest of their class or group within their childcare or education setting should be sent home and advised to self-isolate for 10 days. The other household members of that wider class or group do not need to self-isolate unless the child, young person or staff member they live with in that group subsequently develops symptoms.</p> <p>As part of the national test and trace programme, if other cases are detected within the cohort or in the wider setting, Public Health England's local health protection teams will conduct a rapid investigation and will advise schools and other settings on the most appropriate action to take. In some cases a larger number of other children, young people may be asked to self-isolate at home as a precautionary measure – perhaps the whole class, site or year group. Where settings are observing guidance on infection prevention and control, which will reduce risk of transmission, closure of the whole setting will not generally be necessary.</p> <p>We will review Pastoral support for both staff and students in terms of supporting families where Covid-19 is confirmed and where outcomes are serious: ie. Life-threatening and life-taking.</p> <p>Staff are aware of the Bereavement Policy.</p>		1 x 5 = 5

Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Risk rating	New Control Measures	Are Normal Control Measures Y/N/NA	
					In Place	Reviewed risk rating

<p><b>Low staff levels due to COVID 19 isolation requirements</b></p>	<p>Staff Students</p>	<p>Dangerous levels of supervision for students</p> <p>Inadequate support for students and staff</p> <p>Inadequate first aid provision</p>	<p>3 x 4 = 12</p>	<p><b>Proactive measures:</b> Staffing levels are monitored and are sufficient to ensure there are enough members of staff to supervise students in school. There is a register of staff under the following headings:</p> <ul style="list-style-type: none"> <li>• staff who have/had Covid-19</li> <li>• staff whose family members have Covid-19</li> </ul> <p>Where staffing levels are below what is required, excess staff can cover the shortfall. Provision is in place should members of the leadership team be ill with Covid-19.</p> <p>Support and Site staff levels are monitored to ensure there are enough members of staff to provide support and site maintenance/cleaning.</p> <p>Bubble process created to reduce the likelihood of widespread infection amongst staff.</p> <p>Staff are informed of the symptoms of possible coronavirus infection, e.g. a high temperature, a new, continuous cough – this means coughing a lot, for more than an hour, or 3 or more coughing episodes in 24 hours, loss of smell or taste and are kept up-to-date with national guidance about the signs, symptoms and transmission of coronavirus.</p> <p><b>Reactive Measures:</b> Any member of staff who displays signs of being unwell, such as having a cough, fever or difficulty in breathing, is immediately sent home and advised to call 999 if they become seriously ill or their life is at risk.</p> <p>Staff to get tested for COVID 19 to confirm whether they have COVID-19</p> <p>Staff ensure that any unwell members of staff who are waiting to go home are moved to a quieter area of the school, away from others. Areas used by unwell members of staff who need to go home are appropriately cleaned once vacated. If staff are waiting to go home, they are instructed to use different toilets to the rest of the school to minimise the spread of infection.</p> <p>Spillages of bodily fluids, e.g. respiratory and nasal discharges, are cleaned up immediately in line with the Health and Safety Policy, using PPE at all times.</p> <p>Staff are encouraged to transfer information digitally, e.g. via email, and to avoid transferring information in paper format.</p>	<p>1 x 3 = 3</p>
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			<p>Staff are informed via email that they must not enter the school premises if they show signs of being unwell and believe they have been exposed to coronavirus.</p> <p>Staff do not return to school before the minimum recommended exclusion period (or the 'self-isolation' period) has passed, in line with local and national guidance. Staff inform the headteacher when they plan to return to work after having coronavirus.</p> <p>Everyone is instructed to monitor themselves and others and look out for similar symptoms if somebody has been sent home with suspected coronavirus. Staff are vigilant and report concerns about their own, a colleague's or a pupil's symptoms to the headteacher.</p> <p>Communication channels are available to all staff.</p> <p>Staff are informed via email about who they can talk to if they have concerns, e.g. about their commitments, health, workload and mental wellbeing.</p> <p>Staff are encouraged to communicate remotely, where possible, and to minimise close-proximity interaction.</p> <p>Staff are encouraged to discuss how to manage their workload and balance their commitments, e.g. caring for dependants.</p> <p>Staff are aware of how to report sickness and how they will be paid during their absence.</p> <p>All staff members' emergency contact details are up-to-date, including alternative emergency contact details, where required. Staff members' alternative contacts are contacted where their primary emergency contact cannot be reached.</p> <p>The First Aid Policy is up-to-date and outlines the management of medical emergencies – medical emergencies are managed in line with this policy.</p> <p>Staff avoid contact with people who show symptoms of coronavirus, both in and out of school.</p> <p>Where a member of staff must accompany or supervise a pupil showing symptoms of coronavirus, infection control procedures and social distancing arrangements are adhered to at all times.</p>		
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				<p>Staff and volunteers avoid non-essential work-related travel, where practicable,</p> <p>Where practicable, staff and volunteers always keep at least two metres apart and avoid close proximity interaction. Where close proximity interaction (being less than two metres apart) cannot be avoided, staff and volunteers are instructed to:</p> <ul style="list-style-type: none"> <li>● Identify beforehand which tasks must be done in close proximity to others and which tasks can be carried out at a distance or remotely.</li> <li>● Work facing away from each other or side-by-side, where possible, instead of face-to-face.</li> <li>● Where face-to-face interaction is essential, minimise the frequency and duration of the interaction.</li> <li>● Limit close proximity interaction to 15 minutes at a time.</li> <li>● Limit the number of people in close proximity interactions to no more than two people.</li> </ul> <p>The size and frequency of essential group gatherings is limited to no more than five people, and this is communicated to staff and volunteers via email.</p> <p>Where staff must work in a team to carry out their role or perform a task, teams are arranged beforehand and, where possible, team mixing is minimised.</p> <p>Where group gatherings must occur in larger numbers or higher frequency, alternative arrangements are put in place and enforced by the headteacher, e.g. remote meetings are arranged.</p> <p>Class sizes are limited to maximum 30 pupils and one member of teaching staff. For EYFS bubble size will be 60 and each class of 30 will have a teacher and full time LSA.</p> <p>The use of communal areas, e.g. the staff room, is limited to avoid unnecessary group gatherings – staggered times, queues, or rotas are implemented where required.</p> <p>Floor markings or signs are used, where necessary, to indicate any two-metre spacing, e.g. where queues are likely to form.</p> <p>Contact with parents is minimised and alternative arrangements are in place – in the rare occasion where contact with parents must occur face-to-face, infection control procedures and social distancing arrangements are communicated to parents.</p>		
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				<p>Where staff cannot follow social distancing arrangements for a particular activity, the headteacher assesses whether the activity needs to continue – mitigating actions are put in place if continuing the activity is essential.</p> <p>Staff experiencing anxiety or staff who have concerns are supported to ensure they are comfortable coming into school and to ensure maximum staff availability / attendance.</p>		
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Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Risk rating	New Control Measures	Are Normal Control Measures Y/N/NA	
					In Place	Reviewed risk rating

<b>Resources are running low so school at risk of closing</b>	Students Staff	Inadequate level of resources to support student learning and curriculum delivery - how does this fit with the scoring matrix  Inadequate resources to keep students safe	2 x 1 = 2	Staff travelling abroad (who maybe subject to lockdowns in other countries or 10 day quarantine rules) have been to requested to log their travel plans with the Head Teacher to enable the school to manage human resources efficiently,  Sound financial management  Weekly review of resources  Increased costs are recorded and monitored: <ul style="list-style-type: none"> <li>• Additional cleaning required due to confirmed or suspected coronavirus cases.</li> <li>• Purchase of lidded bins and new alcohol gel pumps for staff rooms and entrance halls.</li> </ul>		1 x 1 = 1
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Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Risk rating	New Control Measures	Are Normal Control Measures Y/N/NA	
					In Place	Reviewed risk rating

<b>Cleaning: Stocks / staffing are dangerously low putting school at risk of closure</b>	Students Staff Cleaners	Critical levels of cleaning products lead to an inability to secure clean working environments which will lead to an increased risk of infection or spreading of the virus  Inadequate support for students and staff	$2 \times 3 = 6$	<ul style="list-style-type: none"> <li>• A good supply and stock of soap and alcohol-based hand sanitiser; adequate hand-washing facilities to enable staff, students and visitors to clean hands more often than usual - washing hands thoroughly for 20 seconds with running water and soap and drying them thoroughly or using alcohol hand rub or sanitiser ensuring that all parts of the hands are covered</li> <li>• Good respiratory hygiene is promoted through the 'catch it, bin it, kill it' approach; plus readily available tissues.</li> <li>• A good supply and stock of standard cleaning products, such as detergents and bleach to ensure that frequently touched surfaces are cleaned often.</li> </ul>		$1 \times 3 = 3$
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Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Risk rating	New Control Measures	Are Normal Control Measures Y/N/NA	
					In Place	Reviewed risk rating

<p><b>Health and Safety: Staff, parents, unions deem the health and safety measures in place inadequate resulting in low staffing or student attendance levels</b></p>	<p>Students Staff Visitors Cleaners</p> <p>Vulnerable groups- Elderly, Pregnant workers, those with existing underlying health conditions</p> <p>Anyone else who physically comes in contact with someone in relation to school</p>	<p>Dangerous levels of supervision for students</p> <p>Inadequate first aid provision</p> <p>Inadequate support for students and staff</p>	<p>3 x 3 = 9</p>	<p>Health and Safety Policy includes aspects linked to Covid-19.</p> <p>Agreed procedures for staff to return safely to school and to prepare classrooms for the March opening.</p> <p>Review PPE needs for all staff, consider contact risks and communicate with staff.</p> <p>DfE Guidance: In primary schools, we recommend that face coverings should be worn by staff and adult visitors in situations where social distancing between adults is not possible (for example, when moving around in corridors and communal areas). Children in primary school do not need to wear a face covering.</p> <p>PHE video on how to don and doff PPE shared with all staff</p> <p>Lunchtime and breaktime arrangements reviewed to ensure social distancing measures.</p> <p>Drop off and collection protocols for parents reviewed together with the school travel plan.</p> <p>Ensure 'normal' health and safety checks continue.</p>	<p>1 x 3 = 3</p>	<p>1 x 3 = 3</p>
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Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Risk rating	New Control Measures	Are Normal Control Measures Y/N/NA	
					In Place	Reviewed risk rating

<b>Site constraints: adaptations to make the site safe within Covid-19 guidelines are physically or financially prohibitive</b>	Students Staff Visitors Cleaners	Dangerous levels of supervision for students	<b>2 x 3 = 6</b>	Review what physical changes and adaptations will need to be made to the site – both in terms of a safe entry/exit to the school for all and safety around the site during lessons and recreation times.		<b>1 x 3 = 3</b>
	Vulnerable groups- Elderly, Pregnant workers, those with existing underlying health conditions  Anyone else who physically comes in contact with someone in relation to school	Inadequate first aid provision  Inadequate support for students and staff		Staff to make small adaptations to the classroom to support distancing where possible. That should include seating pupils side by side and facing forwards, rather than face to face or side on, and might include moving unnecessary furniture out of classrooms to make more space.  Review Pandemic Plan in terms of how the site will be secured if any cases of Covid-19 occur.  Review Lettings and make decisions as to when these may be re-started.  If this cannot be achieved, options can be discussed with the local authority.		

Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Risk rating	New Control Measures	Are Normal Control Measures Y/N/NA	
					In Place	Reviewed risk rating

<b>Adaptations to staff-student ratios and associated risks are prohibitive and dangerous</b>	<p>Students Staff Visitors Cleaners</p> <p>Vulnerable groups- Elderly, Pregnant workers, those with existing underlying health conditions</p> <p>Anyone else who physically comes in contact with someone in relation to school</p>	<p>Dangerous levels of supervision for students</p> <p>Inadequate first aid provision</p> <p>Inadequate support for students and staff</p>	<p>2 x 3 = 6</p>	<p>Children cannot be expected to remain 2 metres apart from each other and staff. In deciding to bring more children back to schools, DfE suggest that we work through the following hierarchy of measures:</p> <ul style="list-style-type: none"> <li>● avoiding contact with anyone with symptoms</li> <li>● frequent hand cleaning and good respiratory hygiene practices</li> <li>● regular cleaning of settings</li> <li>● minimising contact and mixing</li> </ul> <p>Contact between people should be reduced as much as possible. The transmission risk can be reduced by ensuring children, young people and staff where possible, only mix in a small, consistent group and that small group stays away from other people and groups.</p> <p>Where settings can keep children and young people in those small groups 2 metres away from each other, they should do so. While in general groups should be kept apart, brief, transitory contact, such as passing in a corridor, is low risk.</p>		<p>1 x 3 = 3</p>
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Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Risk rating	New Control Measures	Are Normal Control Measures Y/N/NA	
					In Place	Reviewed risk rating

<p><b>Workload: staff workload in terms of emergency curriculum planning and adaptation is prohibitive in terms of time and practicality</b></p>	<p>Students Staff</p>	<p>Excessive staff workload</p> <p>Staff stress and anxiety; poor levels of wellbeing</p> <p>Dissatisfaction</p> <p>Inability to teach effectively</p> <p>Staff absence</p>	<p>3 x 3 = 9</p>	<p>Review the workload associated with different ways of working during Covid-19 pandemic to ensure staff have a reasonable work-life balance and to ensure that workload does not increase.</p> <p>Eliminate any unnecessary workload around marking and feedback. Ensure that remote-learning is managed by the staff remaining at home.</p> <p>Ensure time is provided for staff to learn how to use any new technologies.</p> <p>Review and adapt current curriculum plans where possible for both key-worker students in school and for home-learning tasks – adapting to the demands of mixed-age teaching in school and remote-learning, distance-learning. Curriculum planning should not exceed normal school planning expectations. Ensure work rotas are balanced and that the process is discussed and explained to staff.</p> <p>Review data management and ensure that expectations are reasonable and within normal expectations.</p> <p>Review communications and ensure that staff, students and parents are kept up-to-date and ‘in touch’. Use remote communication strategies for meetings (Zoom) and for keeping in touch. Address social needs as well as organisational needs.</p> <p>Adapt appraisal processes to online reviews.</p> <p>Continually consult with staff</p>		<p>1 x 3 = 3</p>
<p><b>Staff wellbeing is adversely impacted.</b></p>	<p>Staff</p>	<p>Staff stress and anxiety; poor levels of wellbeing</p> <p>Dissatisfaction</p> <p>Inability to teach effectively</p> <p>Staff absence</p>	<p>3 x 3 = 9</p>	<p>Staff wellbeing group activities.</p> <p>Wendy Burnett designated as a staff contact point to chat through individual concerns.</p> <p>Staff consulted throughout opening discussions.</p> <p>Email communication to all staff signposting the mental health support links provided by the LA.</p>		<p>1 x 3 = 3</p>

<p><b>Pupil wellbeing is adversely impacted</b></p>	<p>Pupils</p>		<p>3 x 1 = 3</p>	<p>Use social stories re Covid and our opening arrangements.          Make handwashing fun and not a chore.          Ask pupils to plan for the future of what they want to do when we get back to normal.          Run frequent PSHE lessons.          Staff to be 'consciously present' when children want to discuss issues with us.          Make the learning environment at school the best it can be, building in 'treats' during the week.          Family Support Worker support to be considered for</p> <ul style="list-style-type: none"> <li>● individual children who have found long periods at home hard to manage</li> <li>● support for resilience, mental health and wellbeing including anxiety, bereavement and sleep issues</li> <li>● support the rebuilding of friendships and social engagement</li> <li>● those who developed specific anxieties related to the virus</li> <li>● those where we have safeguarding concerns</li> </ul> <p>Child protection procedures to be followed for any pupils who make disclosures once they are back in school.</p>		<p>2 x 1 = 2</p>
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## RISK RATING

***Likelihood (L) x Severity (S) = Risk Value (RV) = Risk Rating (RR) = Action Priority (AP)***

Likelihood	
<b>1</b>	Unlikely to happen at all
<b>2</b>	Could happen but rarely
<b>3</b>	Likely to happen
<b>4</b>	Highly likely to happen
<b>5</b>	Almost certainly happen

Severity	
<b>1</b>	Minor Injury e.g. bruise, graze
<b>2</b>	Requiring medical attention
<b>3</b>	Temporary disability / 3 days off work
<b>4</b>	Serious injury / long term illness
<b>5</b>	Death or permanent disability

Risk Value	Risk Rating	Action Priority
<b>16 - 25</b>	Very High	Stop activity until risk is controlled
<b>10 - 15</b>	High	Take action straight away to control risk
<b>6 - 9</b>	Medium	Identify improvements to controls & a plan to implement them
<b>3 - 5</b>	Low	Low priority but consider possible action
<b>1 - 2</b>	Very Low	Further action may not be reasonably practicable