

## Safety, Health and Environment (SHE)

# GCC COVID-19 RISK ASSESSMENT PROCESS FOR SCHOOLS & EDUCATIONAL SETTINGS

(Revised for full reopening in September 2020)



Schools completed COVID-19 risk assessments when they reopened for priority groups during the summer term and implemented protective measures recommended by DfE and PHE. Now that the Government requires schools to plan for all pupils in all year groups to return to school full-time from the beginning of the autumn term and implement a 'system of controls', the GCC COVID-19 Risk Assessment has been updated to support schools to prepare for this. The aim of the risk assessment is to implement protective measures to prevent COVID-19 or reduce the spread of the infection if there is a positive case, both in the school and transmission to the wider community.

Community and controlled schools must send their risk assessment to [she@gloucestershire.gov.uk](mailto:she@gloucestershire.gov.uk) by 4<sup>th</sup> September. Any other schools that would like their risk assessments to be checked by SHE can also send them but are not required to do so.

## COVID-19 Risk Assessment for reopening schools

### ASSESS

Decide appropriate control measures for managers and employees to implement under a 'Plan', 'Do', 'Review' cycle.

\*The preventative measures in this risk assessment are not mandatory but are provided as guidance on reducing the risk of transmission and comply with DfE 'system of control' requirements. Each school/setting must consider their own situation and adapt the assessment by editing the measures where appropriate. Remove any measures that are not relevant or will not be applied in your setting and add any additional local measures that you are implementing. This format does not have to be used but your local risk assessment must be suitable and sufficient.

**Who may be at risk:** Employees, pupils and young people, families (parents, carers and siblings), visitors, contractors, members of public.

**Vulnerable groups:** Where schools apply the full measures in this guidance the risks to all staff will be mitigated significantly, including those who are extremely clinically vulnerable and clinically vulnerable. Some people with particular characteristics may be at comparatively increased risk from COVID-19 (due to age, deprivation, ethnicity, etc.). An individual risk assessment may be appropriate for those who are very anxious about returning to their workplace.

PLAN		DO			REVIEW
Prepare Building, timetables and lessons, policies and procedures	Prepare Employees, Parents and pupils and other site users	Control Access and Visitors	Minimise contacts and social distancing	Infection Control Measures	Communicate and Review Arrangements
<p><b>Buildings</b></p> <ul style="list-style-type: none"> <li>Ensure that all health and safety compliance checks have been undertaken before opening (e.g. fire alarm, emergency lighting, water hygiene, lifts, etc.).</li> </ul> <p style="background-color: yellow; padding: 2px;"><b>GM to carry out all H&amp;S checks week beg. 17<sup>th</sup> August</b></p> <ul style="list-style-type: none"> <li>Reviewing emergency and evacuation procedures (e.g. fire wardens, escape routes, roll-call, assembly areas, etc.).</li> </ul> <p style="background-color: yellow; padding: 2px;"><b>Existing procedures comply with Covid H&amp;S procedures. Checklist for all staff 1<sup>st</sup></b></p>	<p><b>Employees</b></p> <ul style="list-style-type: none"> <li>Involve employees in plans to return to school and listen to any suggestions on preventative measures that can be taken.</li> </ul> <p style="background-color: yellow; padding: 2px;"><b>Second staff consultation taken place</b></p> <ul style="list-style-type: none"> <li>Consider personal risk factors: age, pregnancy, existing health conditions and ethnicity and where necessary conduct individual</li> </ul>	<p><b>Access</b></p> <ul style="list-style-type: none"> <li>Entry points to school controlled (including deliveries).</li> </ul> <p style="background-color: yellow; padding: 2px;"><b>In place</b></p> <ul style="list-style-type: none"> <li>Building access rules clearly communicated through signage on entrances.</li> </ul> <p style="background-color: yellow; padding: 2px;"><b>VW to make signs &amp; GM to secure to gates and fences</b></p>	<p><del>Minimising contacts and mixing between people reduces transmission of COVID-19 and the school will consider how to implement this.</del></p> <p><b>'Bubbles'</b></p> <ul style="list-style-type: none"> <li>Small, consistent groups of pupils split into bubbles.</li> </ul> <p style="background-color: yellow; padding: 2px;"><b>Class and year group bubbles in place</b></p> <ul style="list-style-type: none"> <li>Class groups will be kept together in separate 'bubbles' throughout the day</li> </ul>	<p><b>Minimise contact with individuals who are unwell:</b></p> <ul style="list-style-type: none"> <li>Refer to PHE guidance and Action Cards for School Managers.</li> <li>Anyone with COVID-19 symptoms, or who have someone in their household who does, not to attend school.</li> <li>If anyone becomes unwell at school they will be isolated, sent home</li> </ul>	<ul style="list-style-type: none"> <li>Consultation with employees and trades union Safety Reps on risk assessments.</li> </ul> <p style="background-color: yellow; padding: 2px;"><b>Risk assessments shared with all staff following sign off by governors.</b></p> <ul style="list-style-type: none"> <li>Risk assessment published on school intranet and website.</li> </ul> <p style="background-color: yellow; padding: 2px;"><b>Following sign off by governors</b></p> <ul style="list-style-type: none"> <li>Nominated employees tasked to monitoring</li> </ul>

<p><b>Sept. Plan fire drill week beginning 7<sup>th</sup> Sept.</b></p> <ul style="list-style-type: none"> <li>Ventilation and AC systems working optimally; (ventilation system should be kept on continuously, with lower ventilation rates when people are absent) <b>N.A</b></li> <li>Make provision for children who display COVID-19 symptoms/ become ill during the day to be isolated. Space should be identified in addition to the usual medical room.</li> </ul> <p><b>Play therapy room to be used to care for child with Covid Symptoms and the Male toilet. Flow chart of step by step actions to be displayed.</b></p> <p><b>Acorns: Creche room to be used</b></p> <p><b>Conkers: Small playroom &amp; attached toilet</b></p> <ul style="list-style-type: none"> <li>Ensure school has sufficient supplies of PPE including cleaning materials and hand washing/sanitising liquids that meet DfE/PHE requirements.</li> </ul> <p><b>ML &amp; SB to audit supplies on a weekly basis &amp; reorder as needed</b></p> <ul style="list-style-type: none"> <li>Provide suitable and sufficient bins to support pupils and staff to follow</li> </ul>	<p>risk assessments.</p> <p><b>Individual risk assessments in place for relevant staff</b></p> <ul style="list-style-type: none"> <li>Employees fully briefed about the plans and protective measures identified in the risk assessment.</li> </ul> <p><b>Risk assessment to be sent to all staff following sign off from FGB &amp; full staff briefing on 1<sup>st</sup> September</b></p> <ul style="list-style-type: none"> <li>Regular staff briefings.</li> </ul> <p><b>Via e mail and daily de brief to review and update all procedures.</b></p> <ul style="list-style-type: none"> <li>Keeping in touch with off-site workers on their working arrangements including their welfare, mental and physical health and personal security.</li> </ul> <p><b>Via e mail and phone calls</b></p> <ul style="list-style-type: none"> <li>Regular communications that those who have coronavirus symptoms, or who have someone in</li> </ul>	<ul style="list-style-type: none"> <li>School start times staggered so bubbles arrive at different times.</li> </ul> <p><b>In place</b></p> <ul style="list-style-type: none"> <li>Floor markings outside school to indicate distancing rules (if queuing during peak times).</li> </ul> <p><b>In place</b></p> <ul style="list-style-type: none"> <li>Screens installed to protect employees in reception.</li> </ul> <p><b>Screen to be ordered by SB and installed by GM by 1<sup>st</sup> Sept.</b></p> <ul style="list-style-type: none"> <li>Shared pens removed from reception.</li> </ul> <p><b>In place</b></p> <ul style="list-style-type: none"> <li>Touch screen signing in devices in reception cleaned regularly. <b>NA</b></li> <li>Hand sanitiser provided at all entrances.</li> </ul>	<p>and do not mix with other groups.</p> <p><b>In place</b></p> <ul style="list-style-type: none"> <li>Where pupil numbers are lower, implement key stage bubbles.</li> </ul> <p><b>In place</b></p> <ul style="list-style-type: none"> <li>Where class size groups are not appropriate (e.g. KS4 &amp; KS5), look to implement year group sized bubbles.</li> <li>If the design of the school means class bubbles cannot be kept apart, split the building into 'zones' and implement zonal bubbles.</li> <li>Very small schools or APS unable to prevent mixing to adopt whole school bubbles as part of their system of control. <b>NA</b></li> <li>Keep a record of pupils and staff in each bubble, lesson or close contact group.</li> </ul> <p><b>In place</b></p> <ul style="list-style-type: none"> <li>School breakfast and after school clubs to keep to the bubbles used during the school day where</li> </ul>	<p>and provided with information on what to do next.</p> <ul style="list-style-type: none"> <li>An unwell child awaiting collection, will be isolated in a suitable room with or without adult supervision (depending on age and needs of the child).</li> <li>Staff caring a child awaiting collection to keep a distance of 2 metres.</li> <li>PPE to be worn by staff caring for the child if 2 metres distance cannot be maintained.</li> <li>Staff to wash their hands after caring for a child with symptoms.</li> <li>All areas where a person with symptoms has been to be cleaned after they have left.</li> <li>Should staff have close hands-on contact they should monitor themselves for symptoms of possible COVID-19 over the following 14 days.</li> </ul> <p><b>Procedures in place. Staff to be reminded of procedures during</b></p>	<p>protection measures.</p> <p><b>Class teachers within their own bubbles reporting to HT/DHT. Caretaker &amp; SLT re whole site procedures. Daily briefing to review and update.</b></p> <ul style="list-style-type: none"> <li>Members of staff are on duty at breaks to ensure compliance with rules.</li> </ul> <p><b>In place</b></p> <ul style="list-style-type: none"> <li>Staff encouraged to report any non compliance.</li> </ul> <p><b>In place</b></p> <ul style="list-style-type: none"> <li>The effectiveness of prevention measures will be monitored by school leaders.</li> </ul> <p><b>Daily review and formal weekly SLT review.</b></p> <ul style="list-style-type: none"> <li>This risk assessment will be reviewed if the risk level changes (e.g. following local/national lockdown or cases or an outbreak) and in light of updated guidance.</li> </ul> <p><b>Weekly review and updated to reflect all</b></p>
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<p>the 'catch it, bin it, kill it' approach.</p> <p><b>Bins in every room. Large bin to be ordered and placed in main entrance area.</b></p> <ul style="list-style-type: none"> <li>• Provide sufficient tissues in all rooms.</li> </ul> <p><b>ML &amp; SB to audit supplies weekly &amp; reorder as necessary</b></p> <ul style="list-style-type: none"> <li>• Consider if the school site can be split into separate zones where groups of pupils can remain to minimise mixing.</li> </ul> <p><b>Children organised into year group and class bubbles. Hall timetabled for year group use for a whole day and cleaned at the end of the day. Nursery organised into daily bubbles. Room and equipment cleaned at the end of the day</b></p> <ul style="list-style-type: none"> <li>• Create a plan of the building to mark out areas where bubbles do not mix (e.g. classrooms) and where mixing is more likely and so where distancing and other measures are required.</li> </ul> <p><b>Staff instructed to move children around the site outside as much as possible. Communal areas such as hall &amp; library timetabled for use by one year group each day.</b></p>	<p>their household who does, are not to attend school.</p> <p><b>Via e mails and phone calls</b></p> <ul style="list-style-type: none"> <li>• Information shared about testing available for those with symptoms.</li> </ul> <p><b>Process already in place via e mail</b></p> <ul style="list-style-type: none"> <li>• Where there are appropriate sources of guidance (e.g. CLEAPSS, afPE, CILIP, etc.) Heads of Departments/ teachers should refer to curriculum specific guidance. N.A</li> <li>• Heads of Departments/ teachers to identify shared resources and how to prevent mixed contact (e.g. cleaning between bubbles or rotas for equipment use).</li> </ul> <p><b>Hall timetable in place for year group bubbles and resource boxes for each bubble e.g. musical instruments.</b></p>	<p><b>In place</b></p> <ul style="list-style-type: none"> <li>• Pupils, staff and visitors to remove face coverings at school and wash hands immediately on arrival.</li> </ul> <p><b>Procedure in place</b></p> <ul style="list-style-type: none"> <li>• Covered bins provided on entrances to dispose of temporary face coverings.</li> </ul> <p><b>To be ordered &amp; in place by 1<sup>st</sup> Sept.</b></p> <ul style="list-style-type: none"> <li>• Sealable plastic bags provided for reusable face coverings to take home with them.</li> </ul> <p><b>Parents to take all face coverings home.</b></p> <ul style="list-style-type: none"> <li>• Gathering at the school gates prohibited.</li> </ul> <p><b>Included in letter to parents week beg 13<sup>th</sup> July</b></p> <ul style="list-style-type: none"> <li>• Staff on duty</li> </ul>	<p>possible.</p> <p><b>Communication with Stonehouse Breakfast and After School Club</b></p> <p><b>Minimise mixing</b></p> <ul style="list-style-type: none"> <li>• Whatever the size of the bubble, they are to be kept apart from other groups where possible.</li> </ul> <p><b>In place - no year groups to mix</b></p> <ul style="list-style-type: none"> <li>• Groups use the same classroom or area of a setting throughout the day.</li> </ul> <p><b>In place</b></p> <ul style="list-style-type: none"> <li>• Mixing between bubbles kept to a minimum during arrival, lunchtime, breaks and departure.</li> </ul> <p><b>Timetables in place</b></p> <ul style="list-style-type: none"> <li>• Pupil movements around the school site, either in groups or individuals is controlled to limit contact and mixing.</li> </ul> <p><b>Groups to move around the site outside whenever possible.</b></p>	<p><b>In-Set on 1<sup>st</sup> July. Flow diagram to be displayed in Isolation Room.</b></p> <p><b>Hand washing</b></p> <ul style="list-style-type: none"> <li>• Frequent hand washing encouraged for adults and pupils (following guidance on hand cleaning).</li> <li>• Sufficient handwashing facilities are available.</li> <li>• Where there is no sink, hand sanitiser provided in classrooms.</li> <li>• Skin friendly skin cleaning wipes used as an alternative to hand washing or sanitiser.</li> <li>• Pupils to clean their hands when they arrive at school, when they return from breaks, when they change rooms and before and after eating.</li> <li>• Staff help is available for pupils who have trouble cleaning their hands independently (e.g. small children and</li> </ul>	<p><b>changes to guidance and law.</b></p>
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<ul style="list-style-type: none"> <li>Consider separate facilities be provided for meals and refreshments in different zones (e.g. pods, kiosks, cafes).</li> </ul> <p><b>Children to have snack and lunch in their classrooms/nursery rooms</b></p> <ul style="list-style-type: none"> <li>Evaluate the capacity of rooms and shared areas.</li> </ul> <p><b>Hall and library timetable.</b></p> <ul style="list-style-type: none"> <li>Plan for staggered lunches with more sittings to avoid mixing, allowing time for cleaning, devise seating plans, safe capacity etc.</li> </ul> <p><b>Children to eat lunch in classrooms/nursery rooms</b></p> <ul style="list-style-type: none"> <li>Consider door signs mounted to identify max number in room / toilets at one time.</li> </ul> <p><b>Y2 toilets- block use of middle cubicle so allow 2 children at a time</b></p> <p><b>Y1 toilets- use all three cloakrooms and limit use to 1 child per cloakroom</b></p> <p><b>YR toilets- block the middle 2 cubicles and limit use to 2</b></p>	<ul style="list-style-type: none"> <li>Identify and plan lessons that could take place outdoors.</li> </ul> <p><b>Already in place</b></p> <ul style="list-style-type: none"> <li>Consider how online resources can be used to shape remote learning.</li> </ul> <p><b>Remote Learning Policy to be developed by end September 2020.</b></p> <ul style="list-style-type: none"> <li>Plan for remote education for pupils, alongside classroom teaching in case of a lockdown or pupils having to isolate.</li> </ul> <p><b>As above</b></p> <p><b>Parents/pupils</b></p> <ul style="list-style-type: none"> <li>Review EHCPs where required.</li> </ul> <p><b>Plan in place</b></p> <ul style="list-style-type: none"> <li>Educate pupils before they return about the need to stay apart from others and expectations around hygiene.</li> </ul> <p><b>Letter to parents week beg 13<sup>th</sup> July</b></p> <ul style="list-style-type: none"> <li>Communicate to parents on the preventative measures being taken.</li> </ul>	<p>outside school to monitor protection measures.</p> <p><b>In place</b></p> <p><b>Visitors</b></p> <ul style="list-style-type: none"> <li>Wherever possible keep meetings on a virtual platform (e.g. 1:1 sessions with professionals, recruitment interviews, parental meetings etc.).</li> </ul> <p><b>In place</b></p> <ul style="list-style-type: none"> <li>Parents/carers and visitors coming onto the site without an appointment is not to be permitted.</li> </ul> <p><b>In place</b></p> <ul style="list-style-type: none"> <li>Site guidance on physical distancing and hygiene is explained to visitors on or before arrival.</li> </ul> <p><b>Instruction leaflet emailed to contractors and visitors prior to visit and given to all visitors on entry to site</b></p>	<p><b>possible</b></p> <ul style="list-style-type: none"> <li><del>Groups will stay within a specific "zone" of the site to minimise mixing.</del></li> </ul> <p><b>In place</b></p> <ul style="list-style-type: none"> <li><del>The number of pupils in shared spaces (e.g. halls, dining areas and internal and external sports facilities) for lunch and exercise is limited to specific bubbles.</del></li> </ul> <p><del>Lunch in class bubbles in classrooms. Staggered outdoor play times in Zoned Areas. Weekly hall timetable.</del></p> <ul style="list-style-type: none"> <li><del>Large gatherings such as assemblies or collective worship with more than one group to be avoided.</del></li> </ul> <p><del>Year group bubble to have collective worship. Hall timetabled for a Year group bubble to access daily. Hall Cleaned every</del></p>	<p>pupils with complex needs).</p> <ul style="list-style-type: none"> <li>Use resources such as "e-bug" to teach effective hand hygiene etc.</li> </ul> <p><b>All adults and children to use hand sanitiser on entry to building. Children then to wash hands in very small groups to maintain social distancing. Hands washed frequently during the day and always after using the toilet and before eating. Procedure in place</b></p> <p><b>Respiratory hygiene</b></p> <ul style="list-style-type: none"> <li>Adults and pupils are encouraged not to touch their mouth, eyes and nose.</li> <li>Adults and pupils encouraged to use a tissue to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it')</li> <li>Tissues to be provided.</li> <li>Bins for tissues provided and are emptied throughout the day.</li> </ul>
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<p><b>children at a time.</b></p> <p><b>Nursery children will be supervised by staff at all times to limit the number of children in this space at a time.</b></p> <p><b>Signs displayed on all doors to remind children</b></p> <p><b>Staff toilets:</b></p> <p><b>Acorns staff: Red Lodge</b></p> <p><b>Conkers Staff: Toilet next to small playroom unless used for isolation or the cottage</b></p> <p><b>Y2 team to use Cottage kitchen &amp; toilet. Ladies toilet- 1 cubicle blocked so all 1 member of staff at a time.</b></p> <p><b>Male toilet to be used by staff unless there is a child with covid symptoms being isolated.</b></p> <p><b>Disabled toilet to be used.</b></p> <ul style="list-style-type: none"> <li>• COVID-19 posters/ signage displayed.</li> </ul> <p><b>In place</b></p> <ul style="list-style-type: none"> <li>• Identify 'crunch points' (e.g. entrances/ exits/ corridors/ shared space and consider how</li> </ul>	<p><b>As above</b></p> <ul style="list-style-type: none"> <li>• Post the risk assessment or details of measures on school website.</li> </ul> <p><b>Following sign off by FGB</b></p> <ul style="list-style-type: none"> <li>• Parents and pupils informed about the process that has been agreed for drop off and collection.</li> </ul> <p><b>As above</b></p> <ul style="list-style-type: none"> <li>• Ensure parents have a point of contact for reassurance as to the plans put in place.</li> </ul> <p><b>Parents to E mail or phone questions/ concerns- responded to same day during working hours.</b></p> <ul style="list-style-type: none"> <li>• Limit the equipment pupils bring into school each day to essentials such as lunch boxes, hats, coats, books, stationery and mobile phones.</li> </ul> <p><b>In place</b></p> <ul style="list-style-type: none"> <li>• Bags are allowed.</li> </ul> <p><b>In place</b></p> <ul style="list-style-type: none"> <li>• All pupils told to provide personal equipment (pens,</li> </ul>	<ul style="list-style-type: none"> <li>• Where possible visits arranged outside of school hours.</li> </ul> <p><b>In Place</b></p> <ul style="list-style-type: none"> <li>• A record kept of all visitors to assist NHS Test and Trace, including: <ul style="list-style-type: none"> <li>○ the name;</li> <li>○ a contact phone number;</li> <li>○ date of visit;</li> <li>○ arrival and departure time;</li> <li>○ the name of the assigned staff member.</li> </ul> </li> </ul> <p><b>Signing in sheet updated to include all of the above.</b></p>	<p><b>evening to ensure space available for another Year group bubble the next day.</b></p> <ul style="list-style-type: none"> <li>• Separate spaces for each group clearly indicated.</li> </ul> <p><b>Year groups to remain in their Year group areas e.g. Year 2 to stay within the Year 2 classrooms and outdoor spaces. At lunch time to have Year groups in their bubbles accessing different outside areas away from additional Year group bubbles.</b></p> <ul style="list-style-type: none"> <li>• Multiple groups do not use outdoor equipment simultaneously.</li> </ul> <p><b>Time table for outdoor space at lunch time created. To have a box of resources at lunchtime that are used for that Year Group bubble.</b></p> <ul style="list-style-type: none"> <li>• Limiting the number of pupils who use the toilet facilities at one time.</li> </ul> <p><b>In Place- Please see first column</b></p> <ul style="list-style-type: none"> <li>• Allow pupils to have access to</li> </ul>	<p><b>Children reminded daily of procedures. Tissues and bins in every classroom.</b></p> <ul style="list-style-type: none"> <li>• Singing, wind and brass playing should not take place in larger groups such as school choirs and ensembles, or school assemblies.</li> </ul> <p><b>Procedure already in place.</b></p> <ul style="list-style-type: none"> <li>• Measures to be taken when playing instruments or singing in small groups such as in music lessons include: <ul style="list-style-type: none"> <li>○ physical distancing;</li> <li>○ 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> </li> </ul> <p><b>Planned small group</b></p>	
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<p>movement can be staggered.</p> <p><b>One way system and staggered start and finish times in place. Children and staff to use external doors.</b></p> <ul style="list-style-type: none"> <li>Consider one-way system if possible for circulation around the building.</li> </ul> <p><b>In place for September</b></p> <ul style="list-style-type: none"> <li><del>Stairways to be up or down only. N.A</del></li> <li>Put down floor markings along the middle of two-way corridors/stairs to keep groups apart and 'keep left' signs.</li> </ul> <p><b>Staff instructed to move around the school where possible.</b></p> <ul style="list-style-type: none"> <li>In areas where queues may form, put down floor markings to indicate distancing.</li> </ul> <p><b>IN place at main entrance and outside the front of the school.</b></p> <p><b>Nursery staff to sign in in their rooms.</b></p>	<p>pencils, rulers calculators etc.) to ensure no shared use in class.</p> <p><b>Class teachers to ensure each child is supplied with their own pack of resources.</b></p> <ul style="list-style-type: none"> <li>Parents informed only one parent to accompany child to school.</li> </ul> <p><b>In place &amp; reminder sent out week beg 13<sup>th</sup> July</b></p> <ul style="list-style-type: none"> <li>Parents and pupils encouraged to walk or cycle where possible.</li> </ul> <p><b>In place</b></p> <ul style="list-style-type: none"> <li>Clear messages to pupils about minimising the use of public transport and how to reduce the risks of transmission outside of school.</li> </ul> <p><b>In place</b></p> <ul style="list-style-type: none"> <li>Staggered drop-off and collection times planned and communicated to parents.</li> </ul>		<p>toilets at all times during the day to prevent queues developing at social times.</p> <p><b>In Place</b></p> <ul style="list-style-type: none"> <li>The same teacher(s) and other staff are assigned to each bubble and, as far as possible, these stay the same.</li> </ul> <p><b>Staff to remain with their year group bubble as much as possible. Teacher who switch bubbles within a day, to change clothes before moving to the additional bubble. Midday Supervisors to be assigned a year group bubble and to work within that bubble daily.</b></p> <ul style="list-style-type: none"> <li>Staff that move between classes and year groups, to keep their distance from pupils and other staff.</li> </ul> <p><b>To continue social distancing. To change clothes if changing Year group bubble within the same day.</b></p> <ul style="list-style-type: none"> <li>To avoid mixing during breakfast</li> </ul>	<p><b>music and singing sessions. Each bubble to have their own set of musical instruments.</b></p> <p><b>Cleaning</b></p> <ul style="list-style-type: none"> <li>Sanitising spray and paper towels to be provided in classrooms for use by members of staff.</li> </ul> <p><b>In place</b></p> <ul style="list-style-type: none"> <li>Thorough cleaning of rooms at the end of the day.</li> </ul> <p><b>In Place</b></p> <ul style="list-style-type: none"> <li>Shared materials and surfaces to be cleaned frequently (e.g. toys, books, desks, chairs, doors, sinks, toilets, light switches, handrails, etc.).</li> </ul> <p><b>In place. Bubble resources cleaned at least weekly.</b></p> <ul style="list-style-type: none"> <li>Resources that are shared between bubbles (e.g. sports, art and science equipment) to be cleaned frequently and meticulously and always between bubbles.</li> </ul> <p><b>Minimal sharing of</b></p>	
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<ul style="list-style-type: none"> <li>• Can separate doors be used for in and out of the building (to avoid crossing paths).</li> </ul> <p><b>One way system and all external doors to be used.</b></p> <ul style="list-style-type: none"> <li>• Identify doors that can be propped open (to limit use of door handles and aid ventilation) taking account of fire safety and safeguarding. Seek advice from SHE if necessary.</li> </ul> <p><b>In place</b></p> <ul style="list-style-type: none"> <li>• Identify rooms that can be accessed directly from outside (to avoid shared use of corridors).</li> </ul> <p><b>In place</b></p> <ul style="list-style-type: none"> <li>• Organise classrooms for maintaining space between seats and desks.</li> <li>• Arrange desks seating pupils side by side and facing forwards.- <b>For certain teaching sessions</b></li> <li>• Inspect classrooms and remove unnecessary items and furniture to make more space.</li> </ul> <p><b>Completed and to be</b></p>	<p><b>Letter week beg 13<sup>th</sup> July</b></p> <ul style="list-style-type: none"> <li>• Made clear to parents that they cannot gather at entrance gates or doors.</li> </ul> <p><b>As above</b></p> <ul style="list-style-type: none"> <li>• Encourage parents to phone school and make telephone appointments if they wish to discuss their child (to avoid face to face meetings).</li> </ul> <p><b>In Place</b></p> <ul style="list-style-type: none"> <li>• Communications to parents (and young people) includes advice on transport.</li> </ul> <p><b>In place</b></p> <p><b>Others</b></p> <ul style="list-style-type: none"> <li>• Communication with contractors and suppliers that will need to prepare to support plans for full opening (e.g. cleaning, catering, food supplies, hygiene suppliers).</li> </ul> <p><b>Communication with Caterlink</b></p> <ul style="list-style-type: none"> <li>• Assurances that caterers comply with the guidance</li> </ul>		<p>and after-school clubs, a carousel system to be operated with children from different bubbles rotating between activities (e.g. inside, outside, snack time etc.) with cleaning surfaces between groups.</p> <p><b>To share year group bubbles with Breakfast and After School club. To group children in these bubbles.</b></p> <p><b>Distancing</b></p> <ul style="list-style-type: none"> <li>• Staff to keep 2 metres from other adults as much as possible.</li> </ul> <p><b>In Place</b></p> <ul style="list-style-type: none"> <li>• Where possible staff to maintain distance from their pupils, staying at the front of the class. <b>Not appropriate for EFYS &amp; KS1</b></li> <li>• Staff to avoid close face to face contact and minimise time spent within 1 metre of anyone.</li> </ul> <p><b>In place</b></p> <ul style="list-style-type: none"> <li>• Supply teachers,</li> </ul>	<p><b>resources between bubbles- only PE equipment. Refer to above.</b></p> <ul style="list-style-type: none"> <li>• Outdoor equipment appropriately cleaned frequently.</li> </ul> <p><b>In place</b></p> <ul style="list-style-type: none"> <li>• Toilets to be cleaned regularly.</li> <li>• Hand sanitiser provided for the operation of lifts.</li> <li>• Staff providing close hands-on contact with pupils need to increase their level of self-protection, such as minimising close contact and having more frequent hand-washing and other hygiene measures, and regular cleaning of surfaces.</li> </ul> <p><b>All above in place</b></p> <p><b>PPE</b></p> <p>The majority of staff in education settings will not require PPE beyond what they would normally need for their work. PPE is only needed in a very small number of cases, including:</p>	
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<p><b>reviewed on a daily basis</b></p> <ul style="list-style-type: none"> <li>Make arrangements with cleaners to put in place an enhanced cleaning schedule that includes frequent cleaning of rooms, shared areas that are used by different groups and frequently touched surfaces.</li> </ul> <p><b>Class supply of anti-bac wipes and sprays. Hall &amp; library timetables in place. Cleaning procedures in place for resources and equipment. Enhanced cleaning in place</b></p> <p><b>Timetabling and lessons</b></p> <ul style="list-style-type: none"> <li>Consider staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave school.</li> </ul> <p><b>In place</b></p> <ul style="list-style-type: none"> <li>Stagger break times and lunch times to avoid mixing and time for cleaning surfaces in the dining hall between groups.</li> </ul> <p><b>In place</b></p> <ul style="list-style-type: none"> <li>When timetabling, groups should be kept apart and movement around the school site kept to a minimum to avoid creating busy corridors, entrances</li> </ul>	<p>for food businesses on COVID-19.</p> <p><b>SB to ask for Caterlink Risk Assessment</b></p> <ul style="list-style-type: none"> <li>Discussion with caterers to agree arrangements for staggered lunches (e.g. seating capacity, holding hot food, cleaning between sittings, distancing and minimising contacts).</li> </ul> <p><b>In place</b></p> <ul style="list-style-type: none"> <li>Liaison with transport providers to cater for any changes to start and finish times and confirm protective measures during journeys. <b>NA</b></li> <li>Communication with other building users (e.g. lettings, extended school provision, regular visitors, etc.)</li> </ul> <p><b>Stonehouse Breakfast and After School Club to sign agreement and compliance with this risk assessment. No lettings of hall etc</b></p> <ul style="list-style-type: none"> <li>Limit visitors by exception (e.g. for</li> </ul>		<p>peripatetic teachers and/or other temporary staff to minimise contact and maintain as much distance as possible from other staff. <b>NA</b></p> <ul style="list-style-type: none"> <li>The occupancy of staff rooms and offices limited.</li> </ul> <p><b>Staggered lunch breaks and use of alternative spaces e.g. the cottage</b></p> <ul style="list-style-type: none"> <li>Use of staff rooms to be minimised.</li> </ul> <p><b>As above</b></p> <ul style="list-style-type: none"> <li>Staff in shared spaces (e.g. office) to avoid working facing each other.</li> </ul> <p><b>Work stations are 1.5 m apart</b></p> <ul style="list-style-type: none"> <li>Reducing use of lifts to only those that need to use them.</li> </ul> <p><b>In place</b></p> <ul style="list-style-type: none"> <li>Lifts are single occupation only (if 2 metres not achievable). <b>NA</b></li> <li>Use a simple 'no touching' approach for young children to understand the need to maintain distance.</li> </ul>	<ul style="list-style-type: none"> <li>where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at schools, and only then if a distance of 2 metres cannot be maintained</li> <li>where a child or young person 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><b>In place</b></p> <p><b>First Aid</b></p> <ul style="list-style-type: none"> <li>Check if qualifications run out. Consider enrolling more staff on training.</li> </ul> <p><b>In place</b></p> <ul style="list-style-type: none"> <li>Employees providing first aid to pupils will not be expected to maintain 2 metres distance. The following measures will be adopted:</li> <li>washing hands or using hand sanitiser, before</li> </ul>	
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<p>and exits.</p> <p><b>In place</b></p> <ul style="list-style-type: none"> <li>Prepare arrangements to allow remote learning to take place should a partial or full closure of the school be required, at any point in the next academic year.</li> </ul> <p><b>Develop a Remote Learning Policy informed by school experience &amp; learning from other schools. Completed by end of September</b></p> <p><b>Policies and procedures</b></p> <ul style="list-style-type: none"> <li>Update policies to reflect changes brought about by COVID-19, including: <ul style="list-style-type: none"> <li>Safeguarding/child protection</li> <li>Behaviour</li> <li>Curriculum</li> <li>NQTs</li> <li>Special educational needs</li> <li>Visitors to school</li> </ul> </li> </ul> <p><b>Safeguarding, Behaviour and special Educational Needs policy recently updated to reflect Covid 19 procedures.</b></p> <p><b>Curriculum redesigned to accurately assess children's educational needs.</b></p> <p><b>Teachers to Assess within September with an Inset day planned for beginning of October, so Teachers and TA's can plan suitable provision for children's</b></p>	<p>priority contractors, emergencies etc.).</p> <p><b>In place</b></p> <p><b>Lettings and non-school users</b></p> <ul style="list-style-type: none"> <li>Out of school settings for children are permitted if those responsible for them are ready to do so and they can do so safely, following COVID-19 Secure guidelines.</li> </ul> <p><b>As above</b></p> <ul style="list-style-type: none"> <li>The use of indoor facilities by adults should remain closed until guidance changes, apart from toilets and throughways.</li> </ul> <p><b>In place</b></p> <ul style="list-style-type: none"> <li>A risk assessment should determine the maximum capacity of a hall or hire space while able to maintain social distancing according to the current relevant guidelines.</li> <li>Outdoor sports courts and other outdoor sporting activities have also been permitted.</li> <li>Outdoor and indoor</li> </ul>		<p><b>Physical contact with young children is limited to essential touch e.g. to comfort a distressed child, to carry out first aid. This is communicated to all children on a daily basis. Staff to use consistent language with children. Agreed with staff on 1<sup>st</sup> Sept In-Set</b></p> <ul style="list-style-type: none"> <li>Older children to be encouraged to keep their distance within bubbles.</li> </ul> <p><b>As above</b></p> <p><b>Minimising contact</b></p> <ul style="list-style-type: none"> <li>Doors propped open, where safe to do so to limit use of door handles. Ensure closed when premises unoccupied.</li> </ul> <p><b>In place</b></p> <ul style="list-style-type: none"> <li>Taking books and other shared resources home limited, although unnecessary sharing avoided.</li> </ul> <p><b>Designated days for children to change reading books and take new books home. Books returned from home</b></p>	<p>and after treating injured person;</p> <ul style="list-style-type: none"> <li>wear gloves or cover hands when dealing with open wounds;</li> <li>if CPR is required on an adult, attempt compression only CPR and early defibrillation until the ambulance arrives;</li> <li>if CPR is required on a child, use a resuscitation face shield if available to perform mouth-to-mouth ventilation in asphyxial arrest.</li> <li>dispose of all waste safely.</li> </ul> <p><b>All in place</b></p>	
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<p>needs. Autumn term 1 to focus on PSHE and communication so children are building on the aspects that they may have missed during lock down. NQT policy and Visitors to school policy to be updated by RE and AJ by September 2020.</p> <ul style="list-style-type: none"> <li>• Ensure website is compliant with regards to the publishing of policies.</li> </ul> <p><b>All updated Policies to be displayed on website by SB 31<sup>st</sup> August 2020.</b></p> <ul style="list-style-type: none"> <li>• Establish a visitors' protocol so that parents, contactors, professionals working with individual children are clear about the infection control measures that you have in place.</li> </ul> <p><b>To have control measure card that all visitors must read and accept before entering the building. This card will outline the control measures that the school is taking.</b></p> <ul style="list-style-type: none"> <li>• Governing boards and school leaders to have regard to staff (including</li> </ul>	<p>swimming pools will remain closed.</p> <ul style="list-style-type: none"> <li>• Any groups hiring the facilities must refer to relevant government guidance or their own associations and national governing body for guidance on running the club or event following the COVID-19 guidelines.</li> <li>• The school can ask any hiring organisation to provide evidence of their risk assessment.</li> <li>• Review existing lettings/hire agreements and amend or supplement as necessary to include specifics of what the school will do and what the hirers are responsible for (e.g. cleaning, sharing equipment, hand washing or sanitiser, what happens if anyone shows symptoms or tests positive to COVID-19, etc.).</li> </ul> <p><b>Governors to review</b></p>		<p><b>to be quarantined for 72 hrs. Books changed on a Mon Wed and Fri.</b></p> <ul style="list-style-type: none"> <li>• Staff and pupils to have their own individual and very frequently used equipment, such as pencils and pens.</li> </ul> <p><b>Children to have own pack of resources and staff to carry their own pen with them. Shared resources e.g. telephones and computers to be wiped down after use.</b></p> <p><b>PE and School Sport</b></p> <ul style="list-style-type: none"> <li>• Pupils kept in same consistent bubbles where possible during PE and sport.</li> </ul> <p><b>In place</b></p> <ul style="list-style-type: none"> <li>• Sports equipment thoroughly cleaned between each use.</li> </ul> <p><b>Timetable for hall use. Only used by 1 bubble each day. Resources cleaned after use/ put into quarantine for 72 hours. P.E schedule put in place to rotate activities each term.</b></p> <p><b>LG</b></p> <ul style="list-style-type: none"> <li>• Contact sports</li> </ul>		
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<p>the headteacher) work-life balance and wellbeing. Information shared about the extra mental health support for pupils and teachers is available.</p> <p><b>Staff well-being included as a standing agenda item at all FGB meetings. 1 to 1 meetings with all staff during term 1. Support from occupational health offered to staff.</b></p> <p><b>Response to any infection</b></p> <ul style="list-style-type: none"> <li>• Leadership understands the NHS Test and Trace process and how to contact their local Public Health England health protection team.</li> </ul> <p><b>Procedure in place. Contractors to leave their contact details- update signing in form.</b></p> <ul style="list-style-type: none"> <li>• Plan how to inform staff members and parents/ carers that they will need to be ready and willing to       <ul style="list-style-type: none"> <li>○ book a test if they are displaying symptoms;</li> <li>○ inform the school immediately of the results of a test;</li> <li>○ provide details of anyone they have been in close contact with;</li> <li>○ self-isolate if necessary.</li> </ul> </li> </ul>	<p><b>lettings Term 2</b></p>		<p>avoided until guidance changes. <b>NA</b></p> <ul style="list-style-type: none"> <li>• Outdoor sports should be prioritised where possible.</li> </ul> <p><b>In-place</b></p> <ul style="list-style-type: none"> <li>• Large indoor spaces used where it is not.</li> </ul> <p><b>Hall timetable</b></p> <ul style="list-style-type: none"> <li>• Swimming pools are not used until guidance changes. <b>NA</b></li> <li>• Distance between pupils from mixed bubbles will be maximised.</li> <li>• Sporting activities delivered by external coaches, clubs and organisations will only go ahead if they can satisfy the above requirements.</li> </ul> <p><b>NA</b></p> <p><b>Educational Visits and journeys</b></p> <ul style="list-style-type: none"> <li>• From the autumn term, non-overnight educational visits only.</li> <li>• Risk assessments of visits and journeys to be undertaken by visit leaders.</li> </ul>		
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<p><b>System in place</b></p>			<ul style="list-style-type: none"> <li>• No overnight and overseas visits until government guidance changes.</li> <li>• Pupils grouped together on transport in the same bubbles that are adopted within school where possible.</li> <li>• Journey's planned with to allow distancing within vehicles (this may mean large vehicles or more are used).</li> <li>• The use of face coverings for children over the age of 11, if they are likely to come into very close contact with people outside of their bubble.</li> <li>• Use of hand sanitiser upon boarding and/or disembarking</li> <li>• Cleaning of vehicles between each journey.</li> </ul> <p><b>Planning of school trips to be reviewed end of term 2.</b></p>		
<ul style="list-style-type: none"> <li>• <a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools">https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools</a></li> <li>• <a href="https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak/protective-measures-for-out-of-school-settings-during-the-coronavirus-covid-19-outbreak">https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak/protective-measures-for-out-of-school-settings-during-the-coronavirus-covid-19-outbreak</a></li> </ul>					



- <https://www.gov.uk/guidance/maintaining-records-of-staff-customers-and-visitors-to-support-nhs-test-and-trace>
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