Queen's College Covid-19 Risk Assessment for Schools during National Lockdown V1

Activity:	Risk Assessment for Schools/Settings during National Lockdown - Coronavirus (Covid-19) Pandemic				Location:	Queen's College, Taunton
Assessor:	Andrew Free				Distribution:	All Staff, Parents, Governors & website
Date:	13/1/2021		Proposed Review Date:	20 January 2020	Signed:	

Individuals at Risk	All employees, pupils, visitors, contractors, members of the public, the people they live with and their other close contacts, in particular, vulnerable children (as classified by DfE or LA guidance or school), vulnerable adults, anyone who is Black, Asian, Minority Ethnic (BAME), young/ inexperienced workers, new/ expectant mothers, anyone experiencing ill-health or who has pre-existing medical conditions, and first aiders/nurses/intimate care providers.
Risks	COVID-19 or the novel coronavirus (Covid-19) is a new, highly infectious and serious respiratory illness that can cause death, critical illness, and other serious and potentially long-term health complications we are still learning about. The virus can be transmitted by contact with a bodily fluid containing it, most commonly saliva droplets dispersed into the air (aerosols) through talking, coughing, sneezing, and the performance of some healthcare tasks, which are then breathed in by other people nearby or the droplets land on surfaces that others touch, getting into their body when they then touch their face, especially their own mouth, nose and eyes. This may lead to anxiety and other wellbeing issues amongst staff, pupils and parents. Risks arising from lack of building/equipment maintenance particularly during periods of partial or full closure. The ability to effectively implement fire and other emergency procedures may be compromised due to reduced staff numbers for example.

During National Lockdown, colleges, primary (reception onwards) and secondary schools will remain open for face to face provision to vulnerable children and young people and the children of critical workers only All other children will learn remotely until at least February half term. **Early years** provision should continue to remain open and should continue to allow all children to attend full time or their usual timetable hours. This includes early years registered nurseries and childminders, **maintained nursery schools, as well as nursery classes in schools and other pre-reception provision on school sites**. Only vulnerable children and children of critical workers should attend on-site reception classes. This is the default position for all areas irrespective of national lockdown restrictions.

This Risk Assessment is divided into 2 distinct parts:

● **Part 1 -** Staff and pupil management issues during National Lockdown;
● **Part 2** - Premises and maintenance issues during National Lockdown

✱ From January 2021, Secondary-age pupils were being prioritised for testing in response to the recent high rates of infection and will have access to additional coronavirus (COVID-19) testing. All schools with secondary-age pupils (including special schools and alternative provision) are expected to take up the offer of serial testing for those staff and pupils entitled to attend during National Lockdown – refer to: Mass asymptomatic testing: schools and colleges and Mass asymptomatic testing in specialist settings. **A separate Risk Assessment Queen's College Risk Assessment for Lateral Flow Device (LFD) Serial testing in Schools.** Pupils entitled to attend and staff will be able to do 'serial testing' if they are a **close contact of a positive case**. This will allow them to stay in education if they provide written consent and agree to take a daily test in the morning for 7 consecutive school days. Routine weekly testing for staff will also be available. In those schools with secondary-age pupils, vulnerable children and young people and the children of critical workers are expected to access on-site education provision. All pupils in alternative provision are expected to attend. Special schools have some flexibility on face-to-face attendance of pupils and students in the first week of term. Schools with secondary age pupils should:

● ensure on-site provision is available for vulnerable children and young people and children of critical workers;
● work to set up their serial testing programme;
● resource for remote education for all other pupils.

Boarding schools with secondary-age pupils should provide for a staggered start back to on-site provision.

Pupils entitled to attend will be encouraged to have a test but should not be required to have had one as a condition of being allowed to return to school.

Testing for primary staff under the weekly and daily testing programmes commenced on 11/1/2021

PART 1 – STAFF AND PUPIL MANAGEMENT ISSUES DURING NATIONAL LOCKDOWN				
Hazards & Associated Risks	Risk Rating	Control Measures What are we doing now?	Notes/Additional Control Measures What more do we need to explain/do?	Residual Risk
Contact with individuals who are unwell	High	☐ Ensure that pupils, staff and other adults do not come into school if they have coronavirus (COVID-19) symptoms (a new continual cough, a temperature in excess of 37.8°C or a loss of, or change in their normal sense of taste or smell (anosmia)) or have tested positive in the last 10 days, and ensure anyone developing those symptoms during the school day is sent home (Stay at home guidance for households with possible Covid-19 infection). ☐ If anyone in the school becomes unwell with coronavirus symptoms, they must be sent home and advised to follow the above Stay at home guidance, which sets out that they must self-isolate for at least 10 days from the day after the start of symptoms and should arrange to have a test or the test date if they were asymptomatic but had a positive test (lateral flow device or polymerase chain reaction test). Other members of their household (including any siblings) should self-isolate for 10 days – their isolation period includes the day after the first person in their household's symptoms started (or the day their test was taken if asymptomatic) and the next 10 full days. ☐ If someone in a child or staff member's support bubble is showing coronavirus symptoms, or otherwise self-isolating, everyone in that support bubble should stay home. If the child/staff member or a member of their support bubble is contacted as part of the NHS Test and Trace programme, the individual contacted should stay at home. If the individual becomes symptomatic, everyone in the support bubble should then isolate. ☐ If a child is awaiting collection, they will be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age and needs of the child, with appropriate adult supervision if required. If it is safe to do so, a window should be opened for ventilation. If it is not possible to isolate them, we will move them to an area which is at least 2 metres away from other people. ☐ If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom will be cleaned and disinfected using standard cleaning products before use by anyone else. ☐ If a child needs direct personal care until they can return home, a fluid-resistant surgical face mask will be worn by the supervising adult **if** a distance of 2m cannot be maintained. If contact with the child is necessary, then disposable gloves and a disposable apron will also be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, e.g. from coughing, spitting, or vomiting, then eye protection will also be worn. Refer to safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE) ☐ If a child in a boarding school shows symptoms, they should initially self-isolate in their residential setting household/designated Medical Centre. Most children will benefit from self-isolating in their boarding house/designated Medical Centre so that their usual support can continue. Others will	Ensure all staff and parents are made aware. Public Health England has good evidence that routinely taking the temperature of pupils is not recommended as this is an unreliable method for identifying coronavirus (Covid-19). Essential workers, which includes anyone involved in education or childcare, have priority access to testing. Refer to 'List of essential workers for priority testing' A small supply of fluid-resistant surgical face masks should be purchased e.g. https://www.medisave.co.uk/surgical-face-masks-type-iir-x-50.html Anyone with coronavirus (Covid-19) symptoms should not otherwise visit the GP, pharmacy, urgent care centre or a hospital.	Medium

		benefit more from self-isolating in their family home. Refer to guidance on isolation for residential educational settings.	
		☐ In an emergency, call 999 if someone is seriously ill, injured or their life is at risk.	
		☐ Any member of staff who has provided close contact care to someone with symptoms, even while wearing PPE, and all other members of staff or pupils who have been in close contact with that person with symptoms, even if wearing a face covering, do not need to go home to self-isolate unless they develop symptoms themselves (in which case, they should arrange a test) or if the symptomatic person subsequently tests positive or they have been requested to do so by NHS Test & Trace or the PHE advice service.	
		☐ Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. The area around the person with symptoms must be cleaned with normal household disinfectant after they have left to reduce the risk of passing the infection on to other people. Refer to COVID-19: cleaning of non-healthcare settings outside the home.	
		☐ If a child starts displaying coronavirus symptoms while at their school or setting they must, wherever possible, be collected by a member of their family or household. In exceptional circumstances, where this is not possible, and the setting needs to take responsibility for transporting them home we will do one of the following: - use a vehicle with a bulkhead or partition; - the driver and passenger should maintain a distance of 2m from each other; - the driver should use PPE, and the passenger should wear a face mask if they are old enough and able to do so.	
Poor response to an infection	High	☐ We will ensure all staff and parents understand the NHS Test and Trace process. We will ensure that staff and parents/carers understand that they will need to be ready and willing to: - book a PCR test if they or their child are displaying symptoms (or order via Tel No. 119). Staff and pupils must not come into the school if they have symptoms and must be sent home to self-isolate if they develop them in school. All children can be tested, including children under 5, but children aged 11 and under will need to be helped by their parents/carers if using a home testing kit; - provide details of anyone they or their child have been in close contact with if they were to test positive for coronavirus (Covid-19) or if asked by NHS Test & Trace/Public Health; - self-isolate if they have been in close contact with someone who develops coronavirus (Covid-19) symptoms or if anyone in their household develops symptoms of Covid-19, or if they are required to do so having recently travelled from certain other countries. ✶ Secondary schools participating in the rapid asymptomatic testing should follow the Mass asymptomatic testing: schools and colleges for handling any positive tests as a result of that programme. Where consent is not given for a secondary-age pupil who has been a close contact of the positive case to participate in asymptomatic testing, the pupil must self-isolate for 10 days - refer to KAHSC Queen's College Risk Assessment for Lateral Flow Device (LFD) Serial testing in Schools	Contact the DfE Helpline: 0800 046 8687 & select Option 1 for advice on the action to take in response to a positive case. If, following triage, further expert advice is required the adviser will escalate the school's call to the local health protection team who will provide definitive advice on who must be sent home. Report confirmed cases of COVID-19 through the online attendance form daily return and also continue to inform the LA of any confirmed cases (How to complete the educational setting status form). If any individual with symptoms is believed to have contracted the Covid-19 virus 'whilst at work', the relevant information must be reported to the HSE under RIDDOR legislation.	Low

□ We will assist the Test and Trace service by keeping a temporary record of staff shift patterns for 21 days and assist NHS Test and Trace with requests for that data if needed. Refer to Maintaining records to support NHS Test & Trace.
 	
 □ PCR test kits – see below.
 	
 □ We will ask parents and staff to inform us immediately of the results of a test and follow this guidance:
 	
    - if a child or member of staff tests negative, then they should stay at home until they are recovered as usual from their illness but can safely return thereafter. Other members of their household can stop self-isolating. The only exception to return following a negative test result is where an individual is separately identified as a close contact of a confirmed case, when they will need to self-isolate for 10 days from the day after that contact, or if other members of their household are symptomatic.
 	
    - if a child or member of staff with symptoms tests positive, they should follow the 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection' and must continue to self-isolate for at least 10 days from the day after the onset of their symptoms and then return to school only if they do not have a temperature (a cough or anosmia can last for several weeks once the infection has gone). The 10-day period starts from the day after the onset of symptoms, or from the date the test was taken if asymptomatic. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal. Other members of their household should continue self-isolating for the full 10 days from the day after the individual tested positive.
 	
    - If a child or member of staff is not experiencing symptoms but has tested positive for Covid-19, they must self-isolate for at least 10 days, starting from the day the test was taken. If symptoms develop during this isolation period, then they must restart the 10 day isolation from the day symptoms developed. Others in the household must self-isolate for 10 days from the day after contact with the individual who tested positive.
 	
 □ At this stage, all those who have been in close contact with the pupil or member of staff in their group or bubble will be asked to self-isolate for 10 days from the day after contact with the individual who tested positive **or ✷ s**econdary schools participating in the rapid asymptomatic testing should follow the Mass asymptomatic testing: schools and colleges for handling any positive tests as a result of that programme as above.
 	
 □ If a further child who is self-isolating develops symptoms, they should be tested for Covid-19. If this result is positive, they will begin the 10 day isolation from the day they became ill. All those in the second child's household will need to self-isolate for 10 days from the day after the onset of the symptoms. If the result is negative, the second child will continue with their 10 day isolation period as a result of being in contact with the first child. For further information see page 5.
 	
 PCR Test Kits
 	
 □ All schools have been provided with a small number of PCR testing kits. Kits are suitable for people of all ages. Kits should not be given directly to children - only to adults over the age of 18
	In the sad event of the death of a worker in children's services from coronavirus (COVID-19) follow: Actions for employers and providers following a coronavirus (COVID-19) related death of a carer or colleague across children's services
	
	 Refer to Test kits for schools.	

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			or a child's parent or carer. Parents and carers will be required to administer the test to those under11.		
			☐ Full instructions on how to administer the test and what to do next are provided within each kit.		
			Schools will not be expected to administer testing, and testing should not take place on site (with the exception of residential settings).		
			☐ As with students, we may consider offering kits to members of staff who become symptomatic on site if we do not think that they will be able to access testing by the usual routes.		
			☐ In addition, if a symptomatic staff member, who is currently self-isolating, cannot access testing quickly, we can consider offering them a test kit in order to allow them to return to work as quickly as possible if they test negative and have not been in close contact with a confirmed case. This approach should **not** be used for students, only for symptomatic staff members who are vital to the running of our educational setting.	Use of the NHS Covid-19 app is a limited exception to our normal policy on mobile phones being off and Bluetooth being disabled. For further guidance see Use of the NHS COVID-19 app in schools and FE colleges	
			☐ Staff who develop symptoms should not enter the premises of their place of work under any circumstances, even to collect a test kit. Nor should they come into close physical contact (within 2m) with anyone outside their household.		
			☐ We have discretion over how we deliver kits to symptomatic staff members, as long as this is done safely with due regard for the transmission risk. The symptomatic staff member, and all members of their household, must stay at least 2m away from other individuals at all times; e.g.		
			- post the kit to the symptomatic staff member; - ask another member of staff to drop the kit through the letterbox of the symptomatic staff member's home address; - (for symptomatic staff with vehicle access) ask another member of staff to leave the test kit a safe distance from the symptomatic colleague's vehicle at an agreed time and location. That staff member should then withdraw to a safe distance (at least 2m away) whilst the symptomatic staff member exits their vehicle and retrieves the test kit.		
			☐ Schools in particularly high risk areas may be eligible for an additional delivery of test kits. These will be allocated to schools by the DHSC based on the local prevalence of COVID-19. We will be emailed directly if we are eligible to receive these additional test kits.		
			☐ Any additional kits allocated and provided in this way should be used in line with Test kits for schools at our discretion to minimise the impact of the virus on the education of our pupils. This includes ensuring access to testing for symptomatic staff who are vital to the running of our education setting.		
			NHS Test and Trace App		
			☐ The national NHS Test and Trace App is now available. All staff/volunteers and students aged 16 and over will be encouraged to download the app to their smartphones (available on the Google Play Store and Apple App Store).		
			☐ The app will be used alongside traditional contact tracing to notify users if they come into contact with someone who later tests positive for coronavirus.		
			☐ The app complements, rather than replaces, existing processes.		

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		☐ Refer also to 'Lettings' below.			

There is a confirmed case of coronavirus amongst the school community	High	☐ We will take swift action when we become aware that someone who has attended has tested positive for coronavirus (Covid-19) having developed symptoms and taken a PRC test outside of school.
		
		☐ ✳ Secondary schools participating in the rapid asymptomatic testing programme should follow the Mass asymptomatic testing: schools and colleges guidance to ensure contacts of the positive case are tested. Primary schools and any secondary schools not participating in the rapid asymptomatic testing programme must follow the advice below.
		
		☐ We will contact the local health protection team. This team will also contact us 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. The health protection team 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.
		
		☐ The health protection team will work with us in this situation to guide us through the actions we need to take. Based on the advice from the health protection team, we must send home those people who have been in close contact with the person who has tested positive. 'A contact' is a person who has been close to someone who has tested positive for coronavirus (COVID-19) with a Polymerase Chain Reaction (PCR) test. You can be a contact anytime from 2 days before the person who tested positive developed their symptoms, and up to 10 days after, as this is when they can pass the infection on to others.
		
		☐ A close contact includes:
		
		   - anyone who lives in the same household as someone with COVID-19 symptoms or who has tested positive COVID-19;
		   - anyone who has had any of the following types of contact with someone who has tested positive for COVID-19 with a PCR test:
		
		     • face-to-face contact including being coughed on or having a face-to-face conversation within 1m, skin-to-skin physical contact for any length of time
		     • been within 1m for 1 minute or longer without face-to-face contact;
		     • been within 2m of someone for more than 15 minutes (either as a one-off contact or added up together over 1 day);
		     • travelled in the same vehicle or a plane.
		
		☐ The health protection team will provide definitive advice on who must be sent home. To support them, we will keep a record of pupils and staff in each group, and any close contact that takes place between children and staff in different groups. This will be a proportionate recording process - we do not need to ask pupils to record everyone they have spent time with each day or ask staff to keep definitive records in a way that is overly burdensome.
		
		☐ A template letter will be provided to us, on the advice of the health protection team, to send to parents and staff if needed. We will not share the names or details of people with coronavirus
				We will ensure our privacy notices for both parents/pupils and staff are updated accordingly.	Medium

		(Covid-19) with anyone except the public health authority for public health reasons e.g. to trace contacts and protect against the serious threat to public health.		
		☐ 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. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within the 10-days from the day after contact with the individual who tested positive they should follow 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection'. They should get a test, and: - If someone who is self-isolating because they have been in close contact with someone who has tested positive for COVID-19 starts to feel unwell and gets a test for coronavirus themselves, and if the test delivers a negative result, they must remain in isolation for the remainder of the 10-days after the last contact with the individual who tested positive. This is because they could still develop the coronavirus (Covid-19) within the remaining days. - if the test result is positive, they should inform school immediately, and must isolate for at least 10 days from the day after the onset of their symptoms (which could mean the self-isolation ends before or after the original 10-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' ☐ We will not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation. ☐ In the majority of cases, schools and parents will be in agreement that a child with symptoms should not attend school, given the potential risk to others. In the event that a parent or guardian insists on a child attending school, we can take the decision to refuse the child if in our reasonable judgement it is necessary to protect their pupils and staff from possible infection with coronavirus (COVID-19). Any such decision will be carefully considered in light of all the circumstances and the current public health advice. ☐ Nurseries & Nursery Provision within schools & those on the Early Years Register ONLY: We will notify Ofsted via email of any confirmed cases of coronavirus (Covid-19) in the setting (either child or staff member), and if the setting is advised by Public Health to close as a result (E: enquiries@ofsted.gov.uk).		
Poor containment of an outbreak by not following local health protection team advice	High	☐ ✳ Secondary schools participating in the rapid asymptomatic testing programme should follow the Mass asymptomatic testing: schools and colleges guidance to ensure contacts of the positive case are tested. Primary schools and any secondary schools not participating in the rapid asymptomatic testing programme must follow the advice below. ☐ If we have 2 or more confirmed cases within 10 days, or an overall rise in sickness absence where coronavirus (Covid-19) is suspected, we may have an outbreak, and will continue to work with the local health protection team who will advise if additional action is required. ☐ In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure – perhaps the whole site or year group. If we implement the controls from this risk assessment, whole school closure based on cases within the		Low

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			school will not generally be necessary and should not be considered except on the advice of health protection teams. ☐ In consultation with the local Director of Public Health, where an outbreak in our school is confirmed, a mobile testing unit may be dispatched to test others who may have been in contact with the person who has tested positive. Testing will first focus on the person's class, followed by their year group, then the whole school if necessary, in line with routine public health outbreak control practice.		
Clinically vulnerable or extremely clinically vulnerable persons returning to school	High	**Pupils entitled to attend** ***Pupils who are clinically extremely vulnerable (CEV)*** ☐ Most children originally identified as clinically extremely vulnerable no longer need to follow original shielding advice. Parents will be advised to speak to their child's GP or specialist clinician if they have not already done so, to understand whether their child should still be classed as clinically extremely vulnerable. ☐ Those children whose doctors have confirmed they are still clinically extremely vulnerable are advised not to attend school or out of school settings. We will make appropriate arrangements to enable them to continue their education at home. Where a meeting with a GP or specialist clinician has not taken place, the public health advice is that the child is still clinically extremely vulnerable and should not attend the setting. In these situations, schools must offer clinically extremely vulnerable children access to remote education. ☐ Children entitled to attend who live with someone who is clinically extremely vulnerable, but who are not clinically extremely vulnerable themselves, can still attend school and out of school settings. **Pupils entitled to attend and school workforce who are clinically vulnerable** ☐ Children who are clinically vulnerable or have underlying health conditions but are not clinically extremely vulnerable, may continue to attend school in line with current guidance. ☐ Children who live with those who are clinically vulnerable can attend school unless advised otherwise by an individual letter from the NHS or a specialist doctor. **School workforce** ☐ Under the national lockdown, the expectation is that everybody should work from home where possible. Where staff cannot reasonably work from home they can attend the school/setting *(although, see 'Extremely Clinically Vulnerable' below).* ☐ We will explain to staff the measures the school is putting in place to reduce risks. We anticipate adherence to the measures in this Risk Assessment will provide the necessary reassurance for staff to return to schools. ☐ We will discuss any concerns individuals including those who may be clinically vulnerable or at increased comparative risk from coronavirus, may have around their particular circumstances,	Refer to RCPCH COVID-19 - 'shielding' guidance for children and young people Where necessary, we will provide equipment for people to work at home safely and effectively, e.g. remote access to work systems Refer to current advice on shielding and National Lockdown: Stay at Home guidance	Low

			reassure staff about the protective measures in place **and carry out a specific Individual Risk Assessment with them**.		
			Staff who are extremely clinically vulnerable		
			☐ Those individuals who are clinically extremely vulnerable are advised to work from home and not to go into work. Individuals in this group will have been identified through a letter from the NHS or from their GP and may have been advised to shield in the past. We will talk to these individuals about how they will be supported, including to work from home where possible. We will continue to pay clinically extremely vulnerable staff on their usual terms.	Refer to template Risk Assessment for staff and students previously shielding or BAME on the KAHSC website	
			☐ People who live with those who are clinically extremely vulnerable can attend the workplace unless advised otherwise by an individual letter from the NHS or a specialist doctor.		
			Staff who are clinically vulnerable		
			☐ Staff who are clinically vulnerable or have underlying health conditions but are not clinically extremely vulnerable, may continue to attend school if they cannot reasonably work from home in line with current guidance.		
			☐ While in school they should follow the specific measures in this Risk Assessment to minimise the risks of transmission. This includes taking particular care to observe good hand and respiratory hygiene, minimising contact and maintaining social distancing. This provides that ideally, adults should maintain 2m distance from others, and where this is not possible avoid close face to face contact and minimise time spent within 1 metre of others. Adults should continue to take care to socially distance from other adults including older children/adolescents.	See also RCOG FAQ's for pregnant women	
			☐ People who live with those who are clinically vulnerable can attend school unless advised otherwise by an individual letter from the NHS or a specialist doctor.		
			Staff who are pregnant		
			☐ Pregnant women are in the 'clinically vulnerable' category, and are advised to follow the above advice, which applies to all staff in schools. Where reasonably possible, they should, as all other staff, work from home.		
			☐ We will conduct a risk assessment for new and expectant mothers in line with the Management of Health and Safety at Work Regulations 1999 (MHSW). Any new risks identified as a result of Covid-19 must be included and managed as part of the general workplace risk assessment. Pregnant women of any gestation should not be required to continue working if this is not supported by the risk assessment.		
			☐ The Royal College of Obstetrics and Gynaecology (RCOG) guidance includes advice for women from 28 weeks gestation or with underlying health conditions who may be at greater risk. We will follow this advice and continue to monitor for future updates to it.	Refer to COVID-19: review of disparities in risks and outcomes report and Schools and COVID-19: guidance for Black, Asian and minority ethnic (BAME) staff and their employers in school settings	
			☐ All pregnant women will be advised to take particular care to practise frequent, thorough hand washing, and cleaning of frequently touched areas in their home or workspace.		

		□ Employers should ensure pregnant women are able to adhere to any active national guidance on social distancing and/or advice for pregnant women considered to be clinically extremely vulnerable (this group may previously have been advised to shield). ***Staff who may otherwise be at increased risk from coronavirus*** □ Those with particular characteristics such as those from the Black, Asian, Ethnic Minority community (BAME) who may be at comparatively increased risk from coronavirus (Covid-19) can return to school if they cannot reasonably work from home as long as the system of controls set out in this Risk Assessment are in place. □ Staff over the age of 70 who remain at work will have a risk assessment prepared by HR. □ People who live with those who have comparatively increased risk from coronavirus (Covid-19) can attend school.		
Inadequate hand and respiratory hygiene leading to spread of Covid-19 virus	High	□ Everyone will be reminded to wash their hands before leaving home, on arrival at school, on return from breaks, when they change rooms and before and after handling cleaning chemicals, eating/drinking, using the toilet, sports activities, using public transport and after coughing or sneezing and not to touch face (eyes, mouth, nose) with hands that are not clean. □ Wash with liquid soap & water for a minimum of 20 seconds. Alcohol based hand cleansers/gels (containing at least 60% alcohol) can be used if soap and water are not available or practical. We will ensure there are sufficient hand washing or hand sanitiser 'stations' available throughout school for staff and pupils and at the main entrance and dining hall entrance. □ We will ensure supervision of hand sanitiser use given the risks around ingestion. Small children and pupils with complex needs will continue to be helped to clean their hands properly. Skin friendly skin cleaning wipes can be used as an alternative. □ Hands must be dried properly to prevent infection and drying out. Pat dry rather than rub to avoid discomfort. Supplies of hand cream (aqueous cream or similar) will be made available to help prevent soreness. □ Ensure suitable hand washing facilities are available including running water, liquid soap and paper towels or hand driers. □ Where in place, toilet lids should be closed prior to flushing and remain closed after use. Where not in place, staff and children will be instructed to move away from the toilet as soon as it has been flushed, more frequent cleaning of the toilets and most importantly, ensuring that **strict hand hygiene** measures are observed following every visit to the toilet. □ Different groups being allocated their own toilet blocks could be considered but is not a requirement if the site does not allow for it but toilets will be cleaned regularly and pupils encouraged to clean their hands thoroughly after using the toilet. □ The 'catch it, bin it, kill it' approach will continue. Everyone will be reminded to sneeze into a tissue or sleeve NEVER into hands and to wash hands immediately after (as above). 'Catch it, bin it, kill it' posters to be displayed in relevant areas.	Ensure all attending understand how to wash hands correctly - Posters around the school as appropriate. Ensure all sinks have necessary stock & restock as necessary. HSE have issued guidance on Choosing the right hand sanitisers and surface disinfectants Songs and rhymes will be used to encourage hand washing in early years We will build these routines into school culture, supported by behaviour expectations and help ensure younger children and those with complex needs understand the need to follow them. We will ensure there are enough tissues and bins available e-Bug has produced a series of helpful posters for display in appropriate locations: Horrid hands, Super sneezes, Hand hygiene, Respiratory hygiene and Microbe mania. Additional resources for EYFS: PACEY: supporting children in your setting,	Low

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		☐ Used tissues will be put in a bin immediately - all waste bins to be lined (they do **NOT** need to be double lined) and should be lidded and foot operated where possible and emptied regularly. ☐ As with hand cleaning, we will ensure younger children and those with complex needs are helped to get this right, and all pupils understand that this is now part of how school operates. ☐ Some pupils with complex needs will struggle to maintain as good respiratory hygiene as their peers, e.g. those who spit uncontrollably or use saliva as a sensory stimulant. This will be considered in risk assessments in order to support these pupils and the staff working with them and is not a reason to deny these pupils face to face education. ☐ Where it is necessary for first aid to be administered in close proximity, treating any casualty properly should be the first concern. Those administering it should pay particular attention to sanitation measures immediately afterwards, including washing hands.	Dr Dog explains coronavirus, 2m apart activity, Our hand washing song and Talking to Children about COVID-19 Refer to HSE: First aid during Covid-19	
Inadequate personal protection & PPE & spread of Covid-19 virus	High	**PPE** ☐ We will review tasks in school which require PPE like first aid, intimate care, cleaning, food preparation etc. and identify where we need extra equipment (like visors where splashing to the eyes is a new significant risk) or more of it (because we change it more often) and we used Covid-19: Personal Protective Equipment (PPE) to help us decide. Where PPE is required, staff will be trained in and must scrupulously follow the guidance how to put PPE on and take it off safely to reduce cross and self-contamination ☐ Removal, cleaning and disposal – as in the cleaning section above. ☐ Where staff are performing intimate care procedures and/or nappy changing, the normal procedures and usual PPE will be used – disposable apron and disposable gloves. If a child shows symptoms of Covid-19 they must not attend the school and stay at home. ☐ When changing children, and where the child can understand, ask the child to turn their head to the side during the changing process. A displayed poster which the children can describe may assist with this. ☐ For further information on the use of PPE for supervising a child who has become unwell see section on 'Contact with individuals who are unwell' - page 2 above. ☐ Staff dealing with children with complex medical needs have an increased risk of transmission through aerosols being transferred from the child to the care giver. Staff performing tracheostomy care and other similar procedures will follow the Public Health advice and refer to the DfE guidance Safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE) which specifically covers Aerosol generating procedures (AGPs), and wear the correct PPE which is: - a FFP2/3 respirator (which must be fit-tested) - gloves - a long-sleeved fluid repellent gown - eye protection	Ensure adequate bins (lidded and foot operated where possible) and tissues are made available. Ensure school has a stock of rubber gloves and if needed, disposable gloves/aprons/facemasks. Signage as appropriate. Further advice on dealing with AGPs is available in the KAHSC Addendum to the First Aid Procedures/Supporting Pupils with Medical Conditions Policy Refer to HSE Face Fit Testing Guidance	Low

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□ If non-symptomatic children present behaviours which may increase the risk of droplet transmission (such as spitting), they will continue to receive care in the same way, including any existing routine use of PPE.

Face Coverings

□ The Government is not recommending universal use of face coverings in all schools. Face coverings will not be necessary in the classroom even where social distancing is not possible.

□ Face visors or shields should also not routinely be worn as an alternative to face coverings. They may protect against droplet spread in specific circumstances but are unlikely to be effective in preventing aerosol transmission, and therefore in a school environment are unlikely to offer appropriate protection to the wearer.

□ We will have a process for removing face coverings when those who use face coverings arrive and when face coverings are worn within the setting. This process will be communicated clearly to pupils and staff and allow for adjustments to be made for those children and young people with SEND who may be distressed if required to remove a face covering against their wishes.

□ It is vital that that face coverings are worn correctly so clear instructions will be provided to staff, and where appropriate, children and young people on how to put on, remove, store and dispose of face coverings (Face coverings: when to wear one and how to make your own) in all of the circumstances above, to avoid inadvertently increasing the risks of transmission.

- cleaning of hands before and after touching – including to remove or put them on – and the safe storage of them between use;
- instructed not to touch the front of their face covering during use or when removing it and they must dispose of temporary face coverings in a 'black bag' waste bin (not recycling bin) or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom/workplace;
- where a face covering becomes damp, it should not be worn and the face covering should be replaced carefully.

□ Staff, and where appropriate, children should have access to their own face coverings, 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, we will take steps to have a small contingency supply available to meet such needs.

□ In line with Coronavirus Covid-19 safer travel guidance for passengers it is **mandatory** to wear a face covering if you need to use public transport or when attending a hospital as a visitor or outpatient. *Note: children aged 3 to 10 years are exempt from the mandatory requirement to wear a face covering on public transport (however, this is considered to be best practice where the child understands how to wear a mask properly).*

□ Responsible adults or carers travelling with children on public transport must follow this guidance, wear face coverings, minimise the surfaces they touch and maintain their distance from others, where possible.

□ Children under the age of 3 should not wear face coverings.

Refer to: Face coverings in Education

Some individuals are exempt from wearing face coverings e.g. people who cannot put on, wear or remove a face covering because of a physical or mental illness or impairment, or disability, or if you are speaking to or providing assistance to someone who relies on lip reading, clear sound or facial expression to communicate. The same exemptions will apply in education settings, and we would expect teachers and other staff to be sensitive to those needs.

Posters in corridors and communal areas may be useful.

Ensure there is a small supply of face coverings available in school

Also mandatory to wear face coverings in enclosed public spaces along with indoor transport hubs, taxis & private hire vehicles *(see exemptions)*

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		☐ Refer also to **'Measures for arriving at and leaving school'** and **'Transport'** below. *[Primary Schools & educational settings teaching Year 6 & below]:* ☐ In primary schools where social distancing is not possible in indoor areas outside of classrooms between members of staff or visitors, e.g. in corridors/communal areas, staffrooms, meetings etc., Head teachers have the discretion to recommend the use of face coverings for adults on site, for both staff and visitors. This is the case at Queen's College. ☐ Primary school children will not need to wear a face covering. *[Years 7 & above]:* ☐ Face coverings will be worn by adults and pupils when moving around the premises indoors, outside of classrooms or activity rooms, such as in corridors and communal areas where social distancing cannot easily be maintained. ☐ The use of face coverings will also be extended to indoor out-of-school activities and settings (outside the classroom or activity room) including outside of the normal school day. ☐ Face coverings must be worn by pupils in year 7 and above when travelling on dedicated school transport. ☐ This does not apply to younger children in primary schools and in early years settings. ☐ No-one should be excluded from education on the grounds that they are not wearing a face covering.	We will communicate quickly and clearly to staff, parents, pupils and learners that the new arrangements **require** the use of face coverings in certain circumstances	
Failure to adequately identify vulnerable pupils/ safeguarding	High	☐ We will continue to have regard to statutory guidance [Keeping Children Safe in Education](#). ☐ We will review/update our child protection policy and addendum (led by the DSL) to reflect the move to remote education for most pupils. ☐ There is no change to local multi-agency safeguarding arrangements, which remain the responsibility of the three safeguarding partners (local authorities, clinical commissioning groups and chief officers of police). All local safeguarding partners will remain vigilant and responsive to all safeguarding threats and ensure vulnerable children and young persons are safe – particularly as more children and young people will be learning remotely. ☐ We will identify all those children whom we believe to be vulnerable in addition to those classed as vulnerable under current DfE guidance. This will include children on the edge of receiving support from children's social care, adopted children, those at risk of becoming NEET, those living in temporary accommodation and those who are young carers. ☐ We will take the opportunity to contact all parents to confirm correct emergency numbers and ask for additional emergency contacts where these are available. ☐ The DSL/senior manager will keep under review their list of vulnerable children who should be attending the provision so that they can be appropriately monitored. ☐ We will strongly encourage vulnerable children and young people to attend. Parents/carers of vulnerable children and young people will be strongly encouraged to take up the place.	Refer to the [coronavirus (COVID-19): safeguarding in schools, colleges and other providers guidance](#) (now withdrawn). Refer to the model ['Covid-19 Addendum to the Child Protection Policy'](#) on the KAHSC website.	Low

		□ Where vulnerable children do not attend, we will work together with the LA/social worker to explore the reasons for absence, discussing their concerns using supporting guidance considering the child's circumstances and their best interests. □ We will work with the LA and social worker (where applicable) and other relevant partners to encourage the child or young person to attend educational provision, particularly where the social worker agrees that the child or young person's attendance would be appropriate. □ Where we grant a leave of absence to a vulnerable child or young person we will still speak to parents and carers, and social workers (where applicable) to explore the reasons for this and any concerns raised. The discussions should focus on the welfare of the child or young person and ensuring that the child or young person is able to access appropriate education and support while they are at home. □ Where we have had to temporarily stop on-site provision on public health advice, we will inform the LA to discuss alternative arrangements for vulnerable children and young people and work towards welcoming back pupils as soon as possible, where feasible to do so. □ We will work collaboratively with other schools and education providers and other local partners (including LA, social workers, police, youth services, key workers etc.) to maximise opportunities for face-to-face provision for vulnerable children. □ The DSL (and deputies) will be provided with more time to help provide support to staff and children regarding any new safeguarding and welfare concerns and the handling of referrals to children's social care and other agencies where these are appropriate, and agencies and services should prepare to work together to actively look for signs of harm. □ Designated safeguarding leads will be best placed to co-ordinate multi-agency working within a school, including communication with school nurses.	
Inappropriate arrangements for opening the school to pupil groups	High	***Preparations will need to be agreed with Governors and staff.*** **Minimise contact between individuals and maintain social distancing wherever possible** □ Reduce the number of contacts between children and staff. □ Maintain distinct groups or 'bubbles' that do not mix with other bubbles. This still applies even during periods of national lockdown. □ Whilst schools are attended by vulnerable children and the children of critical workers only, where possible keep group sizes small. □ For children old enough, they should be supported to maintain distance and not touch staff where possible. □ Consistent groups reduce the risk of transmission by limiting the number of pupils and staff in contact with each other to only those within the group. They have been used to date in recognition that children, especially the youngest children, cannot socially distance from staff or from each other and this provides an additional protective measure. Maintaining distinct groups or 'bubbles'	Individuals displaying symptoms of Covid-19 should follow the government guidance COVID-19: guidance for households with possible coronavirus infection) Provide ongoing health and safety information not only to staff through induction, training and regular updates/reminders but also for children and young people and parents/carers where applicable. Induction checklist/staff handbook or code of conduct to be updated in line with Covid-19 risk assessment and information for parents displayed on the school website. The GOV.UK: Staying Covid-19 Secure Poster to be displayed. Consideration must be given to ensuring our plans are communicated to those parents who have English as an additional	Low

			that do not mix makes it quicker and easier in the event of a positive case to identify those who may need to self-isolate and keep that number as small as possible.	language and parents of vulnerable children including young carers.	
			☐ Each group will be kept apart from other groups where possible and older children encouraged to keep their distance within groups. Where we have the capability to do it steps will be taken to limit interaction and the sharing of rooms and social spaces between groups as much as possible. We recognise that younger children will not be able to maintain social distancing and it is acceptable for them not to distance within their group.	Parents will be reminded of the complaints Policy which currently sets out how low level concerns will be resolved.	
			☐ We will try to keep children in their groups for the majority of the classroom time but may also need to allow mixing into wider groups for specialist teaching, wraparound care and transport, or for boarding pupils in one group residentially and another during the school day. We will endeavour to keep these groups at least partially separate and minimise contacts between children.		
			☐ All teachers and other staff can operate across different groups. Where staff need to move between groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2m from other adults. This is not likely to be possible with younger children and teachers in primary schools can still work across groups if that is needed.		
			☐ We will look to maximise the use of our site and any associated available space, such as rooms in an associated place of worship for schools with a religious character, if feasible.		
			Measures within the classroom		
			☐ Staff must maintain distance from pupils, staying at the front of the class, and away from colleagues where possible. Ideally, adults should maintain 2m distance from each other, and from children, although this will not always be possible with younger children, but if adults can do this when circumstances allow that will help.		
			☐ Avoid close face to face contact and minimise time spent within 1m of anyone. This will not be possible when working with pupils who have complex needs or who need close contact care. These pupils' educational and care support should be provided as normal.		
			☐ Children old enough, will be supported to maintain distance and not touch staff and their peers where possible. This will not be possible for the youngest children and some children with complex needs.		
			☐ When staff or children cannot maintain distancing, particularly with younger children in primary schools, we will reduce risks by keeping pupils in the smaller groups described above.	Refer to the HSE: Ventilation and air conditioning during the coronavirus (COVID-19) pandemic and CIBSE coronavirus (COVID-19) advice	
			☐ We will endeavour to make small adaptations to the classroom to support distancing where possible e.g. seating pupils side by side and facing forwards, rather than face to face or side on, and moving unnecessary furniture out of classrooms to make more space.		
			☐ Spaces used will be well ventilated using natural ventilation where possible. Maximise ventilation by opening windows and propping open doors (bearing in mind safeguarding in particular).		
			☐ Doors may be held open to avoid them being touched by those coming and going from the classroom. This will also aid ventilation. This is only permitted where the room is occupied and doors must be closed once the group has left the room. At the end of the day, all doors to all rooms must be closed for fire purposes.		

	☐ Wherever possible pupils will use the same classroom or area of a setting throughout the day, with a thorough cleaning of the rooms at the end of the day. Consideration will be given to seating the pupils at the same desk each day where possible.		

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☐ Wherever possible pupils will use the same classroom or area of a setting throughout the day, with a thorough cleaning of the rooms at the end of the day. Consideration will be given to seating the pupils at the same desk each day where possible.

☐ Pupils and staff will be asked to bring in their own water bottles. Water drinking stations and water fountains will be temporarily taken out of use unless it can be guaranteed that the drinking station will be appropriately sanitised between each cohort use.

☐ We will take steps to limit the use of single-use plastic water bottles.

☐ We will risk assess activities that involve malleable materials for messy play such as sand, mud and water, as part of our regular curriculum planning. The risk assessment will consider whether:
  - materials can be handled by a small, consistent group of children of no more than 15 at a time, and that no one else outside this group can come into contact with it;
  - the malleable material for messy play (e.g. sand/water/mud) can be used and cleaned - including being replaced - in accordance with the manufacturer's instructions, where applicable - see the <u>managing risk in play provision implementation guide</u>
  - children will wash their hands thoroughly before and after messy play
  - frequently touched surfaces, equipment, tools and resources for messy play will be thoroughly cleaned and dried before they are used by a different group.

☐ In order to facilitate cleaning, remove unnecessary items from learning environments where there is space to store them elsewhere. Public health advice is to remove all soft toys, and any toys that are hard to clean, such as those with intricate parts. Where practicable, remove soft furnishings, for example pillows, bean bags and rugs.

☐ We will ensure all items, e.g. towels, flannels and bedding are washed in line with guidance on <u>Cleaning in non-healthcare settings outside the home</u> and that these items are not shared by children between washes.

☐ Dressing up clothing and other fabric items can be used if used intermittently – every 2 days – to reduce the risk of cross contamination or reserved for one class/group.

☐ Where possible (weather permitting) children will make use of outdoor spaces and outdoor equipment. Only one group at a time may use play equipment externally. Again equipment will be kept to a minimum and disinfected with spray after use by each cohort or reserved for one class/group.

☐ Where possible, external doors from classrooms will be used to access outside areas thus reducing the need to use internal areas.

☐ IT suites can be used by pupils. Disinfection of workstations, keyboard and mouse after each class/bubble use will be necessary. Communal headphones will not be used. Either ask pupils to bring in their own headphones/earphones or have a supply of cheap earphones which could be sanitised and rotated on a weekly basis.

☐ Practical lessons can go ahead if equipment can be cleaned thoroughly and the classroom or other learning environment is occupied by the same children in one day, or properly cleaned between bubbles – see also 'Curriculum' below.
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<td>Refer also to the <u>managing risk in play provision implementation guide</u></td>
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Measures for break and lunchtimes

☐ We will stagger pupil break and lunch times (and time for cleaning surfaces in the dining hall between groups). Where dining halls are used, social distancing will be considered and no mixing of groups must take place.

☐ Separate dining areas will be assigned for each group/bubble and queueing will be kept to a minimum with floor markings designating social distancing..

☐ Playgrounds will be divided to minimise mixing between groups where possible - where there is more than one group using the outdoor space, the space will be zoned so that groups are kept apart.

☐ Shared staff spaces will be set up to help staff to distance from each other. Use of staff rooms will be minimised, although staff must still have a break of a reasonable length during the day – staff breaks may need to be staggered.

☐ Use safe outdoor areas for staff breaks.

☐ Reconfigure seating and tables in staff room/staff common areas to maintain spacing and reduce face-to-face interactions.

☐ Encourage staff to remain on-site at lunch time and, when not possible, maintaining social distancing while off-site & wearing face coverings in enclosed public spaces.

Measures elsewhere

☐ Groups will be kept apart – we will avoid large gatherings such as assemblies or collective worship with more than one group.

☐ Music and singing – see 'Curriculum' below.

☐ When timetabling, groups will be kept apart and movement around the school site kept to a minimum. While passing briefly in the corridor or playground is low risk, we will avoid creating busy corridors, entrances and exits.

☐ To reduce movement around the building, wherever possible, groups/classes will remain in the same classroom(s) as much as possible with teachers moving between classes rather than pupils.

☐ We will operate a "keep left" policy in corridors and on stairwells

☐ Floor marking tape will also be used where queues may develop.

☐ Lockers may be brought back into use but not shared unless by pupils in the same group.

☐ Normal shielding will be used for reception staff – where this is not in place, an area will be marked over which any visitors will be informed not to cross.

☐ Maintain social distancing between people who work in one place such as office or reception staff.

Arrows can be used to indicate left and right.

Different coloured tape can be used for up and down on the top and bottom few steps.

		□ Office staff to work in separate offices where possible.
		
		□ Desks/workstations should allow staff to maintain social distancing wherever possible.
		
		□ If it is not possible to keep workstations 2m (or 1m with risk mitigation where 2m is not viable, is acceptable) apart, take all mitigating actions possible to reduce the risk of transmission:
		
		  - review layouts and processes to allow staff to work further apart from each other;
		  - use floor tape or paint to mark areas to help workers keep to a 2m (or 1m with risk mitigation where 2m is not viable, is acceptable) distance;
		  - only where it is not possible to move workstations further apart, arrange people to work side by side or facing away from each other rather than face-to-face;
		  - only where it is not possible to move workstations further apart, use screens to separate people from each other;
		  - use a consistent pairing system if workers have to be in close proximity;
		  - manage occupancy levels to enable social distancing;
		  - workstations should be assigned to an individual as much as possible. If they need to be shared, they should be shared by the smallest possible number of people and establish cleaning rules after each use of another's workstation;
		  - avoid use of hot desks and spaces and, where not possible, clean and sanitise workstations between different occupants including shared equipment.
		
		□ Keep distance between individuals when speaking or sharing a room, regularly wash hands and sanitise surfaces when the individual leaves including telephones, keyboards/mice etc.
		
		□ Staff to observe social distancing when using communal equipment such as photocopiers – key pads etc. on copying machines to be wiped with anti-viral wipes after each use OR allow one person only to carry out all photocopying (pupils NOT to use copiers).
		
		□ Ensure that any keypads or electronic entry systems are regularly sanitised throughout the day where different staff/visitors are entering or leaving the school.
		
		□ Plan work to minimise contact between staff and avoid skin-to-skin and face-to-face contact.
		Where possible, staff working together (such as site teams for example) should work side by side or facing away from each other as opposed to face to face. Where face-to-face contact is essential, this must be kept to a minimum. Consideration will be given to wearing face coverings in this situation.
		
		□ As much as possible, keep groups of staff working together in teams that are as small as possible (cohorting).
		
		□ Where staff are required to sign in/out, use your own pen or where required to use a touch-screen, a supply of anti-viral wipes will be provided to be used by the visitor to clean the screen before/after use. A bin (lidded and foot operated) will be provided for the disposal of the used wipes.
		
		□ Reduce transmission through contact with objects that come into school such as post and deliveries and limit those accepting and putting away deliveries.		

		□ Encourage increased handwashing and introducing more handwashing facilities for staff handling goods and merchandise or providing hand sanitiser where this is not practical. □ Restrict non-business deliveries, e.g. personal deliveries to workers. □ Revise pick-up and drop-off collection points, procedures, signage and markings. □ Consider methods to reduce frequency of deliveries, e.g. by ordering larger quantities less often. □ Minimise contact during payments and exchange of documentation, for example, by using electronic payment methods and electronically signed and exchanged documents. □ Take steps to avoid people needing to unduly raise their voices to each other. This includes, but is not limited to, refraining from playing music or broadcasts that may encourage shouting, including if played at a volume that makes normal conversation difficult. **Measures for arriving at and leaving school** □ Under no circumstances must **anyone** displaying symptoms of Covid-19 attempt to enter the school site. This information will be included in the letter to parents, suppliers and contractors prior to the school opening. Notice to be displayed on the main school entrance door. All parents will be asked to confirm this when dropping off their child. □ We will encourage parents and pupils to walk or cycle to school where possible. □ Arrival and finish times will be staggered, if necessary to keep groups apart as they arrive and leave school (without reducing the amount of overall teaching time) and parents/carers informed of their allotted start/finish time and the days/hours their child should attend school. □ Check details of who is eligible to drop off/collect children – they may be different. □ Parents will be advised that only one parent should bring the child/ren to school where children cannot attend unaccompanied. Parents of unaccompanied children will be informed of the entrance their child must use. □ Parents will be informed and, if necessary, regularly reminded that they must maintain social distancing from the next adult or child at all times when bringing their child to or collecting them from school. □ Where possible, we will consider separate entrance/exit gates or one-way systems. □ Children will be collected from the school entrance gate by staff at the beginning of their allotted session. Parents will then be asked to leave immediately. Parents may only enter the site with agreement by the Head teacher and appointments must be made prior to the visit. Parents may, however, telephone the school at any time should they have any concerns or issues of which the school need to be informed. □ At the end of the allotted session, parents may collect their children from the same entrance area where they will be supervised by staff. □ Where possible, once the cohort of pupils has arrived, they will enter the school via an external door straight into the class where they will be based for the session.	External markings may be used to ensure parents and/or pupils are social distancing appropriately. Where it is possible to do so, different entrances may be allocated to different cohorts of children i.e. a rear or side gate If this is not possible, doors should be opened for the pupils to freely enter the school minimising contact points until they reach their 'base'. Refer to safe working in education, childcare and children's social care including the use of PPE and 'PPE/Face Coverings' above	

□ Used PPE and any disposable face coverings that staff or children arrive wearing will be placed in a refuse bag and disposed of as normal domestic waste unless the wearer has symptoms of Covid-19 in which case it will be disposed of in accordance with the guidance on cleaning in non-healthcare settings outside of the home. Any non-disposable washable cloth face coverings that staff or children are wearing when they arrive at school must be removed by the wearer and placed into a plastic bag that the wearer has brought with them in order to take it home. The wearer must then wash their hands. Staff, children and parents will be so instructed.

Wider public transport

□ The use of public transport, particularly in peak times, should be kept to an absolute minimum.

□ We will encourage parents, staff and pupils to walk or cycle to school if at all possible.

□ Pupils using public transport unaccompanied will be reminded that all passengers must wear a face covering. Children aged 3 to 10 years are exempt from the mandatory requirement to wear a face covering on public transport. *However, this is considered to be best practice where the child understands how to wear a mask properly.*

□ Car sharing should be avoided with those outside the household or support bubble unless the journey undertaken is for an exempt reason e.g. if car sharing is reasonably necessary as part of work (see Safer travel guidance in private cars and other vehicles). Additional mitigations can be put in place if car sharing is necessary.

□ Ensure that a clear message is given to pupils about their general socialising behaviour beyond the school gates i.e. not congregating in large groups etc.

Residential providers and boarding schools

□ We will support students to reduce travel between home and educational accommodation unless absolutely necessary. Where students normally travel between their boarding school and home during term time for the purpose of education, this is allowed.

Other considerations

□ Pupils with SEND will continue to need specific help with the changes to routines they are experiencing, so teachers and SENCo's will plan to meet these needs, e.g. using social stories.

□ It is vital that all children with SEND attend their education setting so that they can receive high quality teaching and specialist professional care. All therapies and support that would normally be in place for children with EHC plans should now be back in place, and the Government focus is on supporting LA's, health commissioning bodies and education settings to restore full provision for all children and young people with EHC plans.

□ Supply teachers, peripatetic teachers and/or other temporary staff along with specialists, therapists, clinicians and other support staff for pupils with SEND, can move between schools. They should ensure they minimise contact and maintain as much distance as possible from other staff. They should also participate in schools' rapid testing programmes where these have been established. Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual.

Children, young people and their families will need to understand who is required to wear face coverings on home-to-school transport. This Does not apply to those who are exempt

- □ For individual and very frequently used equipment, such as pencils and pens, staff and pupils should have their own items that are not shared.
- □ Classroom based resources, such as books and games, can be used and shared within the bubble; these will be cleaned regularly, along with all frequently touched surfaces.
- □ Resources that are shared between groups, such as sports, art and science equipment will be cleaned frequently and meticulously and always between groups 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.
- □ Outdoor playground equipment will be more frequently cleaned. This also applies to resources used inside and outside by wraparound care providers.
- □ Pupils should still limit the amount of equipment they bring into school each day to essentials such as lunch boxes, hats, coats, books, stationery, sun protection and mobile phones. Bags are allowed.
- □ Pupils and teachers can take books and other shared resources home, although unnecessary sharing will be avoided, especially where this does not contribute to pupil education and development. Similar rules on hand cleaning, cleaning of the resources and rotation will apply to these resources.

Cleaning throughout the day – non-healthcare settings where no-one has symptoms of, or confirmed Covid-19

Cleaning and disinfection

- □ Social distancing, washing your hands regularly, good respiratory hygiene (using and disposing of tissues), cleaning surfaces and keeping indoor spaces well ventilated are the most important ways to reduce the spread of COVID-19.
- □ Define a new cleaning schedule that ensures cleaning is generally enhanced and includes more frequent cleaning of rooms / shared areas that are used by different groups, frequently touched surfaces being cleaned more often than normal.
- □ Implement a cleaning log to track cleaning frequency for bathrooms, classrooms and communal areas.
- □ Schedule frequent cleaning of resources (e.g. books, toys) shared within groups.
- □ Schedule the isolation or cleaning of resources (e.g. books, toys) shared between groups.
- □ Reduce clutter with only the minimum items left on work and other surfaces. This allows for more intensive cleaning and reduces the risk of the virus landing on multiple surfaces.
- □ Reduce the number or eliminate soft toys which are more difficult to clean.
- □ Increase the frequency of cleaning, using standard cleaning products such as detergents and bleach, paying attention to all surfaces but especially ones that are touched frequently, such as door handles, light switches, work surfaces, remote controls and electronic devices.

Face coverings are mandatory in taxis and private hire vehicles along with retail and hospitality venues within transport hubs. Does not apply to those who are exempt

Refer to COVID-19 Guidance for Supply Agencies, Head teachers and Supply Staff

DfE Supporting Pupils at School with Medical Conditions remains in place.

□ As a minimum, frequently touched surfaces should be wiped down twice a day, and one of these should be at the beginning and at the end of each day, and more frequently depending on: the number of people using the space, whether they are entering and exiting the setting, and access to hand washing and hand-sanitising facilities. Cleaning of frequently touched surfaces is particularly important in bathrooms and communal kitchens.		
□ When cleaning surfaces, it is not necessary to wear personal protective equipment (PPE) or clothing over and above what would usually be used.		
□ Regularly check stocks of cleaning supplies and purchase additional supplies as necessary.		
□ Use disposable cloths or paper roll and disposable mop heads wherever possible, disposing of after use.		
□ Avoid creating splashes and spray when cleaning.		
□ Ensure disposable tissues are available in each room for both staff and pupils.		
□ For 'cleaning staff/activities and cleaning after an individual with symptoms of or confirmed Covid-19 has left the setting/area', refer to the separate Queen's College Cleaning Schools during Coronavirus Pandemic Risk Assessment.	Do not rely on cleaning staff to clean/wipe surfaces when others leave as cleaners may be working less frequently than usual or may not be rostered during the school day - clean and wipe as you go as described.	
Laundry		
□ Items should be washed in accordance with the manufacturer's instructions.		
□ There is no additional washing requirement above what would normally be carried out.		
Kitchens and communal canteens		
□ It is very unlikely that Covid-19 is transmitted through food. However, as a matter of good hygiene practice, anyone handling food should wash their hands often with soap and water for at least 20 seconds before doing so.		
□ Crockery and eating utensils should not be shared. Clean frequently touched surfaces regularly.		
□ Food business operators should continue to follow the Food Standard Agency's (FSA) guidance on good hygiene practices in food preparation, Hazard Analysis and Critical Control Point (HACCP) processes and preventative practices (pre-requisite programmes (PRPs)).		
□ For 'catering activities and school meal provision, refer to the separate model Queen's College Covid-19: Risk assessment for School Catering Operations.		
Bathrooms	Carry out inventory check of cleaning products and stock at regular intervals, restocking as necessary. Ensure contingency plans are in place to respond to any shortages in supply.	
□ Clean frequently touched surfaces regularly.		
□ Ensure suitable hand washing facilities are available including running water, liquid soap and paper towels or hand dryers.		
□ Where cloth towels are used, these should be for individual use and laundered in accordance with washing instructions.		
Waste		

□ Waste does not need to be segregated unless an individual in the setting shows symptoms of or tests positive for Covid-19 (refer to the separate Queen's College Cleaning Schools during Coronavirus Pandemic Risk Assessment).

□ Dispose of routine waste as normal, placing any used cloths or wipes and used PPE in 'black bag' waste bins. You do not need to put them in an extra bag or store them for a time before throwing them away. Do **NOT** use recycling bins for the disposal of cloths, wipes or PPE. All bins will be lidded and foot operated where possible.

Wraparound care, extra-curricular and out of school settings

□ For the duration of the national lockdown, wraparound childcare and out-of-school settings will only offer face-to-face provision for:

- children of critical workers, where it is reasonably necessary to support their parents or carers to work, seek work, attend a medical appointment, or undertake education or training;
- vulnerable children and young people.

□ These settings should continue to undertake risk assessments and implement the system of controls set out in the protective measures for holiday clubs and after-school clubs and other out-of-school clubs for children during the coronavirus (COVID-19) outbreak guidance.

□ We will advise parents to limit the number of different wraparound providers they access, as far as possible. Where parents use childcare providers or out of school activities for their children, we will encourage them to seek assurance that the providers are carefully considering their own protective measures, and only use those providers that can demonstrate this.

□ We will continue to care for children within the same bubbles as they are in during the school day.

If this is not practical we will keep children in small, consistent groups of no more than 15 with the same children each time, as far as this is possible. If necessary, it would be appropriate for one staff member to supervise up to two small groups, provided that any relevant ratio requirements are met.

Refer to Coronavirus (Covid-19): Disposing of waste

□ Where we operate our setting in a shared space, we will have regard to relevant guidance for operators of shared spaces, such as the guidance for the safe use of multi-purpose community facilities and for places of worship. It is the responsibility of providers that operate from these shared spaces to ensure that they are implementing the protective measures as set out in this guidance. However, we will also discuss infection protection and control measures with the owner of the space, such as what measures are in place to clean the space between different groups of people using it and be clear on who is responsible for taking action if, e.g. the timetable changes to more groups using the setting more frequently or government advice on cleaning changes.

□ In out of school settings, particular care should be taken to observe social distancing in the case of a sports setting because of the way in which people breathe more heavily and more rapidly during exercise. In addition to referring to guidance for indoor sports providers and guidance for providers of outdoor facilities , refer to Sport England, Youth Sport Trust and AfPE COVID-19: Interpreting the Government Guidance in a PESSPA Context.

		☐ Music, dance and drama can continue at out of school settings following the same protective measures as under 'Curriculum' below. In addition, we will ensure: - we limit the number of children singing or playing together as far as possible and ensuring that children attending are in small groups of no more than 15, with the same children each time wherever possible and at least one staff member; - children are socially distanced (2m apart), are outside or in a well-ventilated room; - they are not singing loudly. **School uniform** ☐ It is for the governing body or trust to make decisions regarding school uniform. ☐ We may feel it is appropriate to relax our uniform policy whilst only certain categories of pupils are attending ☐ Increased ventilation may make school buildings cooler than usual over the winter months. We may need 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, we will ensure that no extra financial pressure is placed on parents.	Refer to guidance for indoor sports providers, guidance for providers of outdoor facilities, Sport England, Youth Sport Trust and AfPE COVID-19: Interpreting the Government Guidance in a PESSPA Context		
Inappropriate arrangements for managing the curriculum	High	☐ The EYFS statutory framework sets the standards that schools and childcare settings must meet for the learning, development and care of children from birth to 5 years old. For pre-reception children, we may focus at this time on the prime areas of learning, including: communication and language, personal, social and emotional development (PSED) and physical development. For children in reception year, teachers will also assess and address gaps in language, early reading and mathematics, particularly ensuring children's acquisition of phonic knowledge and extending their vocabulary. ☐ In EYFS, we will continue to consider what strategies they are using to keep children safe online during this period, including: - checking apps, websites and search results before using them with children; - supervising children when accessing the internet. ☐ Consideration will need to be given to the learning needs and objectives of children with SEND, to ensure, for e.g. that they receive appropriate preparation for adulthood. ☐ We will develop **remote education** so that it is integrated into school curriculum planning. Remote education will need to be an essential component in the delivery of the school curriculum for many pupils, alongside classroom teaching, or in the case of a local lockdown. We are therefore expected to plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress. Refer to Remote education during Coronavirus (Covid-19). ☐ In our regular communications with parents we will continue to emphasise and promote online safety for those pupils who are not attending the school.	EYFS settings should also follow updates to the EYFS disapplication guidance. Regulations allow temporary changes to be reapplied Refer to Safeguarding children and protecting professionals in early years settings: online safety guidance for practitioners (also relevant for parents and carers).		Low

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		Physical Education, School Sport and Physical Activity (PESSPA)	Refer also to Resources to support schools in delivering remote education and Get help with technology for remote education during coronavirus (Covid-19) and the Section below on Contingency Planning.	
		☐ We have the flexibility to decide how physical education, sport and physical activity will be provided for pupils attending whilst following the measures in our system of controls		
		☐ We can hold PE lessons indoors, including those that involve activities related to team sports, e.g. practising specific techniques within our own system of controls. However, outdoor sports will be prioritised where possible, and large indoor spaces used where it is not, maximising natural ventilation flows, distancing between pupils and paying scrupulous attention to cleaning and hygiene		
		☐ Where we are considering team sports we must only consider those sports whose national governing bodies have developed guidance under the principles of the government's guidance on team sport and been approved by the government i.e. Coronavirus (COVID-19): grassroots sports guidance for safe provision including team sport, contact combat sport and organised sport events. Competition between different schools should not take place.	Refer to: • Coronavirus (COVID-19): grassroots sports guidance for safe provision including team sport, contact combat sport and organised sport events	
		☐ Pupils will be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided.	• Working safely during coronavirus (COVID-19): Providers of grassroots sport and sport facilities	
		☐ Activities such as active miles, making break times and lessons active and encouraging active travel help to enable pupils to be physically active while encouraging physical distancing.	• Sport England for grassroot sport • Youth Sport Trust	
		Science, Art and D&T	• AfPE COVID-19: Interpreting the Government Guidance in a PESSPA Context and 'frequently asked questions' for PE staff.	
		For guidance regarding Science and D&T in relation to pupils attending and running practical activities in school or at home, we will refer to the relevant CLEAPSS guidance. Although specific risk assessments will not be required, our existing curricular risk assessments will be reviewed and where necessary updated to reflect altered practices and CLEAPSS Guidance.	• Swim England – for guidance on school swimming	
		Music, Dance and Drama		
		☐ Pupils should continue to have access to a quality arts education. We have the flexibility to decide how music, dance and drama will be provided to pupils attending school while following the measures in our system of controls ensuring that all safeguards are in place to reduce the risk of infection in environments where singing, chanting, playing wind or brass instruments, dance and drama takes place.		
		☐ We will do everything possible to minimise contacts, mixing and reduce the number of contacts between pupils/students and staff by keeping groups separate (in bubbles) and through maintaining the social distance between individuals. If staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults.	**Primary Schools (CLEAPSS):** P110, P104, P112 & CLEAPPS Explore Issue 9 **Secondary D&T (CLEAPSS):** GL344, GL347, GL348, GL354, GL355, GL356 & GL360	
		☐ We take particular care in music, dance and drama lessons to observe social distancing where possible. This may limit group activity in these subjects in terms of numbers in each group. It will also prevent physical correction by teachers and contact between pupils in dance and drama.	**Secondary Science (CLEAPSS):** GL336, GL338, GL339, GL343, GL345, GL352, GL353 and GL362	
		☐ Additionally, we will keep any background or accompanying music to levels which do not encourage teachers or other performers to raise their voices unduly. If possible, we will use		

microphones to reduce the need for shouting or prolonged periods of loud speaking or singing. If possible, we will not share microphones. If they are shared, we will follow the guidance on handling equipment.

☐ Where we offer specialist, elite provision in music, dance and drama we will also consider this guidance alongside Working safely during coronavirus (COVID-19) for performing arts.

Performances

☐ We should not host performances with an audience - use alternative methods such as live streaming and recording, subject to the usual safeguarding considerations and parental permissions.

Peripatetic teachers

☐ We can continue to engage peripatetic teachers during this period, including staff from music education hubs – refer to 'Other Considerations' above and 'Ratios/Qualifications' below.

☐ They should avoid situations where distancing requirements are broken; e.g. demonstrating partnering work in dancing.

☐ Further information on the music education hubs, including contact details for local hubs, can be found at music education hub published by the Arts Council England.

Music teaching including singing, and playing wind and brass instruments in groups

☐ Playing instruments and singing in groups should take place outdoors wherever possible. If indoors, we will limit the numbers in relation to the space.

☐ If indoors, we will use a room with as much space as possible, e.g. larger rooms; rooms with high ceilings. If playing indoors, we will limit the numbers to account for ventilation of the space and the ability to social distance and ensure good ventilation.

☐ Singing, wind and brass playing 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) and strict social distancing and mitigation can be maintained.

☐ In the smaller groups where these activities can take place, we will observe strict social distancing between singers and players, and any other people such as conductors, other musicians, or accompanists. If the activity is face-to-face and without mitigating actions, 2 metres is appropriate. Pupils will use seating where practical to help maintain social distancing.

☐ 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.

☐ Use microphones where possible or encourage singing quietly.

Handling equipment and instruments

Refer to COVID-19: suggested principles of safer singing

	□ Increase handwashing before and after handling equipment, especially if being used by more than one person. □ Avoid sharing equipment wherever possible. Place name labels on equipment to help identify the designated user, e.g. percussionists' own sticks and mallets. □ If instruments and equipment have to be shared, disinfect regularly (including any packing cases, handles, props, chairs, microphones and music stands) and always between users. □ Instruments should be cleaned by the pupils playing them, where possible. □ Limit handling of music scores, parts and scripts to the individual using them. □ Limit the number of suppliers when hiring instruments and equipment. We will agree whose responsibility cleaning hired instruments is with the suppliers. Clean hire equipment, tools or other equipment on arrival and before first use. □ Equipment and instruments should be stored in a clean location if we take delivery of them before they are needed, and they should be cleaned before first use and before returning the instrument. □ Pick up and drop off collection points should be created where possible, rather than passing equipment such as props, scripts, scores and microphones hand-to-hand. ***Individual lessons and performance in groups*** □ Individual lessons in music, dance and drama can continue, led by a member of staff from the school or peripatetic teacher. This may mean teachers interacting with pupils from multiple groups, so we will need to take particular care, in line with the measures set out above on peripatetic teachers **OR** for [Nurseries & Nursery provision in schools]: Individual one-to-one lessons in the setting should only take place with staff based at the setting or be undertaken online with teachers from outside the setting. □ In individual lessons for music, dance and drama, social distancing should be maintained wherever possible, meaning teachers should not provide physical correction. **Exams, Tests and Assessments** □ Exams in the summer (GCSEs, A & AS Levels) will no longer go ahead as planned and the DfE will accordingly be working with Ofqual to consult rapidly to put in place alternative arrangements that will allow students to progress fairly. □ Primary assessments cannot continue as intended and the statutory KS1 and KS2 tests and teacher assessments planned for summer 2021, including the KS2 tests in reading and mathematics are cancelled. □ We will continue to use assessment during the summer term to inform teaching, to enable us to give information to parents on their child's attainment in our annual report and to support transition to secondary school, using past test papers if we wish.	In the event that is not possible, Government will put in place arrangements to ensure they are not disadvantaged and are working with Ofqual on these arrangements - updated guidance on this, and on VTQ assessments scheduled for February onwards, to follow in due course. Primary assessments will apply for summer 2021 only, and the DfE is planning for a full programme

				of primary assessments to take place in the 2021/22 academic year	
Inadequate contingency plans for remote education	High		We already have plans in place for national lockdown or other restrictions to ensure we will ensure continuity of education.	High-quality remote education should be provided for all pupils not in school.	Low

We already have plans in place for national lockdown or other restrictions to ensure we will ensure continuity of education.

☐ For individuals or groups of self-isolating and pupils who are shielding following government advice and during periods of national lockdown when face to face provision is limited to vulnerable children and those of critical workers, remote education plans are in place. These meet the same expectations as those for any pupils who cannot yet attend school at all due to Covid-19 in line with the Remote Education Temporary Continuity Direction - refer to Section under 'Curriculum' above on remote education support.

☐ Plans have been developed to ensure these can be staffed and managed.

Remote education expectations

☐ Where a class, group or small number of pupils need to self-isolate and during periods of national lockdown when face to face provision is limited to vulnerable children and those of critical workers, we will ensure we have the capacity to offer **immediate** (by the next school day) remote education and consider how to continue to improve the quality of their existing curriculum, for example through technology and have a strong offer in place for remote education provision.

☐ Our Emergency/Contingency Plan(s) have been reviewed/updated to reflect our plans to meet the educational needs of students should schools be advised to temporarily close (national or local lockdown). This must enable us to:

- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practiced in each subject;
- select a digital platform for remote education provision that will be used consistently across the school in order to allow interaction, assessment and feedback and make sure staff are trained and confident in its use. If we do not have an education platform in place, we can access free support at Get help with technology for remote education during coronavirus (Covid-19);
- overcome barriers to digital access for pupils by:

  · distributing school-owned laptops accompanied by a user agreement or contract;

- it may also be that some pupils who have difficulty engaging in remote education may be considered to be vulnerable children, and therefore eligible to attend provision in person. This is a decision based on local discretion and the needs of the child and their family, as well as a wide range of other factors;
- have systems for checking, at least weekly, whether pupils are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern;
- identify a named senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education;
- publish information for pupils, parents and carers about our remote education provision

Refer to Remote education during Coronavirus (Covid-19), Resources to support schools in delivering remote education, Adapting teaching practice for remote education, and Get help with technology for remote education during coronavirus (Covid-19)

□ When teaching pupils remotely, we will:

- set meaningful and ambitious work each day in a number of different subjects;
- provide teaching that is equivalent in length to the core teaching pupils would receive in school. This will include both recorded or live direct teaching time and time for pupils to complete tasks and assignments independently, and will be as a minimum:

  ▪ KS1: 3 hours a day, on average, across the school cohort, with less for younger children;

  ▪ KS2: 4 hours a day;

  ▪ KS3 & 4: 5 hours a day.

□ Online video lessons do not necessarily need to be recorded by teaching staff at the school:

- consider how to transfer into remote education what we already know about effective teaching in the live classroom by, for example:

  ▪ providing frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources;

  ▪ providing opportunities for interactivity, including questioning, eliciting and reflective discussion;

  ▪ providing scaffolded practice and opportunities to apply new knowledge;

  ▪ enabling pupils to receive timely and frequent feedback on how to progress, using digitally-facilitated or whole-class feedback where appropriate;

  ▪ using assessment to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge;

  ▪ avoiding an over-reliance on long-term projects or internet research activities.

□ We will consider the above in relation to the pupils' age, stage of development and/or special educational needs, e.g. where this would place significant demands on parent's help or support.

□ Younger children in KS1 or Reception often require high levels of parental involvement to support their engagement with remote education, which makes digital provision a particular challenge for this age group. Digital means will not therefore be solely used to teach these pupils remotely.

□ We also recognise that some pupils with Special Education Needs and Disabilities (SEND) may not be able to access remote education without adult support and so we will work with families to deliver an ambitious curriculum appropriate for their level of need.

Special educational needs

□ For pupils with SEND, teachers are best-placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress even if they are not able to be in school due to self-isolating.

□ We will work collaboratively with families, putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education alongside their peers.

Remote Education Support including delivering remote education safely can be accessed at:

- DfE: Remote education good practice guide, Adapting teaching practice for remote education, Get help with remote education, Support for parents and carers to keep children safe online, Guidance on staying safe online and Remote education webinars
- SWGfL: Safe remote learning
- LGfL: Online safety and safeguarding
- The National Cyber Security Centre: which video conference service is right for you and using video conferencing services securely
- Safeguarding and remote education during coronavirus (COVID-19)
- Annex C of keeping children safe in education

		□ Where a pupil has provision specified within their EHC plan, it remains the duty of the LA and any health bodies to secure or arrange the delivery of this in the setting that the plan names. However, there may be times when it becomes very difficult to do so, e.g. if they are self-isolating. In this situation, decisions on how provision can be delivered will be informed by relevant considerations including, for example, the types of services that the pupil can access remotely, e.g. online teaching and remote sessions with different types of therapists. These decisions will be considered on a case by case basis, avoiding a one size fits all approach. **Vulnerable children** □ We will continue to take steps to ensure vulnerable children and young people who can't attend school or college are able to access their remote education. Contact will be maintained to ensure they are doing so. Vulnerable children include those with an education, health and care (EHC) plan, children with a social worker and children who are 'otherwise vulnerable'. □ When a vulnerable child is asked to self-isolate, we will notify their social worker (if they have one). We will then agree with the social worker the best way to maintain contact and offer support to the vulnerable child or young person.		
Poor or inappropriate behaviour and attendance	High	**Behaviour** □ Our Behaviour policy will be updated with any new rules/policies and will be communicated clearly and consistently to staff, pupils and parents, setting clear, reasonable and proportionate expectations of pupil behaviour both in school and online. We will set out clearly at the earliest opportunity the consequences for poor behaviour and deliberately breaking the rules and how we will enforce those rules including any sanctions. □ We will work with staff, pupils and parents to ensure that behaviour expectations are clearly understood, and consistently supported, taking account of individual needs and we will also consider how to build new expectations into our rewards system. □ It is likely that adverse experiences and/or lack of routines of regular attendance and classroom discipline may contribute to disengagement with education upon return to school, resulting in increased incidence of poor behaviour. We will work with those pupils who may struggle to re engage in school and are at risk of being absent and/or persistently disruptive, including providing support for overcoming barriers to attendance and behaviour and to help them reintegrate back into school life. □ Some pupils will return to school having been exposed to a range of adversity and trauma including bereavement, anxiety and in some cases increased welfare and safeguarding risks. This may lead to an increase in social, emotional and mental health concerns and some children, particularly vulnerable groups such as children with a social worker, previously looked-after children who left care through adoption or special guardianship and young carers, will need additional support and access to services such as educational psychologists, social workers, and counsellors. Additionally, provision for children who have SEND may have been disrupted during partial school closure and	Refer to model 'Covid-19 Addendum to the School Behaviour Policy', 'Covid-19 Addendum to the Exclusion Policy' and 'Covid-19 Addendum to the Staff Code of Conduct' on the KAHSC website Refer also to the DfE Checklist for school leaders to support full opening WSS have produced resources to support the schools' workforce to prepare for the return, such as the COVID-19 SEND review guide which settings can use to reflect on their provision and a handbook to support teachers to take a whole school approach to supporting pupils following a traumatic event See school Exclusion Policy and Covid-19 addendum	Low

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there may be an impact on their behaviour. We will work with local services (such as health and the LA) to ensure the services and support are in place for a smooth return to schools for pupils.

☐ The disciplinary powers that schools currently have, including exclusion, remain in place.

Permanent exclusion will only be used as a last resort and must be lawful, reasonable and fair.

☐ Where a child with a social worker is at risk of exclusion, their social worker will be informed and involved in relevant conversations.

☐ We will, as far as possible, avoid permanently excluding any pupil with an education, health and care (EHC) plan, or a looked-after child. Where a previously looked-after child is at risk of exclusion, the designated teacher should contact the relevant authority's virtual school head as soon as possible to help the school decide how to help the child and avoid exclusion becoming necessary.

☐ Pre-empting that a pupil may commit a disciplinary offence, and thus not allowing a pupil to attend school, is an unlawful exclusion.

☐ Any disciplinary exclusion of a pupil, even for short periods of time, must be consistent with the relevant legislation. This includes sending a pupil home for poor behaviour, whether or not remote education is provided. 'Informal' or 'unofficial' exclusions, such as sending pupils home 'to cool off' for part of the day are unlawful, regardless of whether they occur with the agreement of parents or carers.

☐ We will be mindful that it is unlawful to punish a child for the actions of their parents and will consider this when applying sanctions.

Attendance

☐ Primary, secondary, alternative provision and special schools will remain open to vulnerable children and young people and the children of critical workers only (recognising that the characteristics of the cohorts in special schools and alternative provision will mean these settings continue to offer face to face provision for all pupils, where appropriate). All other pupils should receive remote education. Maintained nursery schools, as well as nursery classes in schools and other pre-reception provision on school sites should remain open for all children. Pupils who are self-isolating should not attend school. Clinically extremely vulnerable pupils are also advised not to attend school.

☐ Children with at least one parent or carer who is a critical worker can go to school if required. This includes parents who may be working from home. We will speak to parents and carers to identify who needs to go to school. If it proves necessary, we can ask for simple evidence that the parent in question is a critical worker, such as their work ID badge or pay slip. Parents and carers who are critical workers should keep their children at home if they can.

☐ It is important that on-site provision is provided for these pupils, and there is no limit to numbers of these pupils who may attend and we will not limit attendance of these groups.

☐ We will continue to record attendance in the register. We will follow up on absences of the pupils who are expected to be in school but where a parent wishes for their child to be absent, we will authorise the absence during this national lockdown period. Absence will not be penalised.

☐ Vulnerable children – refer to Page 12.

	☐ All pupils who are not eligible to be in school will be marked as Code X - they are not attending because they are following public health advice. ☐ As vulnerable children are still expected to attend school full time, they will not be marked as Code X if they are not in school (except if they are shielding, self-isolating or quarantining). If the parent of a vulnerable child wishes their child to be absent, the parent should let the school know. The DfE expects schools to grant applications for leave of absence given the exceptional circumstances. This should be recorded as code C (leave of absence authorised by the school) unless another authorised absence code is more applicable. ☐ We will not plan for rotas or allow children other than those who are vulnerable or whose parent or carer is a critical worker to attend on-site, even if the school believes it can accommodate more children safely. ☐ Vulnerable children,the children of critical workers and those who have already travelled to board at school, in anticipation of school starting, will continue to receive remote education in a designated space supported face to face by designated staff. Vulnerable children and the children of critical workers who have not yet done so can return to board. Where other pupils have not yet returned to board, they should not travel and should receive remote education at home.	

Risk	Rating	Controls	References	Rating
Inadequate arrangements in place for managing off-site visits	High	☐ The Government advises against educational visits at this time. This advice is kept under review.	Refer to the Association of British Insurers (ABI) travel insurance implications	Low
Inadequate staffing ratios, staff availability and recruitment	High	**Ratios and Qualifications** ☐ We will undertake an appropriate audit to ensure staffing levels are appropriate. ☐ The EYFS: disapplications and modifications allows for the temporary disapplying and modifying of a number of requirements within EYFS, giving settings flexibility to respond to changes in workforce availability and potential fluctuations in demand while ensuring children are kept safe. ☐ It allows further exceptions to be made to the qualification level that staff hold in order to be counted in the ratio requirements. We will use reasonable endeavours to ensure that at least half of staff (excluding the manager) hold at least a full and relevant level 2 qualification to meet staff to child ratio requirements, but this is not a legal requirement. ☐ In nursery classes in maintained schools, caring for children aged 3 and over, reasonable endeavours will be used to ensure that at least one member of staff is a school teacher. Where this is not possible, there must be at least one member of staff for every 8 children, with at least one member of staff who holds at least a full and relevant level 3 qualification. We will use our reasonable endeavours to ensure that at least half of other staff hold at least a full and relevant level 2 qualification.	Refer to Early Years Foundation Stage Framework and the EYFS: disapplications and modifications for early years provision open during the coronavirus (COVID-19) outbreak. New regulations (in force from 26/09/20) will allow temporary changes to be reapplied if Covid-19 related local restrictions are imposed by government. Refer to making the best use of teaching assistants.	Low

□ We have contingency plans in place should staff be absent as a result of Covid-19. Our possible approaches to managing a shortfall in staffing include:

- We will ensure that appropriate support is made available for pupils with SEND, e.g. by deploying teaching assistants and enabling specialist staff from both within and outside the school to work with pupils in different classes or year groups.
- Where support staff capacity is available, we will consider using this to support catch-up provision or targeted interventions. TAs may also be deployed to lead groups or cover lessons, under the direction and supervision of a qualified, or nominated, teacher. Any redeployments will not be at the expense of supporting pupils with SEND. The Head teacher will be satisfied that the person has the appropriate skills, expertise and experience to carry out the work, and discuss and agree any proposed changes in role or responsibility with the member of staff. This includes ensuring that safe ratios are met, and/or specific training undertaken, for any interventions or care for pupils with complex needs where specific training or specific ratios are required.
- We can continue to engage supply teachers and other supply staff during this period.
- Supply staff and other temporary workers can move between schools, but we will minimise the number of visitors to the school where possible. Where it is necessary to use supply staff and peripatetic teachers, they will be expected to comply with our arrangements for managing and minimising risk, including taking particular care to maintain distance from other staff and pupils.
- To minimise the numbers of temporary staff in school, we will use longer assignments with supply teachers and agree a minimum number of hours across the academic year (also applies to other temporary staff, peripatetic teachers such sports coaches, and those delivering before and after school clubs).
- We will consider hosting ITT trainees.
- Volunteers may be used to support the work of the school - they will be properly supported and given appropriate roles.
- Mixing of volunteers across groups should be kept to a minimum, and they should remain 2m from pupils and staff where possible.

□ If children are aged 2-5 within a setting, we will use our 'best endeavours' to ensure at least one person with a full ***** PFA certificate is on-site when children are present. If after using best endeavours we are still unable to secure a member of staff with full PFA to be on site then we will carry out a written risk assessment and ensure that someone with a current First Aid at Work or emergency PFA certification is on site at all times children are on premises (refer to KAHSC Model Covid-19 Paediatric First Aid Risk Assessment). *The HSE have relaxed their advice in relation to first aid at work (FAW) or emergency first aid at work (EFAW) certificate expiry dates and have agreed that First Aid at Work or Emergency First Aid at Work certificates that expired after 16 March 2020 can remain valid until 31 October 2020 or 6 months from date of expiry, whichever is later. All requalification training for these certificates should be completed by 31 March 2021 (HSE first aid requalification guidance). In line with the EYFS disapplication arrangements and Actions for early years and childcare providers during the coronavirus outbreak if, exceptionally paediatric requalification training is still unavailable, our PFA Covid-19 risk assessment will show how we are making the 'best endeavours' to ensure the EYFS Statutory framework Annexe A is being complied with.*

Refer also to CCC COVID-19 Guidance for Supply Agencies, Head teachers and Supply Staff

* Best endeavours' means to identify and take all the steps possible within our power, which could, if successful, ensure there is a paediatric first aider on site when a setting is open, as per the usual EYFS requirement on PFA.

If asked to do so, we should be able to explain why any first aider hasn't been able to requalify and demonstrate what steps have taken to access the training. We must every effort to arrange requalification training ASAP and explain in detail why we have not been able to do so; e.g. we must show evidence that staff with expired certificates are booked on to requalification courses.

Where it is not possible to have a DSL or Deputy physically in school, arrangements may be made for the DSL to be contactable via phone or video link if working from home. Where a trained DSL (or deputy) is not on site, in addition to one of the above options, a senior leader should take

		☐ We will ensure we have adequate and appropriate equipment and facilities to give first aid to any employee who is injured or becomes ill at work; the level of first aid cover provided remains appropriate for our particular work environment and the level of first aid provision necessary in high risk settings is fully maintained. ☐ Key telephone numbers of all available DSL's/deputies to be displayed in school. ☐ Ensure the contact details of the Safeguarding Hub/Early Help Team/LADO are available to all staff on duty. ☐ Ensure sufficient competent staff on duty to administer or supervise the administration of medication. Wherever possible, children to self-administer, witnessed by staff. Where not possible (age, SEND etc.) social distancing cannot be maintained – think about how this can be done safely – PPE, vigilant personal hygiene etc. **Staff taking leave (those returning from abroad)** ☐ Staff (or pupils) returning from holidays/work abroad must follow current Government guidance and quarantine for 10 days on their return from **certain countries not on the current** Travel Corridor list. *This can be reduced to 5 days if the traveller pays for a private PCR Covid test on day 5 of their return which is negative. From w/c 11/01/21, anyone returning to the UK will be required to have a PCR test up to 72 hours of travel back to the UK and produce evidence of a negative test result (children under 11 exempt). The 10 (or 5) day quarantine rules from countries outside of the UK Travel Corridor will still remain in place regardless. Further Government guidance to follow.* ☐ As would usually be the case, most staff will need to be available to work in school during term time. There is a risk that where staff have travelled abroad, their return travel arrangements could be disrupted due to factors arising beyond their control in relation to Covid-19, such as the potential for reinstatement of lockdown measures in the place they are visiting. ☐ Where it is not possible to avoid a member of staff having to quarantine during term time, we will consider if it is possible to temporarily amend working arrangements to enable them to work from home. **Pupils travelling from abroad to attend Boarding Schools** ☐ Refer to the model Queen's College Isolation for Boarding Schools during Coronavirus (Covid-19) Pandemic Risk Assessment. **Recruitment** ☐ Recruitment will continue as usual – staff, volunteers, supply teachers, other fixed-term or peripatetic teachers and ITT trainees. ☐ We will continue to adhere to the legal requirements regarding pre-appointment checks (Keeping Children Safe in Education). ☐ As DfE guidance advises limiting the number of visitors, it may be appropriate to consider a flexible approach to interviews, with alternative options to face-to-face interviews offered where possible.	responsibility for co-ordinating safeguarding on site. The latest guidance on quarantine can be accessed at coronavirus (COVID-19): how to self-isolate when you travel to the UK and Travel Corridors Interviewing remotely may be a new experience for many schools. Refer to Recruiting during lockdown? How we did it and Attending your first remote interview	

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		☐ Where face-to-face meetings are arranged, we will make clear to candidates that they must adhere to the system of controls that we have in place. We will also have the discretion to require face coverings for visitors where social distancing cannot be managed safely.		
Visiting children in their own homes and contact with Covid-19 virus	High	☐ Should we have a situation where a child requires a home visit particularly in relation to safeguarding concerns, we will consider and adhere to guidance issued in Safe working in education, childcare and children's social care settings, including the use of PPE.	Refer to Queen's College Covid-19 Home Visits Risk Assessment	Low
Visitors & spread of Covid-19 virus	High	**ALL Visitors** ☐ We will restrict all visits to the setting to those that are absolutely necessary. It is at the discretion of the Head teacher to determine what is necessary for their setting. The following are specifically deemed 'essential': - visits for safeguarding purposes; - visits that allow a vulnerable child to meet a social worker, key worker or other necessary support; - visits for SEND therapies; - essential maintenance work. ☐ Visitors to the premises will be discouraged and meetings held remotely where possible. Visitors will be by appointment only. ☐ A record should be kept of all visitors/contractors with sufficient detail to support rapid contact tracing if required by NHS Test and Trace. Create a signing in sheet – with date, times, name, company (where relevant), contact Tel No., where in the building they are going to be for the majority of the time and who they are meeting with (see Queen's College Visitors Form.. Do not leave a pen available – they should use their own. If a touch screen is used, anti-viral wipes must be available along with a bin for disposal. Refer to Maintaining records to support NHS Test & Trace ☐ Site guidance on physical distancing and hygiene should be documented & explained to visitors/contractors on or before arrival - make it clear via a notice on the inner door that all visitors must wash their hands as soon as they enter the building or sanitise their hands. Ensure that any keypads or electronic entry systems are regularly sanitised throughout the day (as above). ☐ Where possible, limit the areas that visitors/contractors can go in the building and reduce the number of people they come into contact with. **External education professionals** ☐ In instances where we need to use other essential professionals such as social workers, speech and language therapists or counsellors, or professionals to support delivery of a child's EHC plan, we will assess whether the professionals need to attend in person or can do so virtually. If they need to attend in person, they should closely follow the protective measures in school, wash hands		Low

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			frequently, keep the number of attendances to a minimum, where possible to do so, maintain social distancing.		
			□ Sessions run by external providers which are not directly required for children's health, safety and wellbeing, should be suspended. Guidance on visits from peripatetic teachers can be found under 'Curriculum' above.		
			□ The presence of any additional members of staff will be agreed on a weekly basis, rather than a daily basis, to limit contacts, where possible.	Undertake effective liaison with contractors **BEFORE** they attend site – ask contractors to provide key information in relation to how they are managing infection control (risk assessments) and any control measures we have in place which we expect them to follow will be shared with them either in advance or on immediate arrival. Contractors should be complying with [Construction Leadership Council - Site-Operating-Procedures](#)	
			Other Visitors		
			□ We will consider how to manage other visitors to the site, including contractors, and ensure that the risks associated with managing contractors, visitors, catering staff and deliveries, as well as cleaning staff on site who may be working throughout the school and across different groups, are addressed. This will require close cooperation between both school and the other relevant employers. We will have discussions with key contractors about the school's control measures and ways of working as part of planning.		
			□ Access to contractors/external maintenance personnel should be by appointment only and wherever possible, arranged after school, holidays or weekends to reduce contact with others and appropriate hygiene and social distancing arrangements are followed (including in an emergency situation where access is required urgently to undertake maintenance/repair).	CCC Public Health advise that face to face events of this kind should not go ahead and recommend the virtual approach is adopted wherever possible.	
			Parents/Carers		
			New Admissions		
			□ For new admissions, we will provide virtual tours for prospective parents and carers wherever possible.		
			□ If parents and carers are keen to visit in person, we will ensure:		
			- face coverings are worn if required in line with arrangements for staff and other visitors to the setting; - holding visits after hours. If this is not possible, consider limiting visits to the outside play areas during regular hours, and ensure strict social distancing is observed.		
			□ Prior to a visit, we will ensure that parents and carers are aware:		
			- of our 'system of controls'; - how this impacts them and their responsibilities during their visit; - how to maintain social distancing from staff, other visitors, and children other than those in their care.		
			Other visits by parents and carers		
			□ Parents and carers will not be allowed into the setting unless there is a specific need.		
			□ Children should be dropped off and collected at the door, if possible.		
			[EYFS] Parents settling children		

□ We will ensure that parents and carers:

- wear face coverings, if required, in line with arrangements for staff and other visitors to the setting;
- stay for a limited amount of time (ideally not more than an hour);
- avoid close contact with other children;
- are aware of our 'system of controls', how this impacts them, and their responsibilities in supporting it when visiting school with their child;
- we will explain these expectations, verbally or in writing, to parents and carers before or on arrival.

Support Groups for Parents and Children

□ Support groups, such as for breastfeeding, postnatal, and baby and toddler groups, for the provision of support for parents and their children, that are necessary to deliver in person, can continue with up to 15 participants (children under five are not counted in the number) where formally organised to provide mutual aid, therapy or any other form of support. This includes where parents and carers meet other parents and carers with or without their young children. This would not typically permit parent-and-child groups focused on social or development activities, such as singalong groups or art classes.

□ It is important for group participants to maintain:

- social distancing between adults who do not live together and who are not in the same bubble;
- good hand hygiene. Participants should clean their hands as they arrive and as they leave.

□ The NHS Test and Trace App has a check-in feature which enables a venue to register for an official NHS QR code and allows users to 'check-in' to participating venues on their app by scanning that code. However, Schools are **NOT** expected to create NHS QR code posters for their normal day to day operations.

Further information on specific Covid-19 preventative controls is available in Actions for early years and childcare providers during the coronavirus (COVID-19) outbreak

Refer to Maintaining records to support NHS Test & Trace

				Refer also to 'NHS Test & Trace App' on Page 5.	
				If needed, schools can create NHS QR code posters online for free	
Lack of wellbeing management for pupils	High		☐ School staff will need to consider how to support: - children who are self-isolating or otherwise unable to attend and are within the DfE definition of vulnerable. In such cases, we will put systems in place to keep in contact with them, offer pastoral support and check they are able to access education support; - vulnerable children including those with a social worker; - pupils who were previously clinically extremely vulnerable but have been informed that this is no longer required in exceptional circumstances for short periods of time; - those living with someone who is clinically vulnerable or extremely clinically vulnerable; - individual children who have found the long period at home hard to manage; - those who have developed anxieties related to the virus; - those about whom there are safeguarding concerns; - those who may make safeguarding disclosures once they are back in schools; - those concerned about possible increased risks from Covid-19, including those from Black, Asian and Minority Ethnic (BAME) backgrounds or those with certain health conditions such as obesity and diabetes; - those who have experienced bereavements in their immediate family or wider circle of friends or family or had increased/new caring responsibilities. ☐ We consider the provision of pastoral and extra-curricular activities to all pupils designed to: - support maintaining friendships and social engagement; - address and equip pupils to respond to issues linked to coronavirus (Covid-19); - support pupils with approaches to improving their physical and mental wellbeing including continuing to remain fit and active and, wherever possible, having the 60 minutes of daily physical activity recommended by the Chief Medical Officers. ☐ We will also provide more focused pastoral support where issues are identified that individual pupils may need help with, drawing on external support where necessary and possible. ☐ We will also consider support needs of particular groups they are already aware need additional help (e.g. children in need), and any groups they identify as newly vulnerable on their return to school. To support this, teachers may wish to access the free MindEdlearning platform for professionals, which includes a coronavirus (Covid-19) staff resilience hub with materials on peer support, stress, fear and trauma and bereavement. ☐ We will consider how we are working with school nursing services to support the health and wellbeing of our pupils; school nursing services have continued to offer support as pupils return to school – school nurses as leaders of the healthy child programme can offer a range of support including: - support for resilience, mental health and wellbeing including anxiety, bereavement and sleep issues;	Refer to DfE - teaching about mental wellbeing, the DfE/PHE/NHS YouTube webinar and the Wellbeing for Education Return programme Refer to BAMEed Network guidance and template Risk Assessment for staff and students previously shielding or BAME for assistance in completing an individual risk assessment before affected pupils return to school. Refer to PHE: supporting children and young people's mental health and wellbeing and NHS Every Mind Matters Refer to MindEd learning platform for professionals, which contains materials on peer support, stress, fear and trauma, and bereavement and MindEd coronavirus (COVID-19) staff resilience hub which provides advice and tips for frontline staff.	Low

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		- support for pupils with additional and complex health needs; - supporting vulnerable children and keeping children safe. ☐ Where there is a concern a child is in need or suffering or likely to suffer from harm, we (generally led by the DSL or deputy) will follow our Child Protection policy and Part 1 of keeping children safe in education and consider any referral to statutory services (and the police) as appropriate. ☐ We will work together with school nurses to ensure delivery of the healthy child programme (which includes immunisation), identifying health and wellbeing needs which will underpin priorities for service delivery. ☐ Staff will need to strike an appropriate balance between reintegrating pupils into a reassuring and familiar work ethic to support their mental wellbeing on the one hand and identifying and taking time to address explicitly individual concerns or problems on the other. ☐ If parents of pupils with significant risk factors are concerned, we will discuss their concerns and provide reassurance of the measures we are putting in place to reduce the risk in school. We will be clear with parents that pupils of compulsory school age must be in school unless a statutory reason applies (e.g. the pupil has been granted a leave of absence, is unable to attend because of sickness, is absent for a necessary religious observance etc).	
Lack of wellbeing management for staff	High	☐ Governing bodies and senior leaders will be conscious of the wellbeing of all staff, including senior leaders themselves, and the need to implement flexible working practices in a way that promotes good work-life balance and supports teachers and leaders. ☐ Particular regard will be given to ensuring staff who are BAME (Black, Asian and Minority Ethnic) and those with existing health conditions (but do not fall into the category of critically vulnerable) are appropriately supported, given that they may be at increased risk of severe ill-health should they contract Covid-19. ☐ Workload will be carefully managed and the school will assess whether staff who are having to stay at home due to health conditions are able to support remote education, while others focus on face-to-face provision. This issue will be factored into our resource and curriculum planning and consideration given to where additional resource could be safely brought in if necessary. ☐ We may need to alter the way in which we deploy staff and use existing staff more flexibly. We will discuss and agree any changes to staff roles with individuals. ☐ We will monitor the wellbeing of people who are working from home, self-isolating or on furlough and help them stay connected to the rest of the workforce, especially if the majority of their colleagues are on-site. We will keep in touch with off-site workers on their working arrangements including their welfare, mental and physical health and personal security. ☐ We will consider how to support the mental wellbeing of our staff who are returning after a significant period of either home working, shielding or furlough. Where work-related issues present themselves, the HSE's published stress Management Standards will be followed. We will also review how we can support employees on broader issues, such as bereavement support and general anxiety about the ongoing situation (for example by signing up for a formal Employee Assistance Programme providing confidential telephone advice and counselling).	Refer to extra mental health support for pupils and teachers, NHS Every Mind Matters and Wellbeing for education return programme Refer to BAMEed Network guidance for assistance in completing an individual risk assessment before affected staff return to work. Refer to the DfE workload reduction toolkit and case studies to support remote education Refer to template Risk Assessment for staff and students previously shielding or BAME Education Support Partnership provides a free helpline for school staff and targeted support for mental health and wellbeing, helpline number 08000 562561.	Low

| Inadequate communications with and training of staff | High | □ We will ensure all staff understand coronavirus related safety procedures.

□ We will provide clear, consistent and regular communication to improve understanding and consistency of ways of working amongst staff.

□ We will engage with staff through existing communication routes and staff representatives to explain and agree any changes in working arrangements, including those working from home.

□ We will develop communication and training materials for staff.

□ We will ensure all staff are kept up to date with how safety measures are being implemented or updated.

□ We will ensure ongoing engagement with staff, (including through trades unions or employee representative groups) to monitor and understand any unforeseen impacts of changes to working environments.

□ We will promote awareness and focus on the importance of mental health at times of uncertainty (see above).

□ We will use simple, clear messaging to explain guidelines using images and clear language, with consideration of groups for which English may not be their first language and those with protected characteristics such as visual impairments.

□ We will use visual communications, e.g. whiteboards or signage, to explain safe working practices around the working site to reduce the need for face-to-face communications. | | Low |

PART 2 – PREMISES AND MAINTENANCE ISSUES DURING NATIONAL LOCKDOWN				
Hazards & Associated Risks	Risk Rating	Control Measures What are we doing now?	Notes/Additional Control Measures What more do we need to explain/do?	Residual Risk
Fire and emergencies	High	☐ Review and where necessary, update the existing school Fire Risk Assessment and Fire Safety Management Policy/Evacuation Plan. ☐ Ensure adequate provision of fire wardens and update training where zones they normally cover have been altered. ☐ Ensure there are sufficient trained staff/fire wardens on duty to cover the site to enable sweeps of all areas to be carried out and to ensure full evacuation of the building. ☐ Assess the suitability of Personal Emergency Evacuation Plans (PEEPs) – especially if working hours are elongated and/or previous role holders are no longer available to continue. ☐ Consider altered escape routes where children are restricted to certain areas. ☐ Consider the layout of muster points; more points may need to be created to allow for social distancing and to prevent groups or bubbles mixing – how will the person in charge at each assembly point communicate with the others? How will pupils line up – is marking required? ☐ Test whether the school's existing system works appropriately in relation to social distancing and the advice not to mix groups or bubbles. ☐ More frequent drills may be required in the short term to test procedures as staff and pupils become accustomed to the 'new normal' of Class/Year bubbles, social distancing, being in different classrooms/work areas etc. ☐ However, it is accepted that during the current pandemic there may be instances where a fire drill involving the entire school may result in the school's planned Covid control measures being compromised; e.g. two separate pupil groups (bubbles) coming briefly into contact due to the available evacuation routes. Therefore our advice is that prior to undertaking a fire drill for the whole school an assessment should be made of the potential risk of this occurring. ☐ If, as a result of the assessment, the school believes it would be preferable not to undertake a fire drill involving the whole school, steps must be taken to ensure that all pupils and staff are familiar with the escape routes. This could be achieved by individual groups physically walking the escape routes available to them but without resorting to sounding the fire alarm. It is recommended that for each group of pupils both the nearest fire exit and also the next closest alternative escape routes are used for this purpose. In line with normal practice any drill (whether full or conducted partially) should be clearly logged in the School Fire Logbook.	Refer to advice on Fire safety in new and existing school buildings Train staff and pupils in the correct procedures in the event of fire emergency – repeat as necessary – monitor via fire drills	Low

			□ It must be emphasised that the mitigating approach above is only necessary where there is a distinct possibility that the Covid control measures will be compromised for the purposes of a fire drill. In case of a genuine fire the fire evacuation procedure will take precedence over any Covid control measures; the priority is to ensure that all occupants have left the building and reached the fire assembly point.		

□ More frequent fire updates will be provided to staff and pupils, particularly where pupils are not being taught in their 'normal classrooms' so that they can familiarise themselves with the nearest fire route and ultimate exit.

The advice of a competent electrician (registered with an electrical Competent Person Scheme Operator) should be sought.

□ Clarify means of summoning emergency assistance, particularly when operating social distancing.

□ The use of portable heaters should be avoided where possible. However, where it is necessary to use these ensure suitable controls are implemented and include within the existing Fire Risk Assessment e.g.

- check that the electrical installation has the capacity to run multiple portable heaters to ensure none of the electrical phases become overloaded;
- radiant type heaters must not be used;
- the use of naked flame appliances e.g. LPG appliances, must not be permitted under any circumstance;
- prior to use all portable heaters must be inspected to ensure that they are correctly maintained;
- portable electrical heaters should be subject to a portable appliance test at suitable timescales and display a label;
- heaters must be stable and prevented from being knocked over - the base of the heater should be secure (ideally use heaters that have an automatic cut-out so that if the heater is knocked-over the heater will switch-off.)
- staff must not be permitted to bring their own portable heaters into the school;
- when in use the heater should be connected directly to a fixed wall socket; the use of extension leads and adaptors avoided at all time;
- all heating appliances must be kept clear of combustible material and the air flow around the appliance must not be impeded;
- heaters must not be used under desks or other furniture;
- as far as practicable, heaters should not be left unattended;
- heaters should be positioned where they will not cause an obstruction and must not be used within escape routes.

Review fire doors appropriate to setting. We will consider installing proprietary hold open devices triggered by the fire alarm as a longer-term objective.

□ Propping open doors by any other means other than proprietary hold open devices triggered by the fire alarm is normally not permitted. However, as a temporary measure, all reasonable methods of preventing infection spread may need to be introduced. The risk of a fire starting during the school day when the building is occupied is probably lower than the risk of covid-19 infection spread. If fire doors are held open as a measure to reduce the risk of infection transmission the following **will** be observed:

- If fire doors are held open, we will alter our documented and practical procedures to ensure that more staff are appointed to ensure ALL fire doors will be closed by a member of staff using the room or those undertaking sweeps of communal areas in the event of the fire alarm activating.

		- We will use wedges to hold doors open – these can be easily kicked out should there be an emergency situation. - We will only hold doors open where access through them is required during the day and where the room beyond is occupied. This will reduce the risk of contamination. Rooms which are not being used will have the doors closed at all times. - At the end of each day, **ALL** fire doors **MUST** be closed. Wipe down contact points with a proprietary cleaning product ready for the next day. ☐ We will consider the closing of windows should the fire alarm activate. Because of the need for increased ventilation in the school during the Covid-19 pandemic, there may not be time to close all windows prior to evacuation. This situation is only permissible where to close all the windows would result in increased risk to staff and pupils. ☐ We will review the first aid 'assessment of need' to ensure that it is still sufficient. Based on this, more first aiders may need to be trained to ensure that there is adequate coverage. We will review levels of first aid equipment to ensure that these are still adequate. In particular, consideration will be given to the purchase of additional resuscitation face shields, disposable gloves and aprons. ☐ Where necessary, staff will undergo induction in the fire and emergency routines and accident/first aid procedures. This may not be the usual routes and normal nominated fire wardens may not be in attendance. Repeat as necessary. ☐ Review site staff cover to ensure the site is safe – including the operation of fire alarms. ☐ Ensure staff are inducted/ familiarised with key emergency/ management information – e.g. security / access procedures, emergency and fire risk etc. ☐ Make available any instruction on the use of any relevant equipment – e.g. emergency controls for fire panels, lifts, automatic doors etc. ☐ Ensure that emergency cut-off points for water, gas and electric are clearly marked and known by the senior member of staff and that details of emergency contacts for utilities are readily available.	Brief rota staff on operation of fire/intruder alarms. Make available the codes on and off site and ensure all know how to access should it be required. Ensure key staff know gas, water & electric cut-off points and how to operate them.
Lack of building/ property maintenance – preparing to re-open	High	It is important that all the usual building checks are undertaken to make the school safe. These should continue during any full or partial closure. **Health & Safety Inspections** ☐ All routine in-house monitoring, testing and inspection should continue as normal even if the building is completely closed, including *(list not exhaustive):* - Testing of fire Manual Call Points (MCPs) – weekly on a rota system; - Testing of automatic fire doors or automatic door release systems including any doors operated by electronic means – weekly; - Testing of any battery-operated smoke detectors - weekly; - Testing of Emergency Lights – monthly; - Checking fire-fighting equipment – monthly; - Checking fire doors and fire exits; - Conducting fire drills – usually termly;	Refer to the Chartered Institute of Building Services Engineers' guidance on emerging from lockdown For reference, use the HSE Approved Code of Practice and HSG 274	Low

- Temperature testing of sentinel outlets (those closest, intermediate & furthest away from the water tank or calorifier) – monthly;
- Flushing of all hot and cold outlets including seldom used outlets such as showers, spray taps and bib taps – weekly;
- Disinfection of shower/spray tap heads – termly;
- Visual inspection of any outdoor playground equipment and surfacing – daily (informal);
- Visual inspection of any outdoor playground equipment and surfacing – weekly;
- Fridge temperature testing – daily for general school use or twice daily for commercial kitchens;
- Freezer temperature testing – daily;
- Monitoring the condition of asbestos containing materials – termly;
- Regular health and safety inspections of the buildings and grounds.

Fire Safety Systems

☐ All relevant fire safety equipment and systems must continue to be tested even if the building is completely closed. This would typically include:

- a full functional test of the fire detection and alarm system (using multiple call points across the site;
- a full discharge test of the emergency lighting system across the site;
- a visual inspection of all fire extinguishers to ensure that they are correctly located, full and not obviously damaged;
- checking that fire escape routes are clear of any obstructions;
- checking that final fire escape doors are unlocked and operational;
- checking the operation of internal fire doors to ensure that they close properly;
- checking that automatic fire dampers, smoke venting and smoke extraction systems are operational.

Water management – control of Legionella bacteria

☐ *Water systems*

- We will continue to follow our usual water system building management procedures as laid out in our current Legionella Risk Assessment even if the building is completely closed.
- Chlorinating and flushing water systems may not be necessary **if** the system remains operational through routine flushing as advised in the cold water systems and domestic hot water services sections above. **If not**, prior to re-opening, we will contact our legionella competent person who will advise on the action required. If a full system flush is required but not immediately available, seek advice from your competent person on alternative options.
- We will check traps have not dried out and ensure water seals are in place to prevent smells within the building, for example, hygiene rooms, sports hall showers even if the building is completely closed.

☐ *Drinking water*

- We will ensure we maintain system throughput of water from routine flushing to all outlets even if the building is completely closed.

☐ *Hot water services*

Refer to HSE: Legionella Risks during the Coronavirus Outbreak

	- Water temperatures must be kept within limits recommended for the control of legionella bacteria in water systems. - Regularly check hot water generation for functionality and if required, temperature recording even if the building is completely closed. - If the hot water system has been left operational the hot water should be circulating as normal and regular checks should be carried out. **Ventilation – *keep occupied spaces well ventilated*** ☐ It is important to ensure the building is well ventilated and a comfortable teaching environment is maintained. This can be achieved by a variety of measures including: - mechanical ventilation systems – these should be adjusted to increase the ventilation rate wherever possible, and checked to confirm that normal operation meets current guidance (if possible, systems should be adjusted to full fresh air or, if not, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply); - natural ventilation – opening windows (in cooler weather, windows should be opened just enough to provide constant background ventilation and opened more fully during breaks to purge the air in the space). Opening internal doors can also assist with creating a throughput of air; - natural ventilation – if necessary external opening doors may also be used (where safe to do so – see also 'fire doors' above). ☐ To balance the need for increased ventilation while maintaining a comfortable temperature, the following measures should also be used as appropriate: - opening high level windows in preference to low level to reduce draughts; - increasing the ventilation while spaces are unoccupied (e.g. between classes, during break and lunch, when a room is unused); - providing flexibility to allow additional, suitable indoor clothing (see also 'school uniform' above); - rearranging furniture where possible to avoid direct drafts. ☐ Ventilation in toilets should be kept running where possible. When in use, avoid opening windows in toilets to assure the right direction of ventilation. ☐ Ventilation in chemical stores should be kept running as normal. ☐ Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces (see also 'use of portable heaters' above). The Workplace (Health, Safety & Welfare) Regulations 1992 require employers to provide a 'reasonable' temperature in workplaces. The School Premises (England) Regulations 2012 do not specify minimum temperatures for any parts of a school but simply refer back to the Workplace Regulations. The HSE ACOP states 'the temperature in a workplace should normally be at least 16°C. If work involves rigorous physical effort, the temperature should be at least 13°C. ☐ In terms of convection heating systems, the risks are likely to be extremely low and it is unlikely that this could be replaced or retrofitted with additional filtration.	Refer to the HSE: Ventilation and air conditioning during the coronavirus (COVID-19) pandemic and CIBSE coronavirus (COVID-19) advice Check with your heating ventilation and air conditioning (HVAC) engineer to determine whether it would be feasible to operate the system with fan functions left off or on low during operation. However, this may affect the safety/functionality of the system advice must be sought by a competent person with knowledge of your heating system/site.	

		Statutory inspections and Maintenance
		
		☐ Whilst the HSE 'recognises the potential challenges when carrying out legal requirements for thorough examination and testing (TE&T) of plant and equipment as a result of additional precautions people need to take to help reduce risk of transmission of coronavirus (Covid-19)' they have stated that 'the law for Lifting Operations and Lifting Equipment Regulations (LOLER) and Pressure Systems Safety Regulations (PSSR)' remain in place. As such, employers must ensure that statutory inspections on lifting equipment (including passenger lifts and stair lifts), pressure systems, fixed electrical systems, PAT, gas appliances, etc are 'in date'.
		☐ All other planned preventive maintenance of systems and equipment will continue as normal even if the building is completely closed including *(list not exhaustive):*
		
		  - gas
		  - heating
		  - water supply
		  - mechanical and electrical systems
		  - catering equipment
		
		Training and supervision
		
		☐ We will continue to ensure that employees remain competent. As such, it may be necessary to run refresher training for certain items and/or systems. This is particularly relevant to employees who only had limited experience prior to the lockdown. Review the status of any planned periodic refresher training which may have been missed during the lockdown.
		☐ Ensure that there is adequate supervision of those using plant and equipment, particularly if sites operate for an extended period of time and/or experienced supervisors are not available.		

Further Action Required	Date Action Completed			
Settings should review and update their **wider** risk assessments and consider the need for relevant revised controls in respect of their conventional risk profile considering the implications of Covid-19. This risk assessment must be read and followed in conjunction with other applicable risk assessments for the setting, staff member or pupil, adapted as necessary, and: ● Restricting attendance during the National Lockdown: Schools ● Education and childcare settings: National Lockdown ● Actions for Early years and childcare providers ● Actions for Special schools and other specialist settings ● Critical workers and vulnerable children who can access schools or settings ● Stay at home guidance for households with possible Covid-19 infection ● Guidance on shielding & protecting people who are clinically extremely vulnerable from COVID-19 ● RCPCH COVID-19 - 'shielding' guidance for children and young people ● Coronavirus (COVID-19): Meeting with others safely (Social Distancing) ● Coronavirus (Covid-19) Getting tested ● Use of the NHS COVID-19 app in schools and FE colleges ● Safeguarding children and protecting professionals in early years settings: online safety guidance for practitioners ● Safeguarding and remote education during coronavirus (COVID-19) ● Coronavirus (COVID-19): test kits for schools and FE providers ● Maintaining records of staff, customers and visitors to support NHS Test and Trace ● Actions for employers and providers following a COVID-19 related death of a carer or colleague across children's services ● Providing School Meals during the Coronavirus Outbreak ● COVID-19: cleaning of non-healthcare settings outside the home ● Coronavirus Covid-19 safer travel guidance for passengers ● Coronavirus Covid-19 Safer transport guidance for operators ● LA School Transport guidance ● Transport to school and other places of education: 2020 to 2021 academic year ● Safe working in education, childcare and children's social care settings, including the use of PPE ● HSE Face Fit Testing Guidance ● Face coverings in education ● Face coverings: when to wear one, exemptions and how to make your own ● Early Years Foundation Stage Statutory Framework (disapplications) ● Protective measures for out-of-school settings during the coronavirus (COVID-19) outbreak ● Remote education during Coronavirus (Covid-19) ● Schools and COVID-19: guidance for Black, Asian and minority ethnic (BAME) staff and their employers in school settings ● AfPE COVID-19: Interpreting the Government Guidance in a PESSPA Context ● Asthma UK COVID-19: Health advice for people with asthma ● CPNI Managing Security Risks throughout Covid-19 ● Working safely during coronavirus (Covid-19) ● COVID-19 contain framework: a guide for local decision-makers ● Contingency framework: education and childcare settings (excluding universities) ● Mass asymptomatic testing: schools and colleges ● Mass asymptomatic testing in specialist settings ● National Lockdown: Stay at Home ● Queen's College Risk Assessment for Lateral Flow Device (LFD) Serial Contact Testing in Schools				