



## COVID-19 Schools Risk Assessment – 8<sup>th</sup> March 2021

### John O’Gaunt School - Preparation for opening of school buildings to all pupils

| Identify the Hazards<br>(anything that may cause harm)  | Who may be harmed and how  | Assess the Severity | Control measures   | Assess the Likelihood | What is the Risk Rating | Further Action Required |
|---|--|---------------------|--|-----------------------|-------------------------|-------------------------|
| <p>Rev 3. Original document in Black, 23.02.2021<br/>           Rev 4. 02.03.2021 -Updated Pregnancy at 28 weeks and beyond<br/>           Rev 4.1 29.04.21 - Procedure for providing spare PE kit</p> <p><b>Remember to publish your risk assessment on your website and remove any previous revisions</b></p> <p>Secondary pupils will be offered testing from the 8th March and should attend school after their first negative test’</p> <p>JOG additions and control measures in Red</p> |  |                     |  |                       |                         |                         |
| <b>1</b>  | <b>Site and Buildings</b>  |                     |  |                       |                         |                         |
| Contractors, suppliers and visitors increase the risk of transmission.  | <p style="color: red;">All on site</p> <p style="color: red;">Increased risk of transmission</p> | High                | <p>There is no requirement to reduce occupancy in schools, everyone must follow the system of controls.</p> <p>Site visits by pre-arrangement only. Where possible all visitors to site should attend outside of school hours.</p> <p style="color: red;">Hand sanitiser available in the secure lobby area.</p> | Rare                  | Low                     |                         |

|  |  |   |             |  |             |            |  |
|--|--|---|-------------|--|-------------|------------|--|
|  | Lack of knowledge of control procedures  |   |             | <p>Deliveries and visits outside of school opening hours where possible.</p> <p>Process for the acceptance of deliveries, i.e. area where parcel can be left - <b>items to be left in the secure lobby area.</b></p> <p>Signage in place to remind visitors of social distancing and infection control procedures.</p>   |             |            |  |
|  | Failure to complete compliance checks leading to increased risk to safety and potential for injury or loss of life | <p><b>All on site</b></p> <p><b>Increased risk to Health &amp; Safety</b></p> | <b>High</b> | <p>Site Managers and/or the schools Facility Management Companies have continued to carry out monthly compliance checks</p> <p>As far as is practicable, the normal fire procedures within the school will be maintained, and staff briefed.</p> <p>If this is not possible new fire procedures will be implemented and a practice drill will take place.</p> <p>Review fire assembly point to accommodate social distancing<br/><b>Current fire assembly point allows some social distancing</b></p> <p>Fire exits will be unlocked, and fire routes will be kept clear during hours of occupation.</p> <p>Someone in the school will be nominated to call 999 in the event of a fire. Identify who will call 999. <b>Caretaker or in his absence Duty Team Leader</b></p> <p>Members of senior leadership team in school at all times</p> <p>Principal/SBM/Admin Officer to hold list of all emergency/utility contacts.</p> | <b>Rare</b> | <b>Low</b> |  |

|   |  |      |   |   |     |  |  |
|---|--|------|---|---|-----|--|--|
|   |  |      |   | <p>A safe emergency evacuation or lockdown takes priority over the maintenance of social distancing arrangements temporarily.</p> <p>Measures necessary for additional ventilation of the building have been and will be assessed and will not compromise fire safety or site security arrangements</p> |     |  |  |
| <p>Increased risk of disruption</p> <p>Due to lack of planning and organisation</p> <p>Due to lack of Communication</p> | <p>Staff, students</p> <p>Increased risk of transmission</p> | High | <p>The following areas have been reviewed and details are covered by the 'John O'Gaunt School Daily Routines' document:</p> <p>Classrooms and other learning environments</p> <p>Timetable</p> <p>Movement around the school</p> <p>Whether activities can be taken outside</p> <p>Drop off, collection and break times protocols</p> <p>Transport – Possible reduction of travel on coaches, buses and public transport, pupils and staff asked to walk or bike to school if safe to do so.</p> <p>Communication with parents and children prior to reopening will include information about:</p> <ul style="list-style-type: none"> <li>• Arrival and departure from school and arrangements for parents to access the site</li> <li>• Arrangements for infection control</li> <li>• Pupil groupings</li> <li>• What school day will look like</li> </ul> | Rare  | Low |  |  |

|   |   |                 |   |   |                 |  |  |
|---|---|-----------------|---|---|-----------------|--|--|
|   |   |                 |   | <ul style="list-style-type: none"> <li>Attendance and non-attendance</li> <li><b>The avoidance of travel to school via public transport at peak times and measure the school are taking to work with parents to alleviate this</b></li> <li><b>Expectations re: any new behaviour systems that we have put in place to support our work in infection control and social distancing</b></li> <li>What will happen if there is a case of coronavirus at the school</li> </ul> <p>We are using this as an opportunity to ensure that pupils' emergency contact details are up to date.</p> |                 |  |  |
| Site security compromised by new arrangements | <p><b>All on site</b></p> <p><b>Unauthorised persons gaining access - Increased risk of transmission, damage to property, threat to occupants</b></p> | <b>Moderate</b> | <p>Normal security standard will apply.</p> <p>Additional ventilation via open doors and windows should not occur in unoccupied parts of the site.</p> <p>Access control and intruder alarm systems maintained as usual</p> <p><b>Principal access through sliding doors with access control, only external doors opening onto areas within the more secure areas of the school to be opened. Additional entrances used at the start/end of the day will be unlocked and locked by site staff</b></p> | <b>Infrequent</b>   | <b>Low</b>      |  |  |
| Lack of Air conditioning / ventilation        | <p><b>All on site</b></p> <p><b>Increased risk of transmission</b></p>  | <b>High</b>     | <p>Once the school is in operation, it is important to ensure it is well ventilated and a comfortable teaching environment is maintained. This can be achieved by:</p> <ul style="list-style-type: none"> <li>Mechanical ventilation systems</li> <li>Natural ventilation; opening windows (high level windows will reduce draughts) and internal doors (in cooler weather windows should be opened just enough</li> </ul>  | <b>Infrequent</b>   | <b>Moderate</b> |  |  |

|  |  |  |          |  |            |          |  |
|--|--|--|----------|--|------------|----------|--|
|  |  |  |          | <p>to provide constant background ventilation and opened more fully during breaks to purge the air)</p> <p>West Berkshire advises that temperatures should not drop below 16 degrees. They recommend that when the room temperature reaches 18 degrees, the window openings are reduced to the minimum or shut until the temperature rises. They can then be reopened.</p> <p>Has a risk assessment been done incorporating open doors and windows for ventilation?</p> <p>Contact your air conditioning contractor re: the suitability of our air conditioning system for use at this time. <b>We have circulating air systems in the classrooms which should only be turned on in exceptional circumstances (e.g. high temperatures adversely affecting the computers or its occupants)_ and ONLY IF THE WINDOWS AND DOOR IS KEPT OPEN</b></p> <p><b>The server room is also a circulating air system but is essential to keep IT provision running. The server room will be kept locked with very limited access, and only 1 person at a time. It is a requirement to wear a mask in the server room.</b></p> |            |          |  |
|  |  | Risk of Fall from height   | High     | Window opening restrictors in place must not be removed.   | Rare       | Low      |  |
|  |  | Constant touching of door to open increases risk of transmission Vs. | Moderate | <p>Fire doors can be propped open with a removeable wedge in low risk areas such as, classrooms and offices. In high risk areas such as, kitchens, food rooms and kiln areas fire doors must be kept shut.</p> <p>The schools fire evacuation procedure must be updated to ensure a responsible person is nominated to shut open fire</p>  | Occasional | Moderate |  |

|   |  |   |          |  |            |          |  |
|---|--|---|----------|--|------------|----------|--|
|   |  | Risk of fire spreading more quickly due to lack of compartmentalisation                                   |          | doors before leaving the building at the end of the day but also in the event of the fire alarm being activated.<br><br>Specify the person or persons nominated to shut doors.<br>Caretaker on lock up duty at the end of the day. In the event of fire, staff as they pass through the doors. |            |          |  |
| Increased risk of electrical shock              |  | All on site<br><br>Increased potential for injury or loss of life   | Low      | Schools to consider electrical items taken off site when conducting their annual portable appliance testing<br><br>All staff and student laptops issued by the school will be returned at the end of the summer term for PAT testing over the summer break                                     | Occasional | Low      |  |
| Lack of available keyholders during emergencies |  | All on site<br><br>Unable to open/lock up the school building   | High     | Schools to update key holder information if necessary<br><br>JOG has 4 keyholders – 2 site team and 2 SLT  | Rare       | Low      |  |
| Cash changing hands                             |  | Staff, students, parents<br><br>Increased risk of transmission  | Moderate | Payments to schools should be taken by contactless methods wherever possible<br><br>Office/Catering staff to wear gloves when handling cash.   | Occasional | Moderate |  |
| Lack of available cleaning supplies             |  | All on site<br><br>Cleaning procedure compromised due to lack of supplies increasing risk of transmission | High     | Think about and confirm if there will be:<br><br>Enough soap and hot water in every toilet and hand washing facility<br><br>Enough hand sanitiser at the entrances and throughout the school   | Rare       | Low      |  |

|   |  |  |      |   |      |     |  |
|---|--|--|------|---|------|-----|--|
|   |  |  |      | <p>A good supply of Tissues, cleaning spray, blue roll and a 'catch it, kill it, bin it' bin in each classroom</p> <p>Lidded bins or bags that can be tied in areas for infected waste</p> <p>Gloves for handling infected waste</p> <p>Enough bags for double bagging waste</p> <p>Who will empty bin bags and replenish soap and hand sanitiser during the school day? <b>Member of contracted cleaning team provided to be in during the day</b></p>                                       |      |     |  |
|   | Other items  | <p>Students, staff</p> <p>Increased risk of transmission</p> | High | <p>Will water coolers be taken out of use? <b>No</b></p> <p>If they are taken out of use, the risk is that students may fill their water bottles from toilet taps that are tank fed.</p> <p>Wall mounted sanitiser units installed and instructions that hand sanitiser must be used before and after use.</p> <p>Students asked to bring in water bottle that can be refilled without contact to part where mouth makes contact with the bottle (e.g. screw top lid with separate spout)</p> | Rare | Low |  |
| 2 | <b>Measures to reduce contamination</b>  |  |      |   |      |     |  |
|   | <p><b>Personal Hygiene</b></p> <p>Lack of hand washing and hand sanitiser stations</p> | <p>All on site</p> <p>Increased risk of transmission</p>     | High | <p>The school will ensure there are sufficient hand washing and hand sanitising stations available to pupils and staff so that they can clean their hands regularly.</p> <ul style="list-style-type: none"> <li>on arrival at school</li> <li>after using the toilet</li> <li>after breaks and sporting activities</li> <li>before food preparation</li> </ul>  | Rare | Low |  |

|  |  |   |                 |  |                   |            |  |
|--|--|---|-----------------|--|-------------------|------------|--|
|  |  |   |                 | <ul style="list-style-type: none"> <li>• before eating any food, including snacks</li> <li>• before leaving school</li> <li>• after sneezing/coughing.</li> </ul> <p>Young pupils and pupils with complex needs will be supervised during the use of hand sanitiser</p> <p>New external hand washing troughs will be available and supervision by staff will be provided as needed.</p> <p>Signage about how to wash hands properly, is on display and reinforced with pupils. Along with Catch it, Kill it, Bin it signs.</p> <p>These messages are reinforced with the pupils and staff.</p> <p>Where sinks are not easily accessible hand sanitiser may be used.</p> <p>Identify how and where your chemicals will be stored.</p> |                   |            |  |
|  | <p><b>Use of hand sanitiser</b></p> <p>Increased risk of hazardous chemicals</p> | <p>All on site</p> <p>Increased risk to Health &amp; Safety</p> | <p>Moderate</p> | <p>Recognising it is not possible to follow the hand wash advice everywhere, a hand sanitiser is next best and unless there's some allergy, and depending on the age of our pupils, they could use their own/ours under supervision through to it being 'dispensed' so the young, or over enthusiastic don't get carried away.</p> <p>We are providing all staff with 80% alcohol hand sanitising spray, which is also the dispensers in the LFT unit . Alcohol free hand sanitiser dispensers have been installed at the reception and pupil entrances, in communal areas and at every classroom, and adequate supplies will be ensured.</p>  | <p>Infrequent</p> | <p>Low</p> |  |



|  |   |  |                    |  |                    |                   |  |
|--|---|--|--------------------|--|--------------------|-------------------|--|
|  |   |  |                    | <p>A COSHH assessment <b>has been</b> carried out, we have obtained safety data sheets for the hand sanitiser being used. They advise on action to be followed if the sanitiser is not used as designed i.e. a child drinks some; it gets in eyes etc.</p> <p>Alcohol based hand sanitiser is highly flammable, and can be set alight from a spark, static, naked flame or heat including sunlight</p> <p>All staff must read the product Safety sheet and sign to say they have done so. Staff will then be aware of how to store and use the product safely (out of direct sunlight/on heat sources and out of reach of children.</p> <p>Identify how and where your hand sanitiser will be stored<br/><b>Hand sanitiser is stored in locked cupboards</b></p> <p>We will not make our own having addressed the national CLEAPSS guidance.</p> <p>The dangers of hand sanitiser will be explained to students on a regular basis</p> |                    |                   |  |
|  |   |  |                    |  |                    |                   |  |
|  | <p><b>Respiratory Hygiene</b></p> <p>Lack of good respiratory hygiene</p> | <p><b>All on site</b></p> <p><b>Increased risk of transmission</b></p> | <p><b>High</b></p> | <p>The school will promote the <b>'catch it, bin it, kill it'</b> approach to pupils and staff</p> <p>The school will ensure they have enough tissues and bins available around the school</p> <p>Young pupils and pupils with complex needs will be supervised and helped to get this right</p>   | <p><b>Rare</b></p> | <p><b>Low</b></p> |  |

|  |   |  |      |   |      |     |  |
|--|---|--|------|---|------|-----|--|
|  |   |  |      | A further risk assessment should be conducted for those pupils who spit uncontrollably or use saliva as a sensory stimulant, to support the pupils and staff and is not a reason to deny these pupils face to face education  |      |     |  |
|  | <p><b>Face Coverings</b></p> <p>Masks not worn, not worn correctly or left lying around</p> | <p>All on site</p> <p>Increased risk of transmission</p> | High | <p>Face coverings are not classified as PPE, face coverings should safely cover your nose and mouth and are largely intended to protect others, not the wearer, against the spread of infection.</p> <p>In secondary schools, government guidance recommends that face coverings are worn by adults and pupils when moving around the premises outside of classrooms, such as corridors and communal areas where social distancing cannot easily be maintained.</p> <p>In addition, government guidance now also recommends that in those schools, face coverings should be worn in classroom/during activities unless social distancing can be maintained. This does not apply in situations where wearing a face covering would impact on the ability to take part in exercise or strenuous activity, for example in PE lessons. <b>This is due for review by the Government at Easter.</b></p> <p>Those who rely on visual signals for communication, or speak to or provide support to such individuals, are currently also exempt from any requirement to wear face coverings in schools or in public places.</p> <p>The trust recognises that it is at the teachers' discretion whether they wish to deviate within an exempt situation. Pupils will have a choice as to whether to remove their masks or not, while within an exempt situation within class.</p> | Rare | Low |  |

|  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|
|  |  |  |  | <p>Face visors or shields can be worn but should not be worn as an alternative to face coverings.</p> <p><b>Exemptions</b> - Some individuals are exempt from wearing <u>face coverings</u>. This applies to those who:</p> <ul style="list-style-type: none"><li>• cannot put on, wear or remove a face covering because of a physical or mental illness or impairment or disability</li><li>• speak to or provide assistance to someone who relies on lip reading, clear sound or facial expression to communicate</li></ul> <p>The same exemptions will apply in education settings, and we would expect teachers and other staff to be sensitive to those needs.</p> <p>The same exemptions will apply in education settings, and we would expect teachers and other staff to be sensitive to those needs.</p> <p>If staff would also like to wear a visor for their own protection, we would support this in addition to a face mask.</p> <p>It is vital that face coverings are worn correctly. Safe wearing of face coverings requires cleaning of hands before and after touching – including to remove or put them on – and the safe storage of them in individual, sealable plastic bags between use, provided by the students. Where a face covering becomes damp, it should not be worn, and the face covering should be replaced carefully.</p> <p>It is reasonable to assume that staff and young people will now have access to face covering due to their increased use in wider</p> |  |  |  |
|--|--|--|--|--|--|--|--|

|  |  |  |      |  |      |     |  |
|--|--|--|------|--|------|-----|--|
|  |  |  |      | <p>settings however, where anybody is struggling to access a face covering, or where they are unable to use their face covering due to having forgotten it or it having become soiled or unsafe, education settings should take steps to have a small contingency supply available to meet such needs.</p> <p>No-one should be excluded from education on the grounds that they are not wearing a face covering.</p> <p>Training will be provided for the donning and doffing of PPE</p>   |      |     |  |
|  | Educational Visits   |  |      | Educational visits are not recommended at this time  |      |     |  |
|  | <p><b>Shared resources</b></p> <p>Multiple handling of resources</p> | <p>All on site</p> <p>Increased risk of transmission</p> | High | <p>For frequently used items such as pens and pencils, staff and pupils should have their own items and they should not be shared.</p> <p>Classroom based resources such as books and games can be used and shared within the bubble.</p> <p>Cleaning of these items will take place regularly along with frequently touched surfaces.</p> <p>Resources that are shared between classes or bubbles, such as sports, art and science equipment will be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.</p> | Rare | Low |  |
|  | Shared Play Equipment  | Students, staff  | High | Fixed play equipment must not be used.   | Rare | Low |  |

|                                |                 |                                |          |   |      |     |  |
|--------------------------------|-----------------|--------------------------------|----------|---|------|-----|--|
|                                |                 | Increased risk of transmission |          | <p>If you are using outdoor play equipment (only one bubble permitted) it must still be sprayed with cleaning solution and left to dry, at the end of every day</p> <p>Soft furnishings, soft toys and toys with intricate parts, remove from classroom for the foreseeable future.</p> <p>Where they remain, they will be subject to regular cleaning and disinfection</p>   |      |     |  |
| Resources going back and forth | Students, staff | Increased risk of transmission | High     | <p>Pupils will only bring essentials items into school such as, lunch boxes, hats, coats, books, stationery and mobile phones. Bags are allowed.</p> <p>Pupils and teachers can take books and other shared resources home, unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development.</p> <p>Resources will be cleaned frequently and meticulously and always between bubbles or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.</p> | Rare | Low |  |
| Items requiring laundry        | Students, staff | Increased risk of transmission | Moderate | <p>We will ensure that all items that are laundered within the school eg: towels, flannels and bedding are washed in line with guidance on cleaning in non-healthcare settings and that these items are not shared by children between washes.</p> <p>29.04.21 - To enable a tougher stance of students who repeatedly fail to bring PE kit or the correct PE kit, spare kit will have clearly labelled boxes for clean and dirty and kit will be washed after every use.</p>   | Rare | Low |  |

|   |  |   |                 |  |                   |            |  |
|---|--|---|-----------------|--|-------------------|------------|--|
|   | <b>Outdoor equipment</b><br><br>Lack of proper cleaning  | <b>Students, staff</b><br><br><b>Increased risk of transmission</b> | <b>Moderate</b> | <p>Outdoor equipment to be cleaned between uses by separate bubble/groups.</p> <p>Plastic or metal play equipment should be cleaned between use by bubble/groups/groups by spraying with a combined detergent disinfectant solution (at a dilution of 1,000 parts per million available chlorine) or a household detergent followed by disinfection and then wiping off any residue with paper towels which should be disposed of in general waste bins.</p> <p>Timber and other types of play equipment that may be more difficult to wipe over, should be sprayed with a combined detergent disinfectant solution or a household detergent followed by disinfection with particular attention paid to high touch areas such as hand rails etc.</p> <p>The cleaning solution should either be wiped off with paper towels or adequate time should be allowed for the cleaning solution to evaporate prior to the equipment's next use.</p> <p>The cleaning solution should be at a dilution of 1,000 parts per million available chlorine</p> | <b>Rare</b>       | <b>Low</b> |  |
| 3 | <b>Management of expectations within the school</b>      |   |                 |  |                   |            |  |
|   | <b>Attendance Expectations</b><br><br>Lack of attendance | <b>Students</b><br><br><b>Risk of falling further behind</b>        | <b>Low</b>      | <p>In March it was made clear that no parent would be penalised or sanctioned for their child's non-attendance at school. The situation has now changed.</p> <p>Schools to ensure parents and pupils are aware that attendance is mandatory from the 8<sup>th</sup> March 2021.</p>  | <b>Occasional</b> | <b>Low</b> |  |

|  |   |          |  |   |      |     |  |
|--|---|----------|--|---|------|-----|--|
|  |   |          |  | The ability to issue sanctions such as fines for non-attendance will be reinstated  |      |     |  |
| Personal safety<br><br>Increased risk to personal safety | All on site<br><br>Harm/injury                        | Moderate |  | <p>A register of all children on site will be maintained <b>as per usual arrangements</b></p> <p>A procedure for children to be able to leave the site at the appropriate time, will be in place</p> <p>Staff will avoid working in isolated parts of the site and outside of the means to summon assistance if required. <b>Lone working procedure in place.</b></p> <p>All normal school safeguarding processes and procedures will apply.</p>  | Rare | Low |  |
| Extra-curricular provision                               | Students, staff<br><br>Increased risk of transmission | High     |  | <p>From the 8<sup>th</sup> March schools should work to resume all before and after school educational activities and childcare for pupils where provision is necessary to support parents to work.</p> <p>Schools to consider how they can make such provision work alongside their wider protective measures;</p> <ul style="list-style-type: none"> <li>• keeping pupils within their year groups or bubbles where possible</li> </ul> <p>Schools to ask parents to limit the number of wraparound providers they access as far as possible.</p> <p>Facilitated activities for children where these provide a childcare function for working parents are allowed to continue.</p> <p>Resources used for wraparound care will be subject to the same cleaning as classrooms with increased cleaning or isolation of 48hrs (72 hrs for plastics)</p> <p>Where possible pupils will be kept in the same bubbles</p> | Rare | Low |  |

|  |   |  |             |   |             |            |  |
|--|---|--|-------------|---|-------------|------------|--|
|  | <p><b>Physical activity in schools</b></p> <p>Increased risk of transmission during school activities</p> | <p>Students, staff</p> <p>Increased risk of transmission</p> | <p>High</p> | <p>Schools have the flexibility to decide how physical education, sport and physical activity will be provided whilst following the measures in their system of controls.</p> <ul style="list-style-type: none"> <li>• Pupils should be kept in consistent groups</li> <li>• Sports equipment cleaned between each use by individual groups</li> <li>• Contact sport avoided</li> <li>• Schools can hold PE lessons indoors, including those that involve activities related to team sports, for example practising specific techniques, within their own system of controls</li> </ul> <p>Schools should consider how to reduce the risk, particularly where you or others are singing, chanting, playing wind or brass instruments or shouting. This applies even if individuals are at a distance.</p> <ul style="list-style-type: none"> <li>• physical distancing and playing outside wherever possible</li> <li>• limiting group sizes to no more than 15</li> <li>• positioning pupils back-to-back or side-to-side,</li> <li>• avoiding sharing of instruments</li> <li>• ensuring good ventilation</li> </ul> <p><del>Use of sand trays is possible if cleaned and dried between different groups</del></p> <p>Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during exercise.</p> | <p>Rare</p> | <p>Low</p> |  |
|--|---|--|-------------|---|-------------|------------|--|



|   |  |      |   |   |     |  |  |
|---|--|------|---|---|-----|--|--|
|   |  |      |   | <p>Schools can work with external coaches, clubs and organisations for curricular and extracurricular activities when they are satisfied it is safe to do so.</p> <p>Schools to consider how such arrangements can work within their wider protective measures.</p> <p>Activities such as active miles, making break times and lessons active and encouraging active travel help enable pupils to be physically active while encouraging physical distancing.</p> |     |  |  |
| 1:1 teaching, physical restraint and children with SEND or EHC plans are adversely affected by the current situation. | <p>Students, staff</p> <p>Increased risk of transmission</p>   | High | <p>Individual <u>risk assessments</u> of children with behavioural difficulties.</p> <p>Ensure a supply of PPE is available based on need.</p> <p>Reduced timetable or consideration of other solutions if child's behaviour puts staff at risk.</p> <p>1:1 teaching to be done at 2m distance.</p>   | Rare  | Low |  |  |
| <p>Staff training</p> <p>Safety and wellbeing</p>   | <p>Staff</p> <p>Incomplete or lack of training results in guidelines not being followed and increases risk of transmission</p> | High | <p>COVID refresher briefing held 5<sup>th</sup> March 2021 to all staff and recorded for staff who cannot attend that day. Backed up with written instruction (see below)</p> <p>Written instruction and training (if necessary) as outlined in this risk assessment will be provided re: operational procedures, to all staff.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• What to do if they suspect that they or a member of their household has coronavirus (including testing arrangements)</li> <li>• Day to day organisations and procedures including arrangements for cleaning, staff welfare facilities, travel to work</li> </ul> | Rare  | Low |  |  |

|   |   |   |      |  |            |     |  |
|---|---|---|------|--|------------|-----|--|
|   |   |   |      | <ul style="list-style-type: none"> <li>• The importance of keeping teaching groups separate during the day</li> <li>• Arrangements for breaktimes and lunchtimes</li> <li>• Safeguarding including the continued importance of all staff acting immediately on any safeguarding concerns and any updates to school procedures re: recording concerns, contacting DSL (or Deputy).</li> <li>• Procedures to follow if they suspect that a child in their group is displaying coronavirus symptoms</li> <li>• Changes to school behaviour policies</li> <li>• Curriculum adaptations required re: social distancing</li> <li>• Site security and fire safety including evacuation and lockdown procedures.</li> <li>• Use of PPE (where applicable)</li> </ul> |            |     |  |
| 4 |   | <b>Staff Wellbeing</b>  |      |  |            |     |  |
|   | Staff Transport<br><br>Increased risk of transmission on public transport | Staff<br><br>Increased risk of transmission                           | High | Where staff would normally use public transport to travel to work, we will discuss options such as, secure cycle storage to encourage staff to walk, run or cycle to work where possible. If there is no option but to use public transport, we will discuss individual safety actions staff will take while travelling  | Rare       | Low |  |
|   | Display Screen Equipment  | Staff<br><br>Increased risk of transmission, health risks, discomfort | High | Staff undertaking administrative duties using DSE will adjust the available workstation to meet their own ergonomic needs; where necessary, health risks and discomfort will be mitigated by the taking of regular micro-breaks at intervals of no greater than 30 minutes.<br><br>ICT equipment will not be shared, unless disinfected between each user.   | Rare       | Low |  |
|   | Manual Handling   | Staff   | Low  | Staff will avoid moving any equipment or materials that is unsafe for them to do so. <b>Manual handling risk assessment in place.</b>  | Occasional | Low |  |

|  |  |  |                 |   |                   |            |  |
|--|--|--|-----------------|---|-------------------|------------|--|
|  |  | <b>Injury</b>  |                 |   |                   |            |  |
|  | Staff affected by the working experience.                                | <b>Staff</b><br><br><b>Anxiety, trauma</b>                         | <b>Low</b>      | Application of national guidance in respect of shielding and at-risk groups.<br><br>Include staff in risk assessment process.<br><br>Staff meetings and communication.<br><br>Define wellbeing support measures for staff.<br><br>Designate staff rest areas  | <b>Occasional</b> | <b>Low</b> |  |
|  | Staff Breaks<br>Lack thereof increased risk of personal wellbeing        | <b>Staff</b><br><br><b>Increased risk of transmission, anxiety</b> | <b>High</b>     | How will staff breaks be managed?<br><br><b>See JOG Daily Routines document</b>   | <b>Rare</b>       | <b>Low</b> |  |
|  | Staff anxiety re: returning to work and potential exposure to the virus. | <b>All staff</b><br><br><b>Anxiety</b>                             | <b>Moderate</b> | Individual discussions have been/are held with staff to identify concerns/ barriers re: returning to work. (NB: recognising that some could be experiencing bereavement, mental health issues, etc.).<br><br>We have signposted to relevant counselling services.<br><br>HR advice is available if required.<br><br>We are working with the trade unions.<br><br>Training and written instruction is provided re: operating procedures to all staff.<br><br>NB: Retain for future reference with this risk assessment as an appendix. | <b>Infrequent</b> | <b>Low</b> |  |

|  |   |          |  |  |     |  |  |
|--|---|----------|--|--|-----|--|--|
|  |   |          |  | We have followed guidance from Excalibur Trust re: the completion of an Equalities Impact Assessment in relation to the development of this risk assessment. |     |  |  |
| Miscellaneous H&S  | Staff<br><br>Lack of knowledge leads to failure in H&S                        | High     | In all instances, all staff are instructed to seek advice from the principal (or the other person in control) over any uncertainty about suitable health and safety measures.  | Rare   | Low |  |  |
| Workplace Stress   | Staff<br><br>Anxiety/stress   | Moderate | Opportunities are in place for regular contact with line managers and colleagues via on-line methods such as Teams.<br><br>If you require information regarding counselling services' contact Kim Jones.   | Occasional   | Low |  |  |
| Volunteer wellbeing (if applicable)<br><br>RFT volunteers only | Increased risk of transmission, anxiety                                       | High     | Volunteers have been informed not to attend at this time<br><br>Necessary volunteers will be treated in the same way as school staff, provided with the same information, instruction, training and equipment.<br><br>Volunteers will be included in regular communications and be given the opportunity to feedback any concerns. | Rare   | Low |  |  |
| External Support   | Students, staff, parents, professionals<br><br>Increased risk of transmission | High     | Discussions with parents will be taken if external support is required for their child to attend school.<br><br>Signage in place to remind visitors of social distancing and infection control procedures.   | Rare   | Low |  |  |
| People who attend multiple sites                               | All on site   | High     | Parents are not allowed on site without an appointment   | Rare   | Low |  |  |

|  |                                |                                |  |   |  |  |  |
|--|--------------------------------|--------------------------------|--|---|--|--|--|
|  | Increased risk of transmission | Increased risk of transmission |  | <p>Supply staff and other temporary workers can move between schools, but school leaders will want to consider how to minimise the number of visitors to the school where possible. Where it is necessary to use supply staff and to welcome visitors to the school such as peripatetic teachers, those individuals will be expected to comply with the school's arrangements for managing and minimising risk, including taking particular care to maintain distance from other staff and pupils.</p> <p>Singing, wind and brass instrument playing can be undertaken in line with this and other guidance, including guidance provided by the DCMS for professionals and non-professionals, available at <a href="#">working safely during coronavirus (COVID-19): performing arts</a>.</p> <p>In addition to this they should:</p> <ol style="list-style-type: none"> <li>1. Maintain distancing requirements with each group they teach, where appropriate.</li> <li>2. Avoid situations where distancing requirements are broken; for an example demonstrating partnering work in dancing.</li> <li>3. Make efforts to reduce the number of groups taught and locations worked in, to reduce the number of contacts made.</li> <li>4. Playing instruments and singing in groups should take place outdoors where possible</li> <li>5. No large groups playing indoors</li> <li>6. Strict social distancing (2m for face to face) to be adhered to</li> <li>7. Pupils should be positioned back to back or side to side when playing or singing</li> <li>8. Position wind and brass players so that the air from their instruments does not blow into another player</li> </ol> |  |  |  |
|--|--------------------------------|--------------------------------|--|---|--|--|--|

|   |   |   |  |   |  |  |  |
|---|---|---|--|---|--|--|--|
|   |   |   |  | <p>9. Use microphones where possible<br/> 10. Avoid sharing instruments<br/> 11. Instruments should be cleaned by the pupil/person playing them</p> <p>Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual.<br/> School to ensure that guidance on physical distancing and hygiene is explained to visitors on for before arrival.</p> <p>Schools will ensure that Contractors completing work on site will where possible, do so outside of school hours.<br/> School to ensure that guidance on physical distancing and hygiene is explained to visitors on for before arrival<br/> Contractors must notify the premises staff (or receptionist) of all areas visited, in order that these can then be thoroughly cleaned</p> <p>A record of all visitors to school will be kept <b>using the Invenry system, including email addresses.</b></p> |  |  |  |
| 5 |   | <b>Individual staff requirements</b>  |  |   |  |  |  |
|   | Concerns from staff about returning to school | <p><b>All schools</b> will carry out an individual comprehensive (in and out of work) risk assessment for each member of staff who is within a vulnerable group or who has significant risk factors. As a minimum we would expect risk assessment for individuals in the following categories;</p> <p>Aged 70 or over<br/> BAME (if also considered vulnerable)<br/> Clinically Vulnerable<br/> Extremely Clinically Vulnerable</p> |  |   |  |  |  |

|  |  |  |   |            |     |  |  |
|--|--|--|---|------------|-----|--|--|
|  |  | <p>This is to ensure that social distancing and hygiene precautions are understood and can be maintained in the classroom and around school. Note: when working with the younger children in a primary setting, additional stringent measures will need to be in place to assure social distancing, as in these classes / settings, children themselves cannot socially distance.</p> <p>Any existing individual risk assessments should be reviewed <a href="#">prior to March 8<sup>th</sup> opening</a>.</p> <p>Where schools apply the full measures in the government guidance, the risks to all staff will be mitigated significantly, We expect this will allow most staff to return to the workplace, although we advise those in the most at risk categories to take particular care with social distancing</p> |   |            |     |  |  |
| Concerns from staff in identified work groups<br><br>(See confidential document for details) | Clinically extremely vulnerable (shielding)  | High   | <p>Government guidance from the 8<sup>th</sup> March, CEV staff are being advised not to attend the workplace. The government roadmap anticipates that it will no longer be necessary to advise shielding beyond the 31<sup>st</sup> March 2021.</p> <p>Guidance from West Berks, Senior Health and Safety Advisors for schools is that, staff who are <b>28 weeks pregnant and beyond</b> are now categorised as CEV and should follow national guidelines. Currently this means that they should remain at home (previously shielding).</p> <p>Where possible, appropriate alternative duties (working from home) will be allocated.</p> <p>The government roadmap anticipates that it will no longer be necessary to advise shielding beyond the 31<sup>st</sup> March 2021.</p> | Infrequent | Low |  |  |
|  | Clinically vulnerable (incl. Pregnant women) | Moderate   | <p>Are to attend work</p> <p>As a general principle, pregnant women are considered clinically vulnerable</p> <p><del>Staff within their third trimester are advised to be particularly attentive to social distancing</del></p> <p>Guidance from West Berks, Senior Health and Safety Advisors for schools is that, staff who are <b>28 weeks pregnant and beyond</b> are now categorised as CEV and should follow national guidelines.</p>   | Infrequent | Low |  |  |

|   |  |  |      |  |            |     |  |
|---|--|--|------|--|------------|-----|--|
|   |  |  |      | See CEV guidance above   |            |     |  |
|   |  | Those living in a household with a person who is extremely clinically vulnerable         | Low  | Staff to only attend school if stringent social distancing rules can be adhered to, if not these staff will work from home. In practice staff will not be able to work with groups pupils as the required social distancing will not be assured.   | Infrequent | Low |  |
|   |  | Those living in a household with a person who is clinically vulnerable. (incl. pregnant) | Low  | Staff members to attend work   | Infrequent | Low |  |
| 6 | Environment/Activity being undertaken  | <b>Staffing availability and ratios</b>  |      |  |            |     |  |
|   | Appropriate trained staff must be available  | All on site<br><br>Harm and distress caused by shortage of trained staff                 | High | Schools need to ensure there are staff available with paediatric first aid, DSL training, SEND expertise   | Rare       | Low |  |
|   | Staffing ratios insufficient for pupil numbers and grouping arrangements. Need to consider safe levels of supervision and social distancing arrangements | Pupils and staff<br><br>Insufficient staff for pupil numbers and grouping arrangements   | High | See JOG Daily Routines document<br><br>Carry out an audit on staff availability and review regularly.<br><br>The usual staff absence reporting applies, staff must inform the Principal or Headteacher as soon as possible if there is any change to their circumstances that will affect their ability to work.<br><br>Ensure the Principal or headteacher, first aider, DSL, SENCO are on site at all times. | Rare       | Low |  |



|   |  |   |             |   |             |            |  |
|---|--|---|-------------|---|-------------|------------|--|
|   |  |   |             | <p>Heightened risks to the BAME (Black, Asian &amp; Minority Ethnic) staff and community have been considered when planning rotas. <b>Individual risk assessments completed</b></p> <p>Staff responsible for pupil groups have been briefed in advance and made aware of any existing support plans/ risk assessments etc, for individual pupils. Plans will be reviewed before the pupil re-starts to ensure that pupil's needs are met. <b>CPD briefings on return will also contribute to this information, which is also available on the network</b></p> <p>We have prepared a contingency plan to inform affected members of the school community if full or partial closure is required at short notice</p> <p>If there is a shortage of teachers consider using TA's to lead a group and maintain ratios.</p> <p>Use of staff from other schools (by agreement)</p> |             |            |  |
| 7 | Environment/Activity being undertaken                | <b>Pupil Wellbeing</b>                                |             |   |             |            |  |
|   | Pupils who attend more than one setting              | <b>All on site<br/>Increased risk of transmission</b> | <b>High</b> | <p>Where a child routinely attends more than one setting on a part time basis, for example because they are dual registered at a mainstream school and an alternative provision setting or special school.</p> <p>Schools will collaboratively work through systems of control, addressing any risks identified.</p>  | <b>Rare</b> | <b>Low</b> |  |
|   | Pupil wellbeing is impacted by the current situation | <b>Students</b>                                       | <b>High</b> | <p><u>School Effectiveness guidance on Right Choice</u></p> <p>Children to have allocated teacher and TA where possible.</p>  | <b>Rare</b> | <b>Low</b> |  |

|  |  |  |      |  |      |     |  |
|--|--|--|------|--|------|-----|--|
|  | causing physical and mental ill health   | physical and mental ill health   |      | <p>Reduced time in school to ensure transition from home to school is successful.</p> <p>Curriculum to support children's well-being.</p> <p>Provide opportunities to talk about their experiences/concerns.</p> <p>Pastoral activities.</p> <p>Individual pupil risk assessments will be conducted if required.</p> <p>A return to school support package will be put in place as part of provision. Students will have daily opportunities to talk to pastoral staff and there will be a programme of wellbeing activities designed to support students through our PSHE /tutor programme</p> <p>Access to external providers such as Time2Talk will be offered to pupils where appropriate.</p> <p>Additional mental health and physical support is on offer from the welfare team.</p> |      |     |  |
|  | Pupil welfare<br>A change in family circumstances likely to have an adverse effect on pupils ability to reengage within school | Students<br><br>Possible adverse effect on pupil's ability to reengage within school | High | <p>Staff have contacted families to ensure that they are aware of any potential issues and that relevant support is made available.</p> <p>Staff responsible for pupil groups have been briefed in advance and made aware of any existing support plans/ risk assessments etc, for individual pupils. Plans will be reviewed before pupils return to school to ensure that pupil's needs are met.</p>  | Rare | Low |  |

|  |   |          |   |   |     |  |  |
|--|---|----------|---|---|-----|--|--|
|  |   |          |   | <p>Staff must be aware of all relevant dietary and medical conditions of the children being supervised.</p> <p>Medications will be administered in line with normal school procedures and recorded.</p> |     |  |  |
| Anxiety re: coronavirus, and changes to their learning environment | <p>Students, parents</p> <p>Anxiety</p> | High     | <p>Pupils and their families given advance notice of what to expect when they return to school.</p> <p>Behaviour expectations will be explained to all pupils and reinforced by all staff to support pupils in understanding that it is safe to be in school.</p>   | Rare  | Low |  |  |
| School is unable to meet the needs of pupils with an EHP           | EHCP students                           | Very Low | <p><b>We have reviewed our existing risk assessments of children with an EHC plan and will follow guidance set out below to tailor provision to meet the needs of individual pupils as far as possible.</b></p> <p>We completed the proformas for the Local Authority showing which parts of the students EHCP provision we could meet fully, partially or not at all together with how we may be meeting the provision in a different way during lockdown</p> <p>SENDCo, assisted by VP continue to monitor and support SEND students, including those with an EHC Plan. Annual reviews continue as per normal cycle and Teams/other virtual methods employed where face-to-face meetings are not possible for any reason. Tracking and support for any student (including EHCP students) who are considered vulnerable in place for all remote learning scenarios and forms part of remote contingency plans. Advice through Trust/LA sought where needed. TAs continue to support according to EHC Plans and do so during online provision through Teams. Welfare Team can be used to TA where required.</p> | Frequent  | low |  |  |

|  |   |   |          |   |      |     |  |
|--|---|---|----------|---|------|-----|--|
|  |   |   |          |   |      |     |  |
|  | Ineffective reintegration of young/ vulnerable pupils who have not been attending school for a number of weeks causes anxiety and distress for parents and pupils | Students, parents<br><br>anxiety and distress                                     | Moderate | As parents will not be able to stay with their children to support their reintegration, we will discuss arrangements on an individual basis where we anticipate difficulties in this area.<br><br>We will ensure that we have a contact number for the parent so that we can call to ask them to collect their child or provide reassurance to the parent if required.  | Rare | Low |  |
|  | Individual pupil requirements; Pupils (or their family members) in identified groups  | Extremely clinically vulnerable pupils (shielded)                                 | High     | The school has made it clear that these pupils are not expected to attend and will continue to be supported at home until the 31 <sup>st</sup> March 2021 as per government guidance<br><br>Parents should follow current medical/government advice if their child is in this category.<br><br>NB: School is unable to mitigate risks occurring within the home environment that do not originate from school activities. | Rare | Low |  |
|  |   | Clinically vulnerable pupils  | High     | Pupils can attend school  | Rare | Low |  |
|  |   | Pupils living in a household with a person who is extremely clinically vulnerable | High     | Pupils can attend school  | Rare | Low |  |
|  |   | Those living in a household with a person who is clinically vulnerable.           | High     | Pupils can attend school  | Rare | Low |  |

|   |           |  |             |   |             |            |  |
|---|-----------|--|-------------|---|-------------|------------|--|
|   |           | (Including pregnant)   |             |   |             |            |  |
| 8 |           | <b>First Aid Provision</b>   |             |   |             |            |  |
|   |           | <p>It is accepted that social distancing cannot be maintained during the delivery of first aid, but physical contact should be kept to a minimum.</p> <p>If a child, young person or other learner becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home, the supervising adult should wear the appropriate PPE (see PPE section)</p> |             |   |             |            |  |
|   | First Aid | <p><b>Students, staff</b></p> <p><b>Inadequate first aid cover</b></p> <p><b>Increased risk of infection if need to provide first aid compromises ability to social distance</b></p>   | <b>High</b> | <p>A qualified first aider must be on site at all times, paediatric when early year pupils are on site.</p> <p>Ensure staff know who they are.</p> <p>Minimise hazardous activities if first aid provision is less than usual</p> <p>Normal hygiene precautions (handwashing and use of gloves) are being taken when administering first aid.</p> <p><b>PPE is available for first aiders if need to provide first aid compromises ability to social distance</b></p> <p>Arrangements are in place for accessing first aid without the need to come in contact with anyone outside of their group</p> <p>Confirm training is still valid</p> <p>Staff receive training in use of PPE (face masks, glasses, gloves and aprons)</p> <p>See Guide to donning and doffing standard Personal Protective Equipment (PPE) <a href="#">here</a></p> | <b>Rare</b> | <b>Low</b> |  |

|   |  |   |          |   |      |     |  |
|---|--|---|----------|---|------|-----|--|
|   |  |   |          |   |      |     |  |
|   | Injury to pupils or staff                                | All on site                                       | Low      | <p>Activities with a higher risk of injury will be avoided or limited to numbers that can be closely supervised by available staff;</p> <p>In particular, physical activities that involve bodily contact, risk of falling, risk of tripping/slipping will be avoided;</p> <p>The use of hand tools, machinery, DT equipment, science materials and hazardous art materials will be avoided; <b>any used will follow CLEAPPS guidance.</b></p> <p>Sources of heat and ignition, other than for catering purposes and thermal comfort, will be avoided</p> <p>Children follow the designed curriculum that is set by teachers no hazardous materials used</p> <p>No use of the high tower in the playground.</p> | Rare | Low |  |
|   | Abnormal activities<br>Increased risk to personal safety | Staff and Pupils                                  | Moderate | <p><b>Teaching</b> Staff should not engage in tasks that are non-teaching or non-supervisory such as deep cleaning, decorating (<b>e.g painting</b>), grounds maintenance etc. and, in particular, will not engage in any working at height above 2 metres.</p>   | Rare | Low |  |
| 9 |  | <b>Use of Personal protective Equipment (PPE)</b> |          |   |      |     |  |
|   | Incorrect use exacerbates the risk of further infection  | All on site                                       | High     | <p>The majority of staff in education settings will not require PPE beyond what they would normally need for their</p>  | Rare | Low |  |

|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
|  |  | <p>Incorrect use leading to increased risk of transmission</p> | <p>work, even if they are not always able to maintain a distance of 2 metres from others.</p> <p>PPE is only needed in a very small number of cases:</p> <ul style="list-style-type: none"> <li>• where an individual child, young person or other learner becomes ill with coronavirus (COVID-19) symptoms and only then if a distance of 2 metres cannot be maintained</li> <li>• where a child, young person or learner already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used</li> </ul> <p>The PPE that should be used in the following situations when caring for someone with symptoms of coronavirus (COVID-19) is as follows:</p> <ul style="list-style-type: none"> <li>• a face mask should be worn if a distance of 2 metres cannot be maintained</li> <li>• if contact is necessary, then gloves, an apron and a face mask should be worn</li> <li>• if a risk assessment determines that there is a risk of fluids entering the eye from, for example, coughing, spitting or vomiting, then eye protection should also be worn</li> </ul> <p>If a member of staff wishes to wear a face covering, they will not be prevented from doing so.</p> <p>Face coverings are to protect others.</p> <p>Face shields only protect yourself.</p> |  |  |  |
|--|--|--|--|--|--|--|

|    |   |  |      |   |            |     |  |
|----|---|--|------|---|------------|-----|--|
|    | Incorrect use exacerbates the risk of further infection | Pupils and staff   | High | <p>We are complying with the above and are using our local supply chains to obtain PPE. We have noted where this is not possible, and there is unmet urgent need for PPE in order to operate safely, we may approach our local resilience forum.</p> <p>We will ensure that, regardless of the 2m social distancing guidance staff who are likely to have to support pupils in the circumstances identified above and potentially in the administration of some first aid have access to appropriate equipment and training in its correct use and disposal.</p> <p>See Guide to donning and doffing standard Personal Protective Equipment (PPE) <a href="#">here</a></p> <p>If a member of staff wishes to wear a face covering, they will not be prevented from doing so. The Trust will provide PPE as per government guidance.</p> | Rare       | Low |  |
| 10 | Environment/Activity being undertaken                   | <b>Contact with pupils or staff with symptoms of coronavirus</b> |      |   |            |     |  |
|    | Contact with individuals who have covid symptoms        | <p>Pupils and Staff</p> <p>Staff or pupil contracts COVID 19</p> | High | <p>All persons with covid-19 symptoms are eligible and must get tested.</p> <p>Staff and pupils who have covid symptoms must not attend school until they have completed their 7 day isolation period from symptom onset.</p> <p>Staff and pupils who have tested positive for coronavirus must not attend school for least 7 days from the start of their symptoms and until their symptoms have resolved; or if asymptomatic, 7 days after their test date and until symptoms have resolved (other than cough or anosmia which can last for several weeks) .</p>  | Infrequent | Low |  |



|   |   |          |   |   |     |  |  |
|---|---|----------|---|---|-----|--|--|
|   |   |          |   | <p>If a member of a staff or pupils household tests positive for corona virus they must not attend school until the 10 days self-isolation period is over</p> <p>Staff or pupils who have someone in their family who has symptoms must not attend school until they have had a test and it is negative.</p> <p>Understand the test and trace system<br/> <a href="https://www.gov.uk/guidance/nhs-test-and-trace-how-it-works">https://www.gov.uk/guidance/nhs-test-and-trace-how-it-works</a></p> <p>We will ensure that anyone developing those symptoms during the school day is sent home.</p> |     |  |  |
| Lack of available tests, resulting in more time away from school/work | Pupils and Staff  | Moderate | Anyone who experiences any coronavirus (COVID-19) symptoms can <u>get a free coronavirus (COVID-19) NHS test</u> at a testing site or at home. This includes all pupils, teachers, and staff. | Infrequent  | Low |  |  |
| When to get a test  | <p>Guidance for parents</p> <p><b>Letter to parents and guardians: when you should book a coronavirus test for your child</b> Published 25 September 2020 link <a href="#">here</a></p>   |          |   |   |     |  |  |
| Stay at home guidance   | For households with possible or confirmed covid-19 infection – guidance updated 21 October 2020, available <a href="#">here</a>   |          |   |   |     |  |  |
| Contacts of people with confirmed covid-19                            | <p>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> |          |   |   |     |  |  |
| NHS Covid-19 app  | <p>The app is available to download for anyone aged 16 and over if they choose to do so.</p> <p>Required action:</p>  |          |   |   |     |  |  |

|  |  |   |
|--|--|---|
|  |  | <p>leaders and staff should familiarise themselves with the features of the app</p> <p>leaders should understand how the app relates to their setting’s process for managing a positive case and/or an outbreak</p> <p>leaders should understand how the app’s ‘Trace’ feature relates to their setting’s existing process</p> <p>consider how the app relates to your setting’s mobile phone policies</p> <p>communicate with staff about use of the app</p> <p>Guidance available <a href="#">here</a></p>  |
|  | <p><b>Management of confirmed Covid-19 cases</b></p> <p>Reduced risk of transmission</p> | <p>Schools will take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19). School should contact the dedicated advice service introduced by Public Health England (PHE) and delivered by the NHS Business Services Authority. This can be reached by calling the DfE Helpline on 0800 046 8687 and selecting option 1 for advice on the action to take in response to a positive case. Schools will be put through to a team of advisers who will inform them of what action is needed based on the latest public health advice.</p> <p>The health protection team will 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 advice service will carry out a rapid risk assessment to confirm who has been in close contact with the person during the period that they were infectious, and ensure they are asked to self-isolate. If, following triage, further expert advice is required the adviser will escalate the school’s call to the PHE local health protection team.</p> <p>The health protection team will work with schools in this situation to guide them through the actions they need to take.</p> <p>Based on the advice from the health protection team, schools must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 10 days since they were last in close contact with that person when they were infectious.</p> <p>A template letter will be provided to schools, to send to parents and staff if needed.</p> <p>Schools must not share the names or details of people with coronavirus (COVID-19) unless essential to protect others.</p> <p>Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms.</p> <p>If someone in a class or group that has been asked to self-isolate develops symptoms themselves within their 14-day isolation period they should follow ‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’.</p> <p>They should get a test, and:</p> <ul style="list-style-type: none"> <li>• if the test delivers a negative result, they must remain in isolation for the remainder of the 14-day isolation period. This is because they could still develop the coronavirus (COVID-19) within the remaining days.</li> </ul> |

**Containing an outbreak**

Reducing risk of transmission

- if the test result is positive, they should inform their setting immediately, and must isolate for at least 10 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 14-day isolation period). Their household should self-isolate for at least 10 days from when the symptomatic person first had symptoms, following 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection'

Schools should not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation.

Schools will have active engagement with NHS Test and Trace, and appoint a member of staff to liaise

Further guidance is available on testing and tracing for coronavirus (COVID-19).

Schools will make a list of all persons who the affected person has been in contact with, these pupils are to be monitored for symptoms throughout the following two weeks.

What to do if a pupil, staff member or visitor is displaying symptoms of covid19;

- Notify the Principal immediately
- Avoid touching anything
- Move person to separate room and contact parents if appropriate, for immediate collection
- If a staff member needs to stay with them then they must remain 2m away.
- If personal care needs are required then appropriate PPE (gloves, apron and face mask) should be available for use by the member of staff with them in these circumstances.
- Follow guidance on safe fit, use, removal and disposal of PPE and RPE.
- If a staff member shows symptoms they must go home immediately.
- All other persons are to maintain a safe distance from affected individual.
- If they need to cough or sneeze this should be into a tissue which is then put into a bin, or if they do not have tissues, cough and sneeze into the crook of their elbow.
- Areas occupied and equipment used by the affected person must be thoroughly cleaned and disinfected.
- They must then follow the guidance on self-isolation and testing.
- They must not return to school until their period of self-isolation has been completed or if negative test result and they are well.

A list of all persons who the affected person has been in contact with should be made, and these are to be monitored for symptoms throughout the following two weeks

|    |   |  |
|----|---|--|
|    |   | If schools have two or more confirmed cases within 10 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.  |
| 11 |   | <b>Testing in Schools</b>  |
|    | Reducing transmission risk when undertaking testing in school and at home | Testing is voluntary and no child or young person will be tested unless informed consent has been given. Participation is strongly encouraged.   |
|    | Secondary pupil testing in schools  | Testing will start on the 8th March 2021.<br>Returning secondary school pupils should be tested three times on site and then once at home in the first two weeks after reopening, 3-5 days apart.<br>During week commencing 08 March, these pupils will only be expected to return to school following their first negative test result.<br>A separate risk assessment <b>has been</b> created for testing in school |
|    | Pupils not undertaking voluntary testing                                  | Pupils not undergoing the voluntary testing should attend school in line with the schools return arrangements.   |
|    | Secondary pupil voluntary testing at home                                 | After the first two weeks, pupils will be expected to complete a test twice weekly at home and report results to NHS Test and Trace, as well as to their schools to record.  |
|    | Testing provision in school   | Secondary schools are expected to retain a small testing area within in school for those pupils unable to test at home.  |
|    | Primary pupil testing   | Primary pupils will not be tested.   |
|    | Staff Testing at home   | Primary and Secondary staff will be provided with kits to perform twice weekly testing at home.  |

|    |   |   |      |  |      |     |  |
|----|---|---|------|--|------|-----|--|
|    |   | <p>A separate risk assessment will be created for home testing.</p> <p>Testing of close contacts to keep them in school is not taking place.</p> <p>Close contact of confirmed cases will be required to self-isolate for a full 10 days starting the day after contact with the infected person.</p> |      |  |      |     |  |
| 12 | Environment/Activity being undertaken                                   | <b>Cleaning and hygiene</b>   |      |  |      |     |  |
|    | Cleaning staff levels insufficient to deliver enhanced cleaning regime. | All on Site<br><br>Increased risk of transmission   | High | <p>Confirm availability of cleaning staff before reopening</p> <p>Use of contractors or other school staff for cleaning</p> <p>Agree new cleaning requirements and additional hours for this</p> <p>PPE to be worn by cleaning staff as dictated by risk assessment and government guidance</p> <p>Leave resources to de-contaminate for 72 hours before disposing in the usual way.</p>   | Rare | Low |  |
|    | Contamination through frequently touched surfaces                       | All on site<br><br>Increased risk of transmission from infected surfaces  | High | <p>Schools have put in place enhanced cleaning schedule to include;</p> <p>More frequent cleaning of rooms/shared areas used by different groups</p> <p>Cleaning frequently touched surfaces more often</p> <p>No need for different groups of pupils to have toilets allocated, but these areas should be cleaned regularly and pupils encouraged to clean their hands thoroughly after using the toilet</p> <p>Cleaners are on site to clean communal areas including door furniture, handrails, toilets etc. throughout the day</p> | Rare | Low |  |
|    | Cleaning after a suspected or confirmed case of                         | Cleaning an area with normal household disinfectant after someone with suspected coronavirus (COVID-19) has left will reduce the risk of passing the infection on to other people.  |      |  |      |     |  |

|  |  |   |             |  |             |            |
|--|--|---|-------------|--|-------------|------------|
|  | <p>COVID-19 – What you need to know</p>                      | <p>Wear disposable or washing-up gloves and aprons for cleaning. These should be double-bagged, then stored securely for 72 hours then thrown away in the regular rubbish after cleaning is finished.</p> <p>Using a disposable cloth, first clean hard surfaces with warm soapy water. Then disinfect these surfaces with the cleaning products you normally use. Pay particular attention to frequently touched areas and surfaces, such as bathrooms, grab-rails in corridors and stairwells and door handles.</p> <p>If an area has been heavily contaminated, such as with visible bodily fluids, from a person with coronavirus (COVID-19), use protection for the eyes, mouth and nose, as well as wearing gloves and an apron.</p> <p>Wash hands regularly with soap and water for 20 seconds, and after removing gloves, aprons and other protection used while cleaning</p> |             |  |             |            |
|  | <p>Person contracts COVID19 as a result of poor cleaning</p> | <p>All on site</p> <p>Increased risk of transmission</p>  | <p>High</p> | <p>We have reviewed the cleaning specification with our cleaning contractor to ensure that this meets requirements set out in <u>government guidance</u></p> <p>Any additional cleaners will be appropriately trained, and all cleaners provided with appropriate PPE and made aware of the COSHH risk assessments.</p> <p>High risk areas have been identified throughout the school and include:</p> <ul style="list-style-type: none"> <li>Door handles</li> <li>Kettles</li> <li>Taps</li> <li>Switches</li> <li>Phones</li> <li>Laptops</li> <li>Printers/Photocopiers</li> <li>Alarm panels</li> <li>Key cabinets</li> <li>Staffroom and food prep. areas</li> <li>Surfaces that pupils are touching e.g. toys, books, chairs, tables, doors, sinks, toilets, light switches etc.</li> </ul> | <p>Rare</p> | <p>Low</p> |

|   |                                     |          |   |   |     |  |  |
|---|-------------------------------------|----------|---|---|-----|--|--|
|   |                                     |          |   | If the school has a possible or confirmed coronavirus case, a deep clean will need take place. This follows government guidance; COVID-19: cleaning in non-healthcare setting |     |  |  |
| Hazardous substances<br><br>Increased risk to personal safety | All on site<br><br>Harm/injury      | Moderate | <p>No children will use any hazardous substance (as labelled);</p> <p>Only cleaning staff, and other staff wearing suitable protective clothing, may use cleaning agents; and all products will only be used in line with the manufacturer's instructions.</p> <p>COSHH assessments to be carried out for any new cleaning/sanitising products used. Material data sheets to be made available.</p> <p>Where practical science lessons are held, these will not involve students handling any hazardous substance (Teachers can demonstrate and will use CLEAPPS guidance).</p> <p>Where goggles need to be worn for practicals these will appropriately disinfected before and after use by individual students are per the CLEAPPS guidance</p> | Rare  | Low |  |  |
| Inappropriate exposure to cleaning products                   | Pupils and staff<br><br>Harm/injury | Moderate | <p>Cleaning materials are kept locked away and are not left unattended at any time.</p> <p>If teacher feels the need to have cleaning materials in a classroom for ease, they again must be in a locked cabinet, drawer or cupboard.</p> <p>PPE will be provided for all cleaning activities</p>  | Rare  | Low |  |  |

|    |  |  |      |  |      |     |  |
|----|--|--|------|--|------|-----|--|
|    |  |  |      | Safety data sheets are available for all cleaning products within the school   |      |     |  |
| 13 | Environment/Activity being undertaken                  | <b>Social distancing (minimising contact)</b>            |      |  |      |     |  |
|    | Heightened transmission by interaction between bubbles | <p>All on site</p> <p>Increased risk of transmission</p> | High | <p>It is strong public health advice that staff in secondary schools maintain distance from their pupils, staying at the front of the class, and away from their colleagues where possible. Ideally, all adults should maintain 2 metre distance from each other, and from children.</p> <p>Minimising contact between people reduces transmission, maintain social distancing wherever possible.</p> <p>Schools will keep consistent groups (bubbles) separate and maintain distance between individuals where possible.</p> <p>For younger pupils, the emphasis will be on consistent bubbles</p> <p>For older pupils the emphasis may well be on distancing</p> <p>Schools will make adaptations to the classrooms to support distancing where possible. Seating pupil's side by side and facing forward, rather than face to face.</p> <p>Where necessary bubbles will be increased in size to accommodate pupil numbers, distancing and the full range of curriculum subjects. However, schools should be aware that the implications of this are that more pupils will be effected by the need to self-isolate should one pupil test positive.</p> <p>School will avoid large gatherings with more than one group.</p> <p>Pupils (where old enough) should be supported to maintain distance (2m) and not touch staff or peers where possible.</p> <p>A minimum distance for children:</p> | Rare | Low |  |



|  |   |  |   |  |  |  |
|--|---|--|---|--|--|--|
|  | <p>Movement around school causing greater risk</p> <p>Staff not maintaining distance and causing greater risk of transmission</p> |  | <p>My personal space (outstretched arm)</p> <p>Your personal space (outstretched arm not touching) equals social distance.</p> <p>Bubbles will be kept apart as much as possible</p> <p>All teachers and staff can operate across different groups in order to facilitate the school timetable.</p> <p>Staff should avoid close face to face contact and minimise time spent within 1 metre of anyone.</p> <p>Similarly, it will not be possible when working with many pupils who have complex needs or who need close contact care.</p> <p>Staff will where possible, maintain distance and remain at the front of the class.</p> <p>Movement around the school will be <b>carefully managed</b>, avoiding creating busy corridors, entrances and exits</p> <p><b>See JOG Daily Routines document.</b></p> <p>Schools to consider staggered break and lunch times, allowing time for surface cleaning between bubbles</p> <p>Staff will ideally maintain a distance of 2m from other adults and pupils</p> <p>Schools will make adaptations to staffroom to support distancing where possible.</p> <p>Staff must clean surfaces and equipment used as they finish</p> |  |  |  |
|--|---|--|---|--|--|--|

|  |   |  |  |             |            |  |
|--|---|--|--|-------------|------------|--|
|  | <p>Increased risk of transmission</p> <p>Staff meetings not adhering to social distancing</p> |  | <p>Carry out emergency drills termly as normal, following social distancing as appropriate.</p> <p>During an emergency evacuation people do not have to stay 2m apart if it would be unsafe to do so, but muster points should be socially distanced</p> <p>All people should be required to stay on site once they have entered and not leave unless absolutely necessary during the day to minimise potential of transmission of covid-19</p> <p>Staff meetings must be restricted to no more than 4 persons, and social distancing of 2 metres should be adhered to.</p> <p>If a meeting of more than 4 staff is required, they must be socially distanced and the meeting to last no more than 15 minutes.</p> |             |            |  |
|  | <p>Entering the building</p>  | <p>All on site</p> <p>Increased risk of transmission</p> | <p>Confirm site maximum capacity.</p> <p>Make parents/carers aware of the social distancing rules on site in advance</p> <p>Signage to remind parent, pupils and visitors to the school of social distancing requirements.</p> <p>Parents are advised to only have one person deliver/pick up their child.</p> <p>Markers on floor for pupils and parents to wait while adhering to social distancing, ensuring they do not cause trip hazards.</p>  | <p>Rare</p> | <p>Low</p> |  |

|  |                |   |      |  |      |     |  |
|--|----------------|---|------|--|------|-----|--|
|  |                |   |      | <p>Pupils will enter the school from different entrances to adhere to social distancing rules.</p> <p>Staff on duty to supervise</p> <p>Pupils coats, bags etc. to be kept under their desk.</p> <p>Staff signing in arrangements – via tapping access cards on Invenry scanners</p> <p>Pupils will be advised of the appropriate entrance and exit to use. Opportunities for groups of pupils congregating on site before and after school will be minimised.</p>   |      |     |  |
|  | Reception area | <p>Visitors</p> <p>Increased risk of transmission</p> | High | <p>Any visitors to site are to be by appointment only. Parents have been advised that they should call the office rather than coming into school.</p> <p>Door entry system and window ensures visitors cannot enter the reception area where there is not a physical barrier between staff and visitors.</p> <p>Signage has been erected to advise visitors of social distancing protocols.</p> <p>Consultations with parents/ outside agencies etc, to take place over the phone/ video conferencing where feasible. If this is not possible 2m social distancing will be observed in any consultation room and the room cleaned after use.</p> <p>Payments to be online/ contactless where possible. Office and catering staff to wear gloves when handling cash. Catering will be fully cashless from w/c 19/4, currently in transition period.</p> <p>Hand sanitiser will be provided to all persons entering premises with signage to explain control measures etc.</p> | Rare | Low |  |

|  |   |  |      |   |            |     |  |
|--|---|--|------|---|------------|-----|--|
|  | Exposure to infection from deliveries arriving at the school. | Staff  | Low  | <p>Clear guidance for delivery drivers to be placed at the school entrance to include advising the school reception by phone of their arrival.</p> <p>School staff will advise the delivery driver of a safe space to leave the goods and must not come into contact with the driver.</p> <p>Staff must wash their hands after unpacking items and dealing with waste packaging.</p>  | Occasional | Low |  |
|  | Circulation within the building & communal areas              | <p>All on site</p> <p>Increased risk of transmission</p> | High | <p>See JOG Daily Routines document</p> <p>Pupils will access rooms directly from outside where possible.</p> <p>Circulation routes around the school will be one-way where possible. If not a 'walk on the left' policy should be introduced.</p> <p>School assemblies to be conducted electronically or in bubbles and aim to include pupils home schooling if possible.</p> <p>Try to avoid having too many staff/pupils in any area and at any one time, unless appropriate social distancing can be maintained.</p> <p>Try to avoid hot desking if possible. Where not possible, ensure there are cleaning sprays or wipes available for staff to clean desks, screens, keyboards, phones etc. at the start and end of each day.</p> <p>Bubble/groups are segregated from each other to reduce social interaction</p> | Rare       | Low |  |

|   |  |      |   |  |     |  |  |
|---|--|------|---|--|-----|--|--|
|   |  |      |   | <p>Regularly clean with normal household detergents/cleaners common contact surfaces in reception, office, access control, delivery areas, screens, telephones, desks, particularly following peak times.</p> <p>Increase the cleaning of frequently touched surfaces</p> <p>More frequent cleaning of rooms/shared areas that are used by different groups</p> <p>Timetable to keep bubble/groups apart, reduce movements around the school and avoid creating busy corridors / entrances / exits</p> |     |  |  |
| Classrooms<br>Increased risk of transmission due to numbers | <p>Students, staff</p> <p>Increased risk of transmission</p> | High | <p>Where possible Staff are to maintain a safe distance between each other and pupils.</p> <p>Adjustments to seating arrangements so pupils are sitting side by side and facing forwards towards the teacher.</p> <p>Limit the number of staff (where possible) in each room/area to enable them to follow social distancing guidance.</p> <p>Bubble/groups should stay together for majority of the time.</p> <p>Mixing into wider groups for specialist teaching, wrap around care or transport is acceptable but should be kept to a minimum.</p> <p>Classrooms should be kept well ventilated.</p> <p>Frequently used items such as pens and pencils should not be shared and should be kept for individual use</p> | Rare   | Low |  |  |

|                     |                 |      |                                 |  |     |  |  |
|---------------------|-----------------|------|---------------------------------|--|-----|--|--|
|                     |                 |      |                                 | <p>Classroom based resources such as books and games can be shared by that bubble/group but should be cleaned frequently or should be left unused for 48hrs (72hrs for plastics)</p> <p>If resources are moved between bubble/groups they should be meticulously cleaned or left for 48hrs (72hrs for plastics) before moving to another bubble/group.</p> <p>Limit the amount of equipment that children are permitted to bring into school to essential items only</p> <p>Resources such as library books that are taken home should be treated as above and either cleaned on return or left unused for 48hrs (72hrs for plastics) before being re-allocated.</p> <p>Strict hygiene rules to be implemented</p> <p>Establish a routine for hand washing. Prior to or upon entering classrooms, at break times and before and after eating.</p> <p>Use alcohol-based hand sanitiser where hand washing facilities are not available.</p> <p>Display PHE handwashing posters around school</p> <p>Implement catch it, bin it, kill it approach</p> <p>Ensure that there are enough lidded bins, tissues etc. in classes</p> <p>Face coverings should be worn as per government guidance until at least Easter (see above)</p> |     |  |  |
| Lunchtime/Breaktime | Students, staff | High | See JOG Daily Routines document | Rare   | Low |  |  |

|  |   |   |      |   |      |     |  |
|--|---|---|------|---|------|-----|--|
|  | Increased risk of transmission due to numbers     | Increased risk of transmission                    |      | <p>Arrangements are in place to stagger lunch and breaktimes, so that different groups are not eating together. We have addressed the potential for eating in classrooms and will use/use this option if necessary, as long as suitable levels of supervision can be achieved.</p> <p>Liaise with catering contractors, or pupils bring in packed lunch.</p> <p>Pupils to bring in their own water bottles</p> <p>Payment for food will be made on-line.</p> <p>Allocate play areas for each group. We will use external areas at half capacity, areas can be shared but pupils from different groups will be separated and will not be able to play games together.</p> <p>Encourage games that encourage social distancing.</p> <p>Outdoor equipment will not be used unless we ensure that it is appropriately cleaned between groups of children using it and multiple groups of children do not use it simultaneously.</p> <p>Staff supervision to maintain standards.</p> <p>During wet weather breaks pupils will remain in their classrooms</p> |      |     |  |
|  | Toilets<br>Size of area impedes social distancing | All on site<br><br>Increased risk of transmission | High | Based on the size of each facility, determine how many people can use it at any one time and maintain a distance of two metres from others.   | Rare | Low |  |

|   |  |      |  |  |     |  |  |
|---|--|------|--|--|-----|--|--|
|   |  |      |  | <p>Due to the number of toilets available, it is not possible to allocate toilets around the school for different groups of students.</p> <p>As students and staff are wearing masks in all communal areas, and to prevent long queues developing during breaks as a result of the initial '1 in, 1 out' policy in place, the decision has been made that the maximum number of people allowed in each toilet area must not exceed the number of cubicles available.</p> <p>2m marking on floor in queuing areas</p> <p>Introduce enhanced cleaning of the facilities</p> <p>Provide a sufficient amount of rubbish bins for these areas and introduce regular removal and disposal of waste</p> |     |  |  |
| <p>Transport to school</p> <p>Numbers on school transport impede social distancing</p> <p>Increased transmission risk due to confined space</p> | <p>Students, staff</p> <p>Increased risk of transmission</p> | High | <p>See JOG Daily Routines document</p> <p>Review traffic management risk assessment</p> <p>Encourage parents to walk/cycle to school with pupils</p> <p><b>Dedicated Transport</b> – only available to schools<br/>The schools will consider;</p> <ul style="list-style-type: none"> <li>• how pupils are grouped together on transport, where possible this should reflect the bubbles that are adopted within school</li> <li>• use of hand sanitiser upon boarding and/or disembarking</li> <li>• additional cleaning of vehicles</li> <li>• organised queuing and boarding where possible</li> </ul> | Rare   | Low |  |  |



|  |   |  |  |   |  |  |  |
|--|---|--|--|---|--|--|--|
|  | <p>Increase transmission risk due to possible lack of distancing and confined space</p> |  |  | <ul style="list-style-type: none"> <li>• through ventilation, fresh air (from outside the vehicle) is maximised through open windows and ceiling vents</li> <li>• distancing within vehicles wherever possible</li> <li>• Current government guidance advises that children and young people aged 11 years and over to wear a face covering when travelling on dedicated transport to secondary school or college, apart from those who are exempt.</li> <li>• Children must not board the transport if they, or a member of their household, has symptoms of covid-19</li> </ul> <p>Schools will decide on an approach which will reflect the range of measures that are reasonable in their different circumstances.</p> <p>Schools to work closely with local authorities who have a statutory responsibility for 'home to school transport' for many children and local transport providers to ensure sufficient bus service provision.</p> <p>Risk Assessments to be provided by transport providers</p> <p><b>Public Transport</b> – also used by general public</p> <p>Face coverings to be worn at all times for adults and children over the age of 11</p> <p>Pupils use of public transport, particularly in peak times, should be kept to an absolute minimum.</p> <p>Schools will work with partners to consider staggered start times to enable more journeys to take place outside of peak hours.</p> |  |  |  |
|--|---|--|--|---|--|--|--|

|  |   |  |  |  |  |  |
|--|---|--|--|--|--|--|
|  | <p>Pupils arriving at the same time causing greater transmission risk</p> <p>Increased risk due to lack of knowledge in safe use of PPE</p> |  | <p>Schools will encourage parents, staff and pupils to walk or cycle to school if at all possible.</p> <p>Local authorities are being asked to;</p> <ul style="list-style-type: none"> <li>• urgently work with schools to survey parents on their typical routes to school and potential alternatives</li> <li>• consider a range of options for shifting demand for public transport onto other modes</li> <li>• consider using traffic demand management approaches in order to ensure that children are able to attend school</li> </ul> <p>Schools to consider staggered start and finish times where possible, keeping bubbles apart as they arrive and leave school. However, this should not reduce the amount of overall teaching time.</p> <p>Pupils and staff must wash their hands or use hand sanitiser immediately on arrival.</p> <p>Pupils must be instructed not to touch the front of their face covering during use or when removing it.</p> <p>Schools should have a process for removing face coverings when pupils and staff who use them arrive at school.</p> <p>Pupils and staff must wash their hands or use hand sanitiser immediately on arrival.</p> <p>Temporary face coverings must be disposed of in a covered bin. Reusable masks should be placed in a plastic bag they can take home with them.</p> |  |  |  |
|--|---|--|--|--|--|--|

|    |  |  |             |   |             |            |  |
|----|--|--|-------------|---|-------------|------------|--|
|    |  |  |             | <p>Hands should be then washed again before heading to their classroom.</p> <p>All staff to undergo safe use of PPE training</p>  |             |            |  |
|    | <p>Other areas</p> <p>Size of area impedes social distancing</p> | <p>All on site</p> <p>Increased risk of transmission</p> | <p>High</p> | <p>Working from home is allowed where it is possible, by agreement with the Head of School. At JOG we do not anticipate this to be many staff.</p> <p>Staffrooms will be configured to adhere to social distancing requirements.</p> <p>Staff meetings will be held remotely; if this is not possible 2m social distancing guidance will be followed.</p> <p>Repurpose of unused spaces for additional staff rooms.</p> <p>ICT will not be shared without thorough cleaning in between users.</p> <p>We are continuing the opportunity for working from home for PPA time/ office staff where work does not involve direct contact with pupils, etc</p> <p>Furniture reconfigured in staff areas to allow 2m distancing; screens between office workers etc, has been implemented.</p> <p>All areas are cleaned regularly, a dishwasher is available for cleaning crockery, utensils etc.</p> | <p>Rare</p> | <p>Low</p> |  |
| 14 |  | Catering   |             |   |             |            |  |

|  |   |   |             |  |             |            |  |
|--|---|---|-------------|--|-------------|------------|--|
|  |   |   |             |  |             |            |  |
|  | <p>Increased risk due to non-compliance</p> | <p>All on site</p> <p>Increased risk of transmission in dining hall/canteen</p> | <p>High</p> | <p>School kitchens/meal provision will be fully operational from 8<sup>th</sup> March.</p> <p>School kitchens must comply with the guidance for food businesses on coronavirus (COVID-19).</p> <p>Where catering is provided on site cutlery provided should be handed out by staff wearing gloves or allocated separately to users and not provided in communal storage where users select their own.</p> <p>Food displays should be protected against contamination by coughing, sneezing, etc.</p> <p>Food and drink should only be consumed in areas that can be suitably cleaned</p> <p>Hand washing facilities or hand sanitiser should be made available before entering a space where people eat and should be used again when leaving.</p> <p>Pupils should sit side by side and ideally all face in one direction when eating</p> <p>Drinking water should be provided with enhanced cleaning routines</p> <p>Payments should be taken by contactless methods wherever possible. Catering will be fully cashless from w/c 19/4, currently in transition period. Catering staff will wear gloves when cash handling.</p> <p>Chairs and tables should be cleaning between each use</p> | <p>Rare</p> | <p>Low</p> |  |

|    |                       |  |             |  |             |            |  |
|----|-----------------------|--|-------------|--|-------------|------------|--|
|    |                       |  |             | <p>All rubbish and waste should be put straight in the bin by the user and not left for someone else to clear up.</p> <p>All areas used for eating must be thoroughly cleaned at the end of break/bubble, including chairs, door handles, vending machines and payment devices.</p> <p>Drinking water must be provided free of charge at all times to registered pupils on the school premises.</p> <p>Schools should consider the most appropriate way to do this if, for public health reasons, pupils do not have access to water fountains.</p> <p>Schools should also continue to provide free school meals support for pupils who are eligible for benefits-related free school meals and who are learning at home during term time.</p> |             |            |  |
| 15 |                       | <b>School uniform</b>  |             |  |             |            |  |
|    |                       | <p>Uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal.</p> <p>Increased ventilation may make school buildings cooler than usual over the winter months. While schools will want to maintain the benefits of their uniform, they may wish to consider allowing additional, suitable indoor items of clothing to be worn during the winter period in addition to the school's current uniform. Where this occurs, schools should ensure that no extra financial pressure is placed on parents.</p> |             |  |             |            |  |
| 16 |                       | <b>Maintaining educational provision for pupils who are still working at home</b>  |             |  |             |            |  |
|    | Safeguarding concerns | <b>Students</b>  | <b>High</b> | Safeguarding guidance has been updated and is available on SharePoint.   | <b>Rare</b> | <b>Low</b> |  |

|    |  |  |      |   |      |     |  |
|----|--|--|------|---|------|-----|--|
|    | Enhanced risk to pupils re: on-line safety                         | Students   | High | <p>See also separate provision plan that has been drawn up for remote education – this has the full details of the learning provision that will be provided remotely during normal school operation and also in partial or full lockdown scenarios</p> <p>School to provide information to parents and pupils regarding online safety such as, age appropriate parental controls and internet filters.</p> <p>School to make parents aware of sites they are asking pupils to use and staff their child will interact with.</p> | Rare | Low |  |
|    | Inappropriate staff contact with pupils                            | Students and staff   | High | Staff conduct guidance is available on HR SharePoint<br>Staff must not make informal arrangements to contact pupils using their own devices.  | Rare | Low |  |
|    | Injury or contamination of staff undertaking home visits           | Students, staff and parents/carers and their families            | High | Staff to follow government guidance on social distancing.<br>Speak to families on door stop or through open window.   | Rare | Low |  |
|    | Vulnerable students 'missed' through lack of contact               | Students   | High | Home visits will be carried out by two members of staff, a risk assessment must be completed associated with the family profile, the home and location.   | Rare | Low |  |
| 17 | Environment/Activity being undertaken                              | <b>Arrangements for staff working from home due to shielding</b> |      |   |      |     |  |
|    | Use of Laptops, desktops etc.<br>Increased risk of personal injury | Staff  | Low  | <p>We follow guidance from HSE as follows:<br/>For those people who are working at home, the risks associated with DSE must be controlled. This includes doing home workstation assessments.<br/>However, there is no increased risk from DSE work for those working at home very temporarily.</p>  | Rare | Low |  |

|    |                  |                |          |  |      |     |  |
|----|------------------|----------------|----------|--|------|-----|--|
|    |                  |                |          | We have provided staff with Home Working Risk Assessments, link <a href="#">here</a> and advised staff of some simple steps that could be taken to reduce the risk from DSE and working from home.   |      |     |  |
|    | Data Protection  | Staff/students | Very low | All staff have received GDPR training and are aware of their responsibilities re: use and transfer of personal data.<br><br>Excalibur data protection policies and school procedures apply.<br><br>Staff are aware of their responsibilities re: reporting a data breach.  | Rare | Low |  |
|    | Workplace Stress | Staff          | Moderate | Opportunities are in place for regular contact with line managers and colleagues via on-line methods such as Teams.<br><br>Weekly section on health and wellbeing added to Staff Bulletin and we have a staff member trained for advising staff through MHFA. Signposting to staff where support can be found<br><br>Staff surveys used where applicable – e.g. during lockdown one was completed and one before Christmas with another planned later in the year. Welfare and workload forms part of these and response published following discussions with relevant stakeholders<br><br>If you require information regarding counselling services' contact HR | Rare | Low |  |
| 18 |                  | Early Years    |          |  |      |     |  |
|    | N/A              |                |          | From 20 July, early years settings will no longer be required to keep children in small, consistent groups within settings. Settings should still consider how they can minimise mixing within settings, for example where they use different rooms for  |      |     |  |

|   |   |  |   |  |  |  |
|---|---|--|---|--|--|--|
|   |   |  | different age groups, keeping those groups apart as much as possible.<br>All other protective measures should remain in place.<br>Settings should try to be as flexible as possible for parents and carers who work shifts or atypical hours and especially for parents who are critical workers. |  |  |  |
| 19  | Contingency planning  |  |   |  |  |  |
|   | Process in the event of local outbreaks   |  |   |  |  |  |
|   | In local areas where restrictions have been implemented for certain sectors (from national direction), we anticipate that education and childcare will usually remain fully open to all, with the additional requirement that face coverings should be worn by staff and students in schools and colleges, from year 7 and above, <b>inside</b> classrooms <b>and</b> when moving around communal areas where social distancing cannot easily be maintained. This will retain as much face-to-face education and access to childcare as possible. |  |   |  |  |  |
| <b>Further government guidance</b> contained within Guidance for full opening: schools – published 02 July 2020 |   |  |   |  |  |  |
|   | Staff Development   | Schools may need to alter the way in which they deploy their staff, and use existing staff more flexibly, to welcome back all pupils at the start of the autumn term.<br>Managers will discuss and agree any changes to staff roles with individuals.  |   |  |  |  |
|   | Staff Deployment  | It is important that planning builds in the need to avoid increases in unnecessary and unmanageable workload burdens. This could include a review of existing practices in this respect and schools may wish to draw on DfE's <u>workload reduction toolkit</u> .<br>DfE has also published a range of resources, including <u>case studies to support remote education</u> and help address staff workload, this includes case studies on managing wellbeing. |   |  |  |  |
|   | Supporting Staff  | The Department for Education is providing additional support for both pupil and staff wellbeing in the current situation. Information about the <u>extra mental health support for pupils and teachers</u> is available.<br>The <u>Education Support Partnership</u> provides a free helpline for school staff and targeted support for mental health and wellbeing.   |   |  |  |  |
|   | Deploying support staff   | The Education Endowment Foundation (EEF) has published guidance on <u>making the best use of teaching assistants</u> to help primary and secondary schools.<br>When deploying support staff flexibly it is important that headteachers consider regulated activity and ensure only those who have the appropriate checks are allowed to engage in regulated activity. Full guidance is provided in part 3 of <u>keeping children safe in education</u> .       |   |  |  |  |
|   | Recruitment   | Recruitment should continue as usual. We recommend that schools continue to recruit remotely over the summer period. Interviewing remotely may be a new experience for many schools. The DfE teaching blog provides some information on the <u>experience of</u>   |   |  |  |  |



|                         |  |
|-------------------------|--|
|                         | <p><u>implementing interviews remotely</u>. When recruiting, schools must continue to adhere to the legal requirements regarding pre-appointment checks. We refer schools to part 3 of the statutory guidance <u>keeping children safe in education</u>. During the summer, safeguarding checks can be carried out remotely as set out in <u>coronavirus (COVID-19): safeguarding in schools, colleges and other providers</u></p>   |
| ITT Trainees            | <p>This is not intended to be exhaustive and ITT partnerships will need to ensure they have identified and comply with all <u>legislation</u> and guidance relevant to ITT.</p>  |
| Staff leave             | <p>The latest guidance on quarantine can be accessed at <u>coronavirus (COVID-19): how to self-isolate when you travel to the UK</u>. As would usually be the case, staff will need to be available to work in school from the start of the autumn term</p>  |
| Other support           | <p>Volunteers may be used to support the work of the school, as would usually be the case. It is important that they are properly supported and given appropriate roles. Where schools and colleges are utilising volunteers, they should continue to follow the checking and risk assessment process as set out in the volunteer section in Part 3 of <u>keeping children safe in education</u>. Under</p>  |
| Curriculum expectations | <p>Key principals that underpin government advice on curriculum planning are:</p> <ul style="list-style-type: none"> <li>• education is not optional: all pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.</li> <li>• the curriculum remains broad and ambitious: all pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.</li> <li>• remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed.</li> </ul> <p>Informed by these principles, DfE asks that schools and other settings meet the following key expectations if considering revisions to their school curriculum for academic year 2020 to 2021</p> <p>Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content.<br/> Aim to return to the school's normal curriculum in all subjects by summer term 2021.<br/> Plan on the basis of the educational needs of pupils<br/> Develop remote education so that it is integrated into school curriculum planning<br/> Specific points for early years foundation stage (EYFS) to key stage 3<br/> Specific points for Key Stages 4 and 5</p> <p>When planning <b>music provision</b>, schools should consider additional specific safety measures. Although singing and playing wind and brass instruments do not currently appear to represent a significantly higher risk than routine speaking and breathing at the same volume, there is now some evidence that additional risk can build from aerosol transmission with volume and with the combined numbers of individuals</p> |

|  |                             |   |
|--|-----------------------------|---|
|  |                             | <p>within a confined space. This is particularly evident for singing and shouting, but with appropriate safety mitigation and consideration, singing, wind and brass teaching can still take place. Measures to take follow in the next sections.</p> <ul style="list-style-type: none"> <li>• <b>Singing, wind and brass playing</b> should not take place in larger groups such as choirs and ensembles, or assemblies unless significant space, natural airflow (at least 10l/s/person for all present, including audiences).</li> <li>• <b>Social Distancing</b> –schools should observe strict social distancing between each singer and player, and between singers and players, and any other people such as conductors, other musicians, or accompanists. Current guidance is that if the activity is face-to-face and without mitigating actions, 2 metres is appropriate.</li> <li>• <b>Seating</b> - Pupils should be positioned back-to-back or side-to-side when playing or singing (rather than face-to-face) whenever possible. Position wind and brass players so that the air from their instrument does not blow into another player.</li> <li>• Use <b>microphones</b> where possible or encourage singing quietly.</li> <li>• Avoid <b>sharing equipment</b> wherever possible, if shared disinfect regularly (including cases, handles, chairs etc), and as always between users. Instruments should be cleaned by the pupils using them, where possible</li> <li>• <b>Limit the handling</b> of music scores, parts and scripts where possible</li> </ul> <p><b>Remote Learning Expectations.</b> Updated in full opening: schools guidance 21 October 2020, available <a href="#">here</a></p> <p>Although attendance will be mandatory from 8<sup>th</sup> March, schools will still be required by law to provide remote education to any pupils who need to continue to learn from home.</p> <p>This includes, for example, where such guidance means that a class, group or small number of pupils need to self-isolate or that clinically extremely vulnerable children are to shield,” the guidance states.</p> <p>All such pupils not physically unwell should have access to remote education as soon as reasonably practicable, which may be the next school day.</p> |
|  | Catch-up support            | <p>Government have announced a package worth £1 billion to ensure that school have the resources they need to help all pupils make up for lost teaching time, with extra support for those that need it most. Government will set out how this funding will be distributed between individual schools shortly.</p> <p>Whilst headteachers will decide how the money is spent, the Education Endowment Foundation has published <a href="#">guidance on effective interventions to support schools</a>.</p> <p>Alongside this universal offer, we will roll out a <a href="#">National Tutoring Programme</a>, worth £350 million, which will deliver proven and successful tuition to the most disadvantaged and vulnerable young people.</p>   |
|  | Pupil wellbeing and support | <p>Pupils may be experiencing a variety of emotions in response to the coronavirus (COVID-19) outbreak, such as anxiety, stress or low mood. See <a href="#">DfE - Supporting pupil and student mental wellbeing</a></p>  |

|  |                        |  |
|--|------------------------|--|
|  |                        |  |
|  | Behaviour expectations | Schools should consider updating their behaviour policies with any new rules/policies, and consider how to communicate rules/policies clearly and consistently to staff, pupils and parents, setting clear, reasonable and proportionate expectations of pupil behaviour. Further details are available at <a href="#">Behaviour and discipline in schools</a> .   |
|  | Inspection             | For state-funded schools, routine Ofsted inspections will remain suspended for the autumn term. However, during the autumn term, inspectors will visit a sample of schools to discuss how they are managing the return to education of all their pupils.   |
|  | Primary assessment     | <p>We recognise that pupils will have missed a critical period of their education due to lockdown in the 2019 to 2020 academic year. It is vital that we know the impact of coronavirus (COVID-19) on this cohort of pupils nationally, and can give support to schools that need it the most.</p> <p>We are, therefore, planning on the basis that statutory primary assessments will take place in summer 2021.</p>  |
|  | Exams                  | <p>For the summer 2021 exams, we recognise that pupils in years 11 and 13 will have missed a critical period of their education due to lockdown in the 2019 to 2020 academic year. It is vital that these pupils are able to catch up and access exams that lead to the qualifications they need to progress. We are, therefore, planning on the basis that GCSEs and A levels will take place in summer 2021 but with adaptations, including those which will free up teaching time. Ofqual will launch a consultation on proposed adaptations to exams shortly.</p> <p>There will also be an exam series taking place in autumn 2020. Following the cancellation of summer 2020 exams, the exam boards will be providing students with calculated grades (except in some exceptional cases) this summer, which students will use to move onto their next step.</p> |
|  | Immunisations          | As normal, schools should engage with their local immunisation providers to provide immunisation programmes on site, ensuring these will be delivered in keeping with the school's control measures. These programmes are essential for children's health and wellbeing and can also provide benefits for staff  |

The risk assessment takes into account the revised list of most common symptoms to look out for as updated on the 03 July 2020 as follows:

- A high temperature
- A new, continuous cough
- A loss or change to your sense of smell or taste
- they are recommended to get tested by a healthcare provider (e.g. GP or nurse)

| Likelihood | Severity   |   | 1 Very Low | 2 Low    | 3 Moderate | 4 High   | 5 Critical |
|------------|------------|---|------------|----------|------------|----------|------------|
|            | Imminent   | 5 | Low        | Moderate | High       | Critical | Critical   |
|            | Frequent   | 4 | Low        | Moderate | High       | High     | Critical   |
|            | Occasional | 3 | Very Low   | Low      | Moderate   | High     | High       |
|            | Infrequent | 2 | Very Low   | Very Low | Low        | Moderate | Moderate   |
|            | Rare       | 1 | Very Low   | Very Low | Low        | Low      | Moderate   |

| Definition    |  |   |
|---------------|--|---|
| Critical      | Death, major injuries or ill health causing long term disability or absence from school/work | Stop Activity!  |
| High Risk     | Injuries or ill health causing short term disability or absence from school/work             | Action must be taken to reduce risk before proceeding |
| Moderate Risk | Injuries or ill health causing no significant long term effects                              | Implement all additional precautions                  |
| Low Risk      | Not likely to result in injury or ill health   | Monitor and review on a regular basis                 |
| Very Low Risk |  | Monitor and review on a regular basis                 |

|                                      |  |             |
|--------------------------------------|--|-------------|
| Completed by Principal / Headteacher |  | Date 8/3/21 |
|--------------------------------------|--|-------------|

|                       |                        |                         |
|-----------------------|------------------------|-------------------------|
| <b>Name</b>           | Richard Hawthorne      |                         |
| <b>Assessed by</b>    |                        |                         |
| <b>Name</b>           | Samantha Tilling-Wells | <b>Date 8/3/21</b>      |
| <b>Name</b>           | Davina Nicholls        | <b>Date: 09.03.2021</b> |
| <b>Date of Review</b> |                        |                         |