

## BARCOMBE CE SCHOOL RISK ASSESSMENT FORM

<b>Workplace</b>	Barcombe CE Primary School	<b>Likelihood (L)</b>	<b>X</b>	<b>Severity (S)</b>
<b>Department</b>	Education	Almost Impossible	1	Insignificant (minor injury, no time off)
<b>Risk Assessor</b>	Caitlin Yapp-Advisory Head Teacher	Unlikely	2	Minor (injury and up to 7 days off)
<b>Room/Area</b>	All areas/rooms on the school's site; internal and external areas	Possible	3	Moderate (injury causing more than 7 days off)
<b>Activity/Task</b>	<b>School opening during the Covid-19 pandemic</b>	Likely	4	Major (death or serious injury)
<b>Date</b>	8/11/20	Almost Certain	5	Catastrophic (multiple deaths)
<b>Benefit of activity</b>	To ensure the safety of all stakeholders during the second Lockdown/as COVID continues	<b>Low = 1-8</b>	<b>Medium = 9-14</b>	<b>High = 15-25</b>

This model document was updated on 4 November 2020.

It is being kept under review as updated guidance is published by the Government and reviews of the impact of COVID-19 by Public Health England.

Schools should share the results of their risk assessment with their workforce (including local union representatives). If possible, they should consider publishing it on their website to provide transparency of approach to parents, carers and pupils (HSE would expect all employers with over 50 staff to do so).

The [DfE latest documents and guidance webpage](#) is being updated regularly

What are the significant, foreseeable, hazards? (the dangers that can cause harm)	Who is at Risk?	Current control measures (What is already in place/done)	Risk Rating			What additional control measures can be put in place to reduce the risk further?	Revised Risk Rating		
			L	S	R		L	S	R
1. Potential transmission to clinically vulnerable staff and pupils  Guidance is available in the <a href="#">DfE Guidance for full opening – schools</a>	All members of school community	1a. Pupils:  • Schools continue to remain open for all children and young people as they have since the start of the autumn term for the duration of the national	1	3	3	1a. Pupils:  Communicate with parents of clinically vulnerable pupils to inform them:  • Reassure parents and pupils by communicating	1	2	2

	<p>And</p> <p><u><a href="#">Education and childcare settings: New National Restrictions from 5 November 2020</a></u></p>		<p>restrictions.</p> <ul style="list-style-type: none"> <li>• Being at school is vital for children’s education and for their wellbeing.</li> <li>• For most children, the benefits of being back in the classroom far outweigh the low risk from coronavirus (COVID-19) and schools can take action to reduce risks still further.</li> </ul> <p><b>1b. Staff:</b></p> <ul style="list-style-type: none"> <li>• The school will continue to assess the health and safety risks to staff and meet their equality duties as per their local procedures.</li> <li>• Governors and leaders should pay regard to the work-life balance and wellbeing of all staff including the Executive Head Teacher and the Head of School. Schools should ensure they have explained to all staff the measures they are proposing putting in place and involve all staff in that process.</li> <li>• Review systems to support the well-being of staff who may be anxious. Information about the <u><a href="#">extra mental health support for pupils and teachers</a></u> is</li> </ul>		<p>the additional risk assessments and control measures that are currently being taken</p> <p><b>Pupils who are under the care of a specialist health professional:</b></p> <ul style="list-style-type: none"> <li>• Request parents discuss their child’s care needs with their health professional to ensure appropriate risk controls. Further advice is available from the Royal College of Paediatrics and Child Health.</li> <li>• Arrange provision for any pupil who is unable to attend school because they are complying with clinical and/or public health advice to be able to access to remote education from September <u><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></u></li> </ul> <p><b>1b. Staff:</b></p> <p><b>Conduct (and review) individual staff risk assessments for COVID-19 in line with the latest guidance.</b> <i>Guidance on completing an individual risk</i></p>	
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			<p>available. <u>The government has just launched the Wellbeing for Education Return programme.</u></p> <ul style="list-style-type: none"> <li>• Supply teachers and other temporary or peripatetic teachers (Section 2 of the Guidance for full opening: schools 4 November 2020) can move between schools, but leaders should consider how to minimise the numbers of visitors to site where possible.</li> <li>• The DfE recommend that schools consider using DfE's and <u>Crown Commercial Service's agency supply deal</u> when hiring agency workers, as this offers a list of preferred suppliers that must be transparent about the rates they charge. Schools can get direct support from Crown Commercial Services on how to use the agency supply deal by emailing <a href="mailto:supplyteachers@crowncommercial.gov.uk">supplyteachers@crowncommercial.gov.uk</a> with the school's details and contact details</li> <li>• Leaders should consider any use of volunteers. Mixing of volunteers across groups should be kept to a minimum, and they should remain 2m from pupils and staff where possible. Risk assessments</li> </ul>		<p><i>assessment and templates are available on the web shop.</i></p> <ul style="list-style-type: none"> <li>• <b>Clinically Extremely Vulnerable (CEV)</b> employees should work from home during the period of national restrictions, and schools should consider what arrangements could be made for the teacher to deliver lessons virtually from home, where possible, with support staff supporting children in the classroom</li> </ul> <p><u><a href="#">Guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19</a></u></p> <ul style="list-style-type: none"> <li>• <b>Consider staff who may otherwise be at increased risk from COVID-19.</b> PHE's <u><a href="#">COVID-19: review of disparities in risks and outcomes report</a></u>. Headteachers should consult with BAME staff to review and revise deployment if appropriate. BAMEed's resources may be helpful in this process. <a href="https://www.bameednetwork.com/resources">https://www.bameednetwork.com/resources</a></li> <li>• <b>People who live with those who are clinically</b></li> </ul>	
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			<p>have been undertaken for identified individuals.</p> <ul style="list-style-type: none"> <li>Schools are being strongly encouraged by the DfE to continue to host ITT trainees. Section 2 of the Guidance for full opening: schools 4 November 2020 - Risk assessments should be conducted as they are for staff</li> </ul>				<p><b>extremely vulnerable or clinically vulnerable</b> can attend the workplace</p>			
2.	<p><b>Risk of ongoing contamination from pupils and staff</b></p>	<p>All members of the school community</p>	<p>Follow the DfE's guidance for leaders and staff in schools on use of the NHS COVID-19 app. See the guidance <a href="#">here</a></p> <p><i>The following control measures should be considered in addition to those outlined in the East Sussex Model Risk Assessments for:</i></p> <p>(i) <i>Movement around the School site,</i></p> <p>(ii) <i>General classroom activities,</i></p> <p>(iii) <i>Playground activities,</i></p> <p>(iv) <i>Play equipment</i></p> <p>(v) <i>Educational Visits</i></p> <p><i>DFE states that schools can resume non-overnight domestic educational visits. As part of the risk assessment consult the <a href="#">health and safety guidance on educational visits.</a></i></p> <p>The following documents on CZone</p>	1	3	3	<p><a href="#">Education and childcare settings: New National Restrictions from 5 November 2020</a></p> <p><b>2a – Pupils</b></p> <ul style="list-style-type: none"> <li>Ensure any staff or pupils who wear face coverings on the way to school are following the processes for removal, storage/disposal of the mask and that they must hand wash on arrival in line with the guidance on <a href="#">safe working in education, childcare and children's social care</a></li> <li>Work in partnership with local BAME and/or faith communities to reinforce individual and household risk reduction strategies relevant to the school community <a href="#">PHE review of</a></li> </ul>	1	2	2

		<p>give further information about outdoor learning and school trips:  <a href="#">Document 1</a> and <a href="#">Document 2</a></p> <p><i>vi) Wraparound provision and extra-curricular activity</i></p> <p>Review local provision in line with national restrictions in place from 5<sup>th</sup> November (<i>insert local arrangements/ decision by school</i>)</p> <p>Continue to follow government guidance once national restrictions are lifted.</p> <p><i>(Schools should detail their local arrangements in this section of their risk assessment)</i></p> <p><i>Refer to the relevant <u>guidance for those who run community activities, holiday clubs, after-school clubs etc</u> as much of this will be useful in planning extra-curricular provision.</i></p> <p><i>Extracurricular provision, breakfast clubs and after school clubs should only be for the purpose of providing childcare for parents that are at work, in education/training, seeking work or for respite needs.</i></p> <p><i>Providers are advised to keep children in small groups of no more than 15 children, with the same children each time whenever possible. Multiple</i></p>		<p><u>the impact of Covid-19 on BAME groups</u></p> <ul style="list-style-type: none"> <li>• Communication re hygiene measures recommended after school and pupils need clean clothes each day. (Relax uniform rules to allow provision of clean clothes each day)</li> <li>• Toilet arrangements in line with guidance for each group</li> <li>• Ongoing vigilance, monitoring and support for any emerging pastoral, anxiety and/or mental health issues. Information about the <u>extra mental health support for pupils and teachers</u> is available. Consider additional support for pupils, parents and staff impacted by latest PHE reports on impact upon different groups</li> </ul> <p><b>2b – Staff</b></p> <ul style="list-style-type: none"> <li>• Organise appropriately sized groups and encourage social distancing in line with the detailed actions within the DfE guidance for full opening of schools – <u>see Section 1 Prevention point 5</u></li> <li>• <u>Maintain a review of</u></li> </ul>	
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			<p><i>groups of 15 pupils can use the same shared space if necessary, with distancing between the groups. Providers should work with parents, schools or settings to ensure that, as far as possible, children are kept in a group with other children from the same bubble they are in during the school day. Where it is not possible to keep children in the same bubbles as they are in during the school day, you should seek to keep children in consistent groups and frequently review these groups to minimise the amount of 'mixing'.</i></p> <p><b>Face Coverings</b></p> <ul style="list-style-type: none"> <li>● Follow the government guidance on <a href="#">face coverings</a> and communicate the school's procedures.</li> <li>● <a href="#">Current government guidance</a> states, "In primary schools and education settings teaching year 6 and below, there is no change to the existing position. It is not mandatory for staff and visitors to wear face coverings. In situations where social distancing between adults in settings is not possible, settings have the discretion to recommend the use of face coverings for adults on site, for both staff and visitors. Barcombe is</li> </ul>		<p>timetables to <a href="#">identify</a> activities that can take place outdoors and reduce movement around the school buildings</p> <ul style="list-style-type: none"> <li>● For sports lessons, ensure pupils are in consistent groups, that sports equipment is thoroughly cleaned between each use by different individual groups. Prioritise outdoor sports and use large indoor spaces where this is not possible. Maximise natural ventilation flows.</li> <li>● Key information from the guidance is on CZone and can be found <a href="#">here</a> and <a href="#">return to recreational team sport framework</a>. There are specifics about swimming, contact sports, changing rooms, hand sanitising and PPE. Pupils will not change for PE on site; they will come to school in their sports kit.</li> <li>● Limits for numbers of staff in staffroom and offices. Staff to maintain social distancing during lunch and break times.</li> <li>● Consider using notices indicating maximum numbers or the removal of</li> </ul>	
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			<p>advising staff to wear face coverings when on gate duty. Staff may wear face coverings when in the school's communal areas.</p> <ul style="list-style-type: none"> <li>In the event of changes to local restriction being imposed, schools need to communicate the new arrangements quickly and clearly.</li> </ul> <p><b>2a – Pupils</b></p> <ul style="list-style-type: none"> <li>Create and staff your teaching groups in line with guidance (<i>some schools may need to liaise with the LA or their trust to seek solutions to the numbers of groups required</i>).</li> <li>Review the NHS <u>guidance on hand cleaning</u> Staff <b>MUST</b> ensure that pupils engage in regular handwashing for 20 seconds with soap and water (or use sanitiser) at the following times: <ul style="list-style-type: none"> <li>arrival to school</li> <li>returning from breaktime</li> <li>before &amp; after eating</li> <li>when they change rooms</li> </ul> </li> <li><u>Review Behaviour Policy in line with DFE recommendations</u> Section 3 of the Guidance for full opening: schools 4 November 2020 - Older pupils should be supported to</li> </ul>		<p>additional chairs in staff room.</p> <ul style="list-style-type: none"> <li>Consider creating 2m zone in front of prep area in staff room. One member of staff at any one time in this area. Staff to provide own cutlery to minimize contact opportunities.</li> <li>Review risks assessments associated with wraparound provision and extra-curricular activity as well as non-overnight educational visits.</li> <li>Ongoing leadership support for any emerging anxiety and/or wellbeing issues</li> </ul> <p><b>2c – Buildings &amp; resources</b></p> <ul style="list-style-type: none"> <li>Classrooms and other learning environments organised to maintain space between seats and desks where possible.</li> <li>Systems in place to reduce congestion in corridors and access via external doors where possible e.g. one-way systems.</li> <li>Furniture arranged to allow for seating pupils side by side and facing forwards where possible.</li> </ul>	
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			<p>maintain distance and understand not to touch staff and their peers where possible. <i>(this will not be possible for younger children and those with complex needs)</i>. Contact between groups should be avoided.</p> <ul style="list-style-type: none"> <li>• Leaders <b>MUST</b> ensure that school has enough tissues and bins available to support pupils and staff to follow the catch it, kill it, bin it approach. Reinforce routines of using a tissue to cough or sneeze and bins for tissue waste.</li> <li>• Remind children regularly not to touch their face with their hands. When they do so, encourage them to wash hands immediately.</li> <li>• Coordinate pastoral support for pupils (parents/carers and staff) who feel anxious returning to school after being isolated for some time</li> <li>• Ensure appropriate support is made available for pupils with SEND by deploying support staff and accommodating visiting specialists in line with the DfE <a href="#">Guidance for full opening – schools</a> and the EEF guidance on <a href="#">making the best use of teaching assistants</a></li> </ul>		<ul style="list-style-type: none"> <li>• Consider creating 2m teaching zones (where appropriate) at the front of the classroom.</li> <li>• Halls, dining areas and internal and external sports facilities used for lunch and exercise in line with latest guidance</li> <li>• Kitchens comply with the <a href="#">guidance for food businesses on coronavirus (COVID-19)</a>. They should be able to provide food to all pupils who want it, including FSM or universal infant free school meals.</li> <li>• To balance the need for increased ventilation while maintaining a comfortable temperature, the measures outlined in ‘Keeping occupied spaces well ventilated’ at <a href="#">Part 8 of the Protective measures guidance</a> should be used as appropriate to avoid build-up of viral load.</li> <li>• Follow the specific HSE guidance on <a href="#">Air conditioning and ventilation</a></li> </ul>	
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			<ul style="list-style-type: none"> <li>• Leaders have already produced individual risk assessments for pupils with EHC plans attending school, these may need amending.</li> </ul> <p><b>2b – Staff</b></p> <ul style="list-style-type: none"> <li>• Plan to provide for appropriately-sized groups whilst encouraging social distancing in line with the detailed actions within the DfE guidance for full opening of schools – <u>see Section 1 Prevention point 5</u></li> <li>• When staff or children cannot maintain distancing, particularly with younger children in primary schools, plan to keep pupils in the smaller, class-sized groups.</li> <li>• Plan to support pupils with SEND with any specific help and preparation they may need to adapt for the changes to routine</li> <li>• Ensure staff understand that <u>since</u> September they can now operate across different classes and year groups in order to facilitate the delivery of the school timetable. If moving between classes / year groups they should keep their distance from other staff and pupils as much as possible (2m from</li> </ul>		<p><u>during the coronavirus pandemic</u></p> <ul style="list-style-type: none"> <li>• Ensure sufficient and proportionate handwashing supplies and cleaning materials are available. Where a sink is not nearby, provide hand sanitiser in classrooms and other learning environments</li> <li>• Thorough cleaning of rooms and equipment at the end of each day and between use by different groups</li> <li>• There may be an additional risk of infection in environments where singing, chanting, playing wind or brass instruments, dance and drama takes place. Singing, wind and brass instrument playing can be undertaken in line with the guidance, in particular the guidance available at <u>working safely during coronavirus (COVID-19): performing arts</u> and <u>Department for Culture, Media and Sport (DCMS)</u></li> </ul> <p><a href="https://www.gov.uk/govern">https://www.gov.uk/govern</a></p>	
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			<p>staff)</p> <ul style="list-style-type: none"> <li>• DFE recommends all pupils have access to a quality arts education in line with guidance from DSMS under Section 3 of the new Guidance for full opening: schools 5 November 2020</li> <li>• Ensure staff are aware of DFE guidance that social distancing guidance is to avoid close face to face contact and minimise time spent within 1m of anyone.</li> <li>• Reinforcing learning and practice of good hygiene habits through games, songs and repetition</li> <li>• <a href="#">Assemblies</a>, breaktime and lunchtimes <a href="#">and movement around the school are staggered</a> so groups do not come into contact</li> <li>• Consider how to offer immediate remote education where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home. Barcombe has a Remote Learning Policy and a Remote Learning Plan for this.</li> <li>• Review the NHS <a href="#">guidance on hand cleaning</a> – <i>see section for</i></li> </ul>		<p><a href="#">ment/publications/coronavirus-covid-19-online-education-resources</a></p> <ul style="list-style-type: none"> <li>• There's government-funded access to one of two free-to-use digital education platforms: Google for Education or Microsoft Office 365 Education. Schools can apply through <a href="#">The Key for School Leaders</a>. The Key also provides feature comparison and case studies on how schools are making the most of these platforms.</li> <li>• PHE endorsed 'systems of control' now build upon the hierarchy of protective measures in use since the Covid-19 pandemic. Schools must work through them, adopting measures to the fullest extent possible. Guidance for full opening: schools - Section 1 Public Health Advice to minimise Covid-19 risks 4 November 2020.</li> <li>• Ensure EHT, HOS, senior leaders and DSLs are appropriately up to date with the DfE full return to school guidance. See Guidance for full opening – schools as well as updates for example: 5 November 2020</li> <li>• Government recommends sharing risk assessments online</li> </ul>	
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			<p><i>pupils above</i></p> <p><b>2c – Buildings and resources</b></p> <ul style="list-style-type: none"> <li>• Ensure all the usual building checks are undertaken to make the school safe. If buildings have been closed or had reduced occupancy, water system stagnation can occur due to lack of use. Follow advice and actions detailed in <u>Legionella risks during the coronavirus outbreak</u>.</li> <li>• Classrooms and other areas deep cleaned.</li> <li>• Engage children in education resources such as <u>e-bug</u> and <u>PHE schools resources</u></li> </ul> <ul style="list-style-type: none"> <li>• SLT and DSL roles adapted to the ongoing revisions to guidance during partial opening of the school in the summer term</li> <li>• <b>Health and Safety, and safeguarding policies and practices</b> kept up to date in line with current DfE guidance. General information on how to make a workplace COVID-secure and risk assessments is provided by the HSE guidance on working safely.</li> <li>• Tell pupils, parents/carers and any visitors, such as suppliers, not to enter the school if they are displaying</li> </ul>		<p>through the school's website as good practice.</p> <ul style="list-style-type: none"> <li>• <b>Keep risk assessments under regular review in line with government <u>guidance</u></b></li> <li>• Provide regular updates for governors. See Guidance for full opening – schools</li> <li>• Continue routine updates to the school's staffing audit as situations may change. Consider the impact on statutory roles e.g. headteacher, SENCO, DSL, first aiders, paediatric first aider.</li> <li>• <b>Offices are adapted to enable social distancing for teaching, admin and support staff where possible. Stagger use of staff rooms and offices.</b></li> <li>• Consider any office roles that could be undertaken from home reducing the number of staff in offices</li> <li>• Consider travel and parking arrangements for staff in line with social distancing guidelines</li> </ul>	
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			<p>any symptoms of coronavirus (following the COVID-19: <a href="#">guidance for households with possible coronavirus infection</a>)</p> <ul style="list-style-type: none"> <li>Stick to school opening times and encourage staff to go home promptly to reduce risk.</li> <li>Maintain staff and visitor signing-in arrangements to ensure social distancing and hygiene e.g. where someone physically signs in with the same pen or using a tablet in Reception areas; no pens to be supplied (visitors encouraged to use their own stationery).</li> </ul>							
3.	<p><b>Site Safety risks</b></p> <ul style="list-style-type: none"> <li>Fire procedures</li> <li>Lockdown</li> <li>Movement for lunch / transitions</li> <li>Toilets</li> <li>Security including risk of theft</li> <li>Data breaches</li> </ul>	All members of the school community	<ul style="list-style-type: none"> <li>SLT lead identified</li> <li>Continue taking the <u>attendance register</u> and following up any absences in line with statutory guidance.</li> <li>School to follow risk assessments for premises and accessing outside equipment and areas.</li> <li>Ensure pupils, parents and staff are aware that DfE guidance states that different groups/bubbles don't need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after</li> </ul>	1	3	3	<ul style="list-style-type: none"> <li>Any incidences are logged, and the risk assessment is evaluated, and changes made as a result of lessons learned.</li> <li>Arrange revised fire evacuation drills / lockdown drills regularly.</li> <li>Reconsider e-safety policies and procedures in light of lessons learned during home learning.</li> </ul>	1	2	2

			<p>using the toilet.</p> <ul style="list-style-type: none"> <li>• Share updated fire evacuation information with all staff during daily briefing.</li> <li>• Share updated fire evacuation information with children</li> <li>• Share lockdown procedures with all staff</li> <li>• Follow revised lunch and break rotas to ensure safe movement around school</li> <li>• Children to seek permission to use toilets to ensure staff know where children are at all times</li> <li>• High expectations of how children move around school upheld by all members of staff</li> </ul>							
4.	<b>Risk of transmission between parents and pupils during school drop-off and collection times</b>	All members of the school community	<p><i>The following control measures should be considered in addition to those outlined in the East Sussex Model Risk Assessment for Access and Egress.</i></p> <ul style="list-style-type: none"> <li>• Where children are accompanied to school, only one parent to drop-off or collect. Parents to maintain 2 metre social distancing rule</li> <li>• Allocated drop off and collection times in place and parents/carers informed of procedures including the protocols for minimising adult to adult contact (for example,</li> </ul>	1	3	3	<ul style="list-style-type: none"> <li>• Review and revise drop off and pick up protocols as necessary to minimise social contact.</li> </ul>	1	3	3



			<p><u>Section 2</u></p> <p><b>Wider public transport</b></p> <ul style="list-style-type: none"> <li>Communicate to parents that public transport capacity is likely to continue to be constrained in the autumn term. Its use by pupils, particularly in peak times, should be kept to an absolute minimum.</li> <li>Leaders to liaise with partners to consider staggered start times to enable more journeys to take place outside of peak hours where feasible</li> <li>Where possible encourage parents, staff and pupils to walk or cycle to school. Consider using 'walking buses' or working with their local authority to promote safe cycling routes.</li> <li>Refer any families using public transport to the <u>safer travel guidance for passengers</u>.</li> </ul>	1	3	3	<p><a href="#">/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#transport</a></p> <p><a href="https://www.gov.uk/government/publications/transport-to-school-and-other-places-of-education-autumn-term-2020/transport-to-school-and-other-places-of-education-autumn-term-2020">https://www.gov.uk/government/publications/transport-to-school-and-other-places-of-education-autumn-term-2020/transport-to-school-and-other-places-of-education-autumn-term-2020</a></p> <ul style="list-style-type: none"> <li>Children under the age of 11 are exempt from wearing face coverings on public transport, and the regulations relating to face coverings exclude school transport services. <u>See updated transport guidance</u></li> </ul>	1	3	3
6.	<b>Risk of ongoing contamination from people (staff, parents/carers, visitors, contractors and/or deliveries) coming into school</b>	All members of the school community	<ul style="list-style-type: none"> <li><i>Face coverings: staff to wear face covering on the playground at the beginning and end of the day; this is especially important when talking to pupils' parent. (This is a school decision)</i></li> </ul>	1	3	3	<ul style="list-style-type: none"> <li>For any staff member or pupil who feels unwell, check for <u>recognised symptoms of COVID-19</u>. Public Health England advise routinely taking the temperature of pupils is not recommended as it is an unreliable method for</li> </ul>	1	3	3

			<ul style="list-style-type: none"> <li>• <i>(refer to the government guidance on face coverings included in section 2 above and detail the local arrangements for the wearing of face coverings for adults coming onto the school site and how this will be communicated in this section of the risk assessment)</i></li> <li>• Ensure contractors, school meal providers, milk providers and fruit providers can fulfil all risk assessment requirements</li> <li>• Contractors aware of any changes to school day – e.g. staggered lunchtimes</li> <li>• Minimise any visitors to the school and clear messages shared about social distancing procedures for adults. Ensure record are kept of all visitors; names, dates, and contact details.</li> <li>• Ensure that the school engages with local immunisation services and programmes as normal</li> <li>• Parents and carers bringing or collecting pupils during the day phone ahead and arrange to drop/collect safely and not enter the site if possible</li> <li>• Strict handwashing procedures</li> </ul>		<p>identifying coronavirus (COVID-19).</p> <ul style="list-style-type: none"> <li>• Isolate and send children and staff home immediately if they display symptoms <i>(See section 7 below)</i></li> <li>• Review effectiveness of revised site management systems – e.g. corridor use and hand washing routines etc to ensure appropriate social distancing for any visitors.</li> <li>• A copy of the COVID-19 specific risk assessment for catering and cleaning contractors is kept by the school. Chartwells to provide this.</li> <li>• Revise visitor arrangements to ensure social distancing and hygiene e.g. where someone physically signs in with the same pen or using a tablet in Reception areas. Advise no stationery to be provided in the Reception area; visitors to use own pens.</li> </ul>	
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			<p>in place as soon as pupils/staff/visitors/contractors arrive in school</p> <ul style="list-style-type: none"> <li>• Ensure reception layout is compliant with social distancing guidance e.g. screens, barriers etc.</li> <li>• Ensure the DfE guidance for Health and Safety <a href="https://www.gov.uk/government/publications/health-and-safety-advice-for-schools/responsibilities-and-duties-for-schools">https://www.gov.uk/government/publications/health-and-safety-advice-for-schools/responsibilities-and-duties-for-schools</a> is adhered to.</li> </ul>							
7.	<b>Risk that contamination exists within the school environment due to ineffective hygiene measures.</b>	All members of the school community	<ul style="list-style-type: none"> <li>• Site staff follow <u>DfE Planning Guidance for full reopening – Section 2 School Operations</u> and are aware of the <u>COVID-19: cleaning of non-healthcare settings guidance</u> which should be followed when there is a suspected or confirmed case</li> <li>• With all children back in school, all frequently touched surfaces, equipment, toilets, door handles, and toilets used during the day will need to be cleaned thoroughly each day.</li> <li>• All handwashing sinks, soap dispensers, hand gel etc are checked 3 times a day to ensure stock levels are adequate</li> </ul>	1	3	3	<ul style="list-style-type: none"> <li>• Ensure frequent enhanced cleaning of surfaces that pupils are frequently touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters each day, using standard cleaning products.</li> <li>• Equipment such as books and games, are regularly cleaned along with all touched surfaces.</li> <li>• Any books that go between home and school are quarantined for 72 hours</li> <li>• Ensure resources shared between classes or bubbles, (e.g. sports, art</li> </ul>	1	3	3

			<ul style="list-style-type: none"> <li>Inspect daily to ensure good/effective hygiene levels</li> </ul>				<p>and science equipment) is cleaned frequently. It MUST be meticulously cleaned between its use by different bubbles or rotated to allow it to be left unused and out of reach 48 hours (72 hours for plastics).</p> <ul style="list-style-type: none"> <li>Consider how outdoor play equipment is used ensuring more frequent cleaning. Review any use of shared equipment by wrap-around care providers.</li> <li>Enhanced cleaning schedule in place to ensure effective hygiene standards and comply with latest guidance</li> </ul>			
8.	<b>Risk of transmission from pupils and staff who have been in contact with the virus and/or are showing signs of having the virus (a new, continuous cough or a high temperature)</b>	All members of the school community	<p>Schools MUST ensure they understand the NHS Test and Trace process and how to contact the local <a href="#">Public Health England health protection team</a>. (see <i>contact details on the first page of this document</i>)</p> <ul style="list-style-type: none"> <li>Leaders to ensure staff and parents understand their responsibility should they be showing symptoms of COVID-19 to be ready and willing to: <a href="#">book a test</a>, provide details of who they have been in close contact with and to then self-isolate in line with current</li> </ul>	1	4	4	<ul style="list-style-type: none"> <li>Arrange for deep clean of medical room and other facilities as necessary before they are used again. The updated <a href="#">cleaning of non-healthcare settings guidance</a> describes the cleaning required, the appropriate disposal of materials, the cleaning of equipment and hard surfaces, and the personal protective equipment (PPE) that should be worn.</li> </ul> <p>Revise plans and PPE</p>	1	3	3

			<p>government guidance</p> <ul style="list-style-type: none"> <li>● <b>Revise plans and source suitable PPE supplies (e.g. non latex gloves preferable) to be used by:</b> <ul style="list-style-type: none"> <li>○ the supervising member of staff if a 2m distance cannot be maintained during isolation of an unwell child onsite.</li> <li>○ staff caring for pupils with routine intimate care needs that involve the use of PPE</li> </ul> </li> </ul> <p>The plan should identify any likelihood of behavioural, SEND and possible use of restraint issues etc that may apply</p> <ul style="list-style-type: none"> <li>● If anyone becomes unwell with signs of COVID-19 they must be sent home and households advised to follow the <u>COVID-19: guidance for households with possible coronavirus infection guidance</u></li> <li>● Isolate the pupil / member of staff immediately to a room behind a closed door. If appropriate arrange adult supervision in line with guidelines. Ideally open a window for ventilation. Separate bathroom facilities should be used if necessary, which should then be cleaned</li> </ul>		<p>supplies in the light of experience or any updated guidance.</p>	
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			<p>and disinfected before use by anyone else.</p> <ul style="list-style-type: none"> <li>● Employers have a duty of care for all staff and should ensure that staff who are sent home displaying symptoms of COVID-19 are tested as soon as practicably possible. Headteachers should communicate to staff that if they are displaying symptoms they should be tested 'as soon as practicably possible.'</li> <li>● For schools that purchase the HR Advisory Service, further information can be accessed here or through their designated HR Consultant <a href="https://www.services2schools.co.uk/resources/personnel/wellbeing-benefits/coronavirus-hr-faqs">https://www.services2schools.co.uk/resources/personnel/wellbeing-benefits/coronavirus-hr-faqs</a></li> <li>● If school is notified of a positive COVID19 test result for a member of staff or a pupil, we must contact the DfE Helpline on 0800 046 8687 and select option 1 for advice on the action to take in response to a positive case. You will be put through to a team of advisers who will inform you what action is needed based on the latest public health advice. If, following triage, further expert advice is required, the adviser</li> </ul>			
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			<p>will escalate your call to the PHE local health protection team.</p> <ul style="list-style-type: none"> <li>● Schools need to take swift action when they become aware that someone who has attended has tested positive for Covid-19. Schools can contact the dedicated advice service introduced by Public Health England (PHE) and delivered by the NHS Business Service Authority and can be reached calling the DFE Helpline on 0800 046 8687 and selecting option 1.</li> <li>● A template letter will be provided to schools, on the advice of the health protection team, to send to parents and staff if needed.</li> <li>● PHE will conduct a rapid risk assessment and advise the school on the actions to take including the definitive advice on who must be sent home. Should this be the case PHE will provide a template letter to inform parents and staff.</li> <li>● In line with government guidance school <b>MUST</b> not share the names or details of people with COVID-19 unless essential to protect others</li> <li>● If school should have two or</li> </ul>			
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			<p>more confirmed cases within 14 days, or there is an overall rise in sickness absence where coronavirus (COVID-19) is suspected, it may indicate an outbreak. Leaders MUST continue to work with their local health protection team who will be able to advise if additional action is required. This may include recommending a larger number of pupils self-isolate as a precautionary measure.</p>							
9.	<b>Contingency planning for a potential local outbreak</b>	All pupils and staff	<ul style="list-style-type: none"> <li>For individuals or groups of self-isolating pupils, remote education plans are in place. These should meet the same expectations as those for any pupils who cannot attend school at all due to coronavirus (COVID-19). (see DfE guidance on <a href="#">remote education support</a>).</li> </ul>	1	3	3	<ul style="list-style-type: none"> <li>Leaders and governors should devise contingency plans to cover a potential local outbreak. In such an event the PHE health protection team or local authority may advise a school or number of schools to close temporarily to help control transmission.</li> </ul> <p><b>See LA model Contingency Plan</b> (available via the Message Board). In addition the <a href="#">DfE full return to school guidance – section 5</a> outlines the scope required and provides links to resources to support these plans.</p>	1	3	3



