

Queen's College Covid-19 Opening & Operating Schools Risk Assessment V1i



Activity:	Opening & Operating Schools/Settings during Coronavirus (Covid-19) Pandemic	Location:	Queen's College, Taunton
Assessor:	Andrew Free	Distribution:	All Staff, Parents, Governors & website
Date:	2 March 2021	Proposed Review Date:	10 March 2021
		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.
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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 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.
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All pupils, in all year groups are expected return to school from 08/03/21. The [Schools coronavirus \(COVID-19\) operational guidance](#) is intended to support schools, both mainstream and alternative provision. Independent schools are expected to follow the control measures set out in the guidance in the same way. Separate guidance is also available for [Early years and childcare providers](#) and [Special schools, special post-16 institutions and alternative provision](#). The Risk Assessment is divided into 2 distinct parts:

- **Part 1** - Staff and pupil management issues to support full opening of the school;
- **Part 2** - Premises and maintenance issues required prior to and during full opening (*although much of this will have been completed prior to full opening in September and should have been ongoing during the National Lockdown*).

and the control measures will equally apply to schools/settings delivering face-to-face summer schools.

Separate Risk Assessments are available on the [Queen's College website for Queen's College Boarding during Covid-19 Risk Assessment, Queen's College Cleaning Schools during Coronavirus Pandemic, School Catering Operations during the Coronavirus Pandemic / Back to school welcome video / Remobilisation Pack \(COVID-19\) , Queen's College Lateral Flow Device \(LFD\) Testing Junior School, Queen's College Lateral Flow Device \(LFD\) testing in senior Schools and Home Visits during the Covid-19 pandemic.](#)

ASYMPTOMATIC TESTING

Rapid testing using Lateral Flow Devices (LFD)s will support the return to face-to-face education by helping to identify people who are infectious but do not have any coronavirus (Covid-19) symptoms. For secondary school staff and pupils the Government is moving to a home testing model (for pupils, following the first 3 onsite tests). The lateral flow devices used have received regulatory approval from the MHRA for self-use. Home test kits will be available for all staff and can be used from 25/02/21 onwards. Once pupils have been tested 3 times at school, they will be provided with home test kits for regular testing. Testing remains voluntary but is strongly encouraged.

Secondary school testing on-site through an Asymptomatic Testing Site (ATS):

Secondary schools should offer pupils testing at an on-site ATS. Testing and return of pupils can be phased during the first week to manage the number of pupils passing through the test site at any one time. You should offer 3 tests, 3 to 5 days apart. You have the flexibility to consider how best to deliver testing on a phased basis, depending on your circumstances and local arrangements, but you should prioritise vulnerable children and children of critical workers, and year groups 10 to 13. Pupils should return to face-to-face education following their first negative test result. Pupils not undergoing testing should attend school in line with your phased return arrangements. Schools will have discretion on how to test students over that week as they return to the classroom. Testing is voluntary. If consent is provided, pupils will be asked to self-swab at the on-site ATS and after 30 minutes they should be informed of their results. Individuals with a positive LFD test result will need to self-isolate in line with the [guidance for households with possible coronavirus infection](#). Those with a negative LFD test result can continue to attend school unless they have individually been advised otherwise by NHS Test and Trace or Public Health professionals (for example as a close contact). They should continue to apply the measures in the system of controls to themselves and the wider school setting. Schools should retain a small on-site ATS on site so they can offer testing to pupils who are unable or unwilling to test themselves at home.

Home testing:

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Both pupils and staff in secondary schools will be supplied with LFD test kits to self-swab and test themselves twice a week at home (3-4 days apart). Staff and pupils must report their result to NHS Test and Trace as soon as the test is completed either online or by telephone as per the instructions in the home test kit. Staff and pupils should also share their result, whether void, positive or negative, with

their school to help with contact tracing. Pupils aged 18 and over should self-test and report the result, with assistance if needed. Adolescents aged 12 to 17 should self-test and report with adult supervision. The adult may conduct the test if necessary. Children aged 11 attending a secondary school should be tested at home by an adult. Staff or pupils with a positive LFD test result will need to self-isolate in line with the stay-at-home guidance. They will also need to arrange a lab-based polymerase chain reaction (PCR) test to confirm the result if the test was done at home. Those with a negative LFD test result can continue to attend school and use protective measures.

Primary schools:

Staff in primary schools will continue to test with LFDs twice a week at home, as per existing guidance on testing for staff in primary schools and nurseries. Primary age pupils will not be tested with LFDs.

Refer to: [Mass asymptomatic testing: schools and colleges](#), [Rapid asymptomatic testing in specialist settings](#) and [Coronavirus \(COVID-19\) asymptomatic testing for staff in primary schools and nurseries](#).

Separate Risk Assessments are available: [Queen's College Risk Assessment for Lateral Flow Device \(LFD\) testing in Secondary Schools](#) and [Queen's College LFD testing in primary and maintained Nursery schools](#).

PART 1 – STAFF AND PUPIL MANAGEMENT ISSUES TO SUPPORT FULL OPENING OF THE SCHOOL/SETTING

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	<ul style="list-style-type: none"> □ 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 live in a household with someone who does 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 that day and the following full 10 days 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 starting from the day the individual's symptoms started (or the day their test was taken if they did not have symptoms, whether this was an LFD or PCR test), and the next 10 full days. □ If someone in a child or staff member's support bubble or childcare 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. 	<p>Ensure all staff and parents are made aware.</p> <p>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).</p> <p>Essential workers, which includes anyone involved in education or childcare, have priority access to testing. Refer to 'List of essential workers for priority testing'</p>	

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<p>Poor response to an infection</p>	<p>High</p>	<ul style="list-style-type: none"> □ We will ensure all staff and parents understand the NHS Test and Trace process used to test symptomatic people (using a 'polymerase chain reaction (PCR) test'). □ We will promote and engage in asymptomatic testing and will follow the guidance: Mass asymptomatic testing: schools and colleges, Rapid asymptomatic testing in specialist settings and Coronavirus (COVID-19) asymptomatic testing for staff in primary schools and nurseries. □ We will ensure that staff and parents/carers understand that they will need to: 	<p>Refer also to CCC Public Health COVID-19 flowchart for suspected or confirmed cases in schools</p> <p>Report confirmed cases of COVID-19 through the online attendance form daily return and also</p>	

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	<ul style="list-style-type: none"> - book a test if they or their child are displaying symptoms (or order via Tel No. 119); - self-isolate immediately and not come to school if they develop symptoms, have been in close contact (within the previous 48 hours) with someone who tests positive for Covid-19, anyone in their household or support or childcare bubble develops coronavirus (Covid-19) symptoms, they are required to do so having recently travelled from certain other countries or have been advised by NHS test and trace or the PHE local health team, which is a legal obligation; - provide details of anyone they have been in close contact with if they were to test positive for coronavirus (Covid-19) or if asked by NHS Test & Trace. <ul style="list-style-type: none"> □ 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. □ We will ask parents and staff to inform us immediately of the results of a test and follow this guidance: <ul style="list-style-type: none"> - 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 full 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 from the day of onset of their symptoms and for the following 10 full days 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 period of isolation starts from the day they became symptomatic and the following 10 full days. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal. Other members of their household should all self-isolate starting from the day the individual's symptoms started and the next 10 full days. - If a child or member of staff is not experiencing symptoms but has tested positive for Covid-19, they must self-isolate starting from the day the test was taken and the next 10 full days. If symptoms develop during this isolation period, then they must restart the 10 day isolation from the day after symptoms developed. Others in the household must self-isolate for 10 days from the from the day after contact with the individual who tested positive. □ At this stage, all those who have been in close contact (within the previous 48 hours) 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. □ 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. □ In the majority of cases, school 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, school can take the decision to refuse the child if in our reasonable 	<p>continue to inform the LA of any confirmed cases (How to complete the educational setting status form).</p> <p>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.</p> <p>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</p>	<p>Refer to Test kits for schools</p>
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		<p>judgement it is necessary to protect our pupils and staff from possible infection with Covid-19). Any such decision will be carefully considered in light of all the circumstances and the current public health advice.</p> <p>Polymerase Chain Reaction (PCR) tests contingency supply</p> <ul style="list-style-type: none"> □ Separate to the asymptomatic testing regime, all schools have been provided with a small number of home testing PCR 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 or a child's parent or carer. Parents and carers will be required to administer the test to those under 11. □ 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. □ 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. <p>NHS Test and Trace App</p> <ul style="list-style-type: none"> □ 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. □ Refer also to 'Lettings' below. 	<p>PCR test kits should only be offered in the exceptional circumstance an individual becomes symptomatic and you believe they may have barriers to accessing testing elsewhere.</p> <p>Our approach to this app can be found in the Covid-19 Addendum to the Online Safety Policy which makes clear that 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</p>	
<p>There is a confirmed case of coronavirus amongst the school community</p>	<p>High</p>	<ul style="list-style-type: none"> □ 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. □ 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: <ul style="list-style-type: none"> - 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 or LFD test: 		

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	<ul style="list-style-type: none"> ▪ 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; ▪ sexual contacts; ▪ 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. <p>□ 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 places 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.</p> <p>□ 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 (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.</p> <p>□ Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms. 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:</p> <ul style="list-style-type: none"> - if the test delivers a negative result, they must remain in isolation for the remainder of the 10-day isolation period. 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 from the day of onset of their symptoms and at least the following 10 full days (which could mean the self-isolation ends before or after the original 10-day isolation period). Their household should self-isolate starting from when the symptomatic person first had symptoms and the next 10 full days, following stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection. <p>□ 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.</p> <p>□ The asymptomatic testing programme in secondary schools initially included offering those who came into close contact with a positive case in secondary schools and colleges the option of 7 days of daily contact testing (with self-isolation if a subsequent test was positive) as an alternative to self-isolation. PHE and NHS Test and Trace have now reviewed their initial advice and have concluded that changes in the virus warrant further evaluation work and that daily contact testing in place of self-isolation has been paused until this evaluation has taken place.</p> <p>□ Some school staff who are employed or self-employed, on a low income, unable to work from home and losing income as a result may be eligible for a one-off Test and Trace Support Payment of £500, payable as a lump sum from the LA.</p> <p>□ Nurseries & Nursery Provision within schools & those on the Early Years Register ONLY: We will notify Ofsted within 14 days of any confirmed cases of coronavirus (Covid-19) in the setting (either</p>	<p>We will ensure our privacy notices for both parents/pupils and staff are updated accordingly.</p> <p>The DHSC has launched the Self-Isolation Service Hub, Tel: 020 3743 6715 (7 days a week, 8am to 8pm), allowing schools to provide contact details of those individuals who have been asked to self-isolate and are likely to be eligible for the Test</p>	
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		child or staff member) and if the setting is advised by Public Health to close as a result. This should be done online via tell Ofsted if you have a Covid-19 related incident .	and Trace Support Payment or discretionary payment.	
Poor containment of an outbreak by not following local health protection team advice	High	<ul style="list-style-type: none"> □ If we have 2 or more confirmed cases within 14 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 school will not generally be necessary and should not be considered except on the advice of health protection teams. 		
Clinically vulnerable or extremely clinically vulnerable persons returning to school	High	<p>Pupils</p> <p><i>Pupils who are clinically extremely vulnerable (CEV)</i></p> <p>There will be far fewer children who are classed as clinically extremely vulnerable and the majority of pupils have returned to school. However:</p> <ul style="list-style-type: none"> □ The advice for pupils who have been confirmed as clinically extremely vulnerable is to shield and stay at home as much as possible until further notice. They are advised not to attend school or wrap around care/out of school settings while shielding advice applies nationally. □ Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, we will be able to immediately offer them access to remote education and we will monitor engagement with this activity. <p><i>Pupils who are clinically vulnerable</i></p> <ul style="list-style-type: none"> □ All 16 to 18 year olds with underlying health conditions which put them at higher risk of serious disease and mortality will be offered a vaccine in priority group 6 of the vaccination programme. At present, these children should continue to shield, and self-isolate if they have symptoms or are identified as a close contact of a positive case, even if they have been vaccinated. □ Children who live with those who are clinically vulnerable can attend school and out of school settings. <p>Immunisation</p> <ul style="list-style-type: none"> □ As normal, we will engage with our local immunisation providers to provide immunisation programmes on site, ensuring these will be delivered in keeping with the school’s control measures. <p>School workforce</p> <ul style="list-style-type: none"> □ The expectation is that those staff not attending school who are still able to work should do so from home where possible. Some roles, such as some administrative roles, may be conducive to home working, and we will consider what is feasible and appropriate. □ We will explain to staff the measures the school is putting in place to reduce risks and discuss any changes. 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, clinically extremely vulnerable or at increased comparative risk from coronavirus, may have around their 	<p>Refer to RCPC COVID-19 - 'shielding' guidance for children and young people</p> <p>Where children do not attend school as parents are following clinical &/or public health advice (self-isolation, family isolation, quarantine or the clinically extremely vulnerable during a future lockdown), absence will not be penalised (record as Code 'X') – see Recording attendance in relation to Covid-19.</p> <p>During the week commencing 08/03/21, use code 'Y' for secondary age pupils not attending school for lessons during this week due to the asymptomatic testing programme.</p> <p>Where necessary, we will provide equipment for people to work at home safely and effectively, e.g. remote access to work systems and provide guidance on how to work safely at home – refer to the ACAS Home Working Guide, ACAS Example checklist for setting up homeworking and the HSE: protect home workers</p>	

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	<p>particular circumstances, reassure staff about the protective measures in place and carry out a specific Individual Risk Assessment with them.</p> <p><i>Staff who are extremely clinically vulnerable</i></p> <ul style="list-style-type: none"> □ Clinically extremely vulnerable staff are advised not to attend the workplace. □ 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. □ People who live with those who are clinically extremely vulnerable can attend the workplace where home-working is not possible and should ensure they maintain good prevention practice in the workplace and home settings. <p><i>Staff who are clinically vulnerable</i></p> <ul style="list-style-type: none"> □ Staff who are clinically vulnerable or have underlying health conditions but are not clinically extremely vulnerable, may return or continue to attend school. 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. □ People who live with those who are clinically vulnerable can attend school but should ensure they maintain good prevention practice in the workplace and at home. <p><i>Staff who are pregnant</i></p> <ul style="list-style-type: none"> □ Pregnant women are in the 'clinically vulnerable' category, and are advised to follow the above advice, which applies to all staff in schools. □ In some cases, pregnant women may also have other health conditions that mean they are considered CEV, where the advice for clinically extremely vulnerable staff will apply. □ 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 risks identified at that point, or later during the pregnancy, in the first 6 months after birth, or while the employee is still breastfeeding, will be included and managed as part of the general workplace risk assessment. We will take appropriate sensible action to reduce, remove or control the risks. As part of our risk assessment, we will consider whether adapting duties and/or facilitating home working may be appropriate to mitigate risks. □ 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. □ All pregnant women will be advised take particular care to practise frequent, thorough hand washing, and cleaning of frequently touched areas in their home or workspace. □ We will 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). <p><i>Staff who may otherwise be at increased risk from coronavirus</i></p> <ul style="list-style-type: none"> □ 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 	<p>Refer to Guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19</p> <p>See also RCOG FAQ's for pregnant women</p> <p>COVID-19 vaccination: a guide for women of childbearing age, pregnant or breastfeeding contains vaccination advice</p> <p>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</p>	
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		<p>return to school as long as the system of controls set out in School Operational Guidance and this Risk Assessment are in place, unless they have been included in the CEV group, where the advice for CEV staff will apply.</p> <ul style="list-style-type: none"> □ People who live with those who have comparatively increased risk from coronavirus (Covid-19) can attend school where it is not possible to work from home. 		
Inadequate hand and respiratory hygiene leading to spread of Covid-19 virus	High	<ul style="list-style-type: none"> □ 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 (see hand wash guidance). 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. □ If the site allows it, we will allocate different groups their own toilet blocks. 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. □ 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 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. 	<p>Ensure all attending understand how to wash hands correctly - Posters around the school as appropriate.</p> <p>Ensure all sinks have necessary stock & restock as necessary. HSE have issued guidance on Choosing the right hand sanitisers and surface disinfectants</p> <p>Songs and rhymes will be used to encourage hand washing in early years</p> <p>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.</p> <p>We will ensure there are enough tissues and bins available to support pupils and staff to follow the 'Catch it, bin it, kill it' routine</p> <p>The e-Bug coronavirus (COVID-19) website contains free resources for schools, including materials to encourage good hand and respiratory hygiene</p> <p>Refer to HSE: First aid during Covid-19</p>	
Inadequate personal protection & PPE	High	PPE	<p>Ensure adequate bins and tissues are made available. Ensure school has a stock of rubber</p>	

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<p>& spread of Covid-19 virus</p>	<ul style="list-style-type: none"> □ 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. □ The majority of staff will not require PPE beyond what they would normally need for their work. PPE is only needed in a very small number of cases, including: <ul style="list-style-type: none"> - where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at school, and only then if a distance of 2m cannot be maintained - where a child or young person already has routine intimate care needs that involve the use of PPE, in which case the same PPE should continue to be used – disposable apron and disposable gloves. □ 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: <ul style="list-style-type: none"> - a FFP2/3 respirator (which must be fit-tested) - gloves - a long-sleeved fluid repellent gown - eye protection □ 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. <p>Face Coverings</p> <ul style="list-style-type: none"> □ Face visors or shields should not 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 when used without an additional face covering. They should only be used after carrying out a risk assessment for the specific situation and should always be cleaned appropriately. □ 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. 	<p>gloves and if needed, disposable gloves/aprons/facemasks.</p> <p>Signage as appropriate.</p> <p>Refer to HSE Face Fit Testing Guidance</p> <p>Refer to: Face coverings in Education</p> <p>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. Transparent face coverings, which may assist communication with someone who</p>	
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		<ul style="list-style-type: none"> - 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. <ul style="list-style-type: none"> □ 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. □ Staff and pupils will be encouraged to bring a spare face covering to wear if their face covering becomes damp during the day. □ 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. <i>Note: children aged 3 to 10 years are exempt from the mandatory requirement to wear a face covering on public transport.</i> □ 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 also to ‘Measures for arriving at and leaving school’ and ‘Transport’ below. <p>Primary Schools & educational settings teaching Year 6 & below:</p> <ul style="list-style-type: none"> □ In primary schools, face coverings should be worn by staff and adult visitors in situations where social distancing is not possible between adults e.g. when moving around in corridors and communal areas. □ Children in early years settings and primary schools do not need to wear a face covering. <p>Where Pupils in Year 7 are educated:</p> <ul style="list-style-type: none"> □ Face coverings should be worn by adults (staff and visitors) and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing is difficult to maintain. Face coverings do not need to be worn by pupils when outdoors on the premises. □ In addition, face coverings should be worn in classrooms or during activities unless social distancing can be maintained. This does not apply in situations where wearing a face covering would impact on the ability to take part in exercise or strenuous activity e.g. in PE lessons. This additional precautionary measure is for a limited time during this period of high coronavirus (COVID-19) prevalence in the community. These measures will be in place until Easter and will be kept under review. □ No pupil should be denied education on the grounds that they are not wearing a face covering. 	<p>relies on lip reading, clear sound or facial expression to communicate, can be worn</p> <p>Posters in corridors and communal areas may be useful.</p> <p>Ensure there is a small supply of face coverings available in school</p> <p>Also mandatory to wear face coverings in enclosed public spaces along with indoor transport hubs, taxis & private hire vehicles (<i>see exemptions</i>)</p>	
Failure to adequately identify vulnerable	High	<ul style="list-style-type: none"> □ 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 return of more pupils and that some may require remote education due to self-isolation for example. 	Refer to the ‘ Covid-19 Addendum to the Child Protection Policy ’ on the Queen’s College website.	

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pupils/ safeguarding		<ul style="list-style-type: none"> □ 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 people are safe – particularly as some children and young people will be learning remotely due to self-isolation for example. □ In particular, vulnerable children and those with a social worker are expected to attend provision (subject to public health advice), given their safeguarding and welfare needs. Where vulnerable children do not attend, we will follow up with the parent/carer, working with the LA/social worker (where applicable) to explore the reasons for absence, discussing their concerns; focus discussions on the welfare of the child ensuring they are able to access appropriate support whilst at home; keep the situation under review and maintain contact. □ 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 (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. □ The DSL will be best placed to co-ordinate multi-agency working within a school, including communication with school nurses. <p>Elective Home Education (EHE)</p> <ul style="list-style-type: none"> □ We will encourage parents to send their children to school, particularly those who are vulnerable. EHE does not automatically put children at greater risk of harm. We will consider whether a parent’s decision to educate at home gives greater cause for concern compared to remaining in school. □ If we feel there is additional cause for concern, we will follow our own Child Protection policy and refer this to the DSL who will then consider making a referral to the LA in line with existing procedures. This will happen as soon as we become aware of a parent’s intention, or decision, to home educate. □ Alerting LAs as soon as possible where needed helps them to check if a child is receiving statutory social care services and notify any relevant social worker to work with the home education team to carry out any further checks or assessments that may be needed. We are expected to support social workers and other agencies following any referrals. We are already aware which children have a social worker assigned to them or their immediate family. □ We will work with LAs and, where possible, coordinate meetings with parents to seek to ensure EHE is being provided in the best interests of the child. □ We will direct parents to the advice on understanding what EHE is. We are not required to provide any support to parents that have withdrawn their child for EHE. Support provided by LAs is discretionary, including support for a child’s special educational needs. □ If a parent wants us to admit their child, we will follow our normal processes for in-year admissions applications or put them in touch with the LA admissions team to discuss how to apply for a school place for their child. 		
Inappropriate arrangements for opening the school to pupil groups	High	<p>Minimise contact across the site and maintain social distancing wherever possible</p> <ul style="list-style-type: none"> □ Reduce the number of contacts between children and staff. 	Individuals displaying symptoms of Covid-19 should follow the government guidance COVID-19: guidance for households with possible coronavirus infection)	

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	<ul style="list-style-type: none"> □ Maintain consistent groups or ‘bubbles’ that do not mix with other bubbles and maintain distance between individuals. These are not alternative options and both measures will help, but the balance between them will change depending on the: <ul style="list-style-type: none"> - pupil’s ability to distance - layout of the building - feasibility of keeping distinct groups separate while offering a broad curriculum. □ Younger pupils and those with complex needs will not be able to maintain social distancing and it is acceptable for them not to distance within their group. □ Maintaining distance or forming bubbles could be difficult in special settings, particularly given the need for staff to administer care support and provide therapies to the children and young people attending. However, the average number of pupils or students attending a special school or SPI is much lower than the average number in a mainstream school. This will help to limit the number of contacts for any individual. □ We will ensure: <ul style="list-style-type: none"> - the cleaning and use of shared spaces, such as playgrounds, boarding houses, dining halls and toilets; - the provision of specialist teaching and therapies. □ We will try to implement ‘bubbles’ of an appropriate size to achieve the greatest reduction in contact and mixing ensuring this will not affect the quality and breadth of teaching or access for support and specialist staff and therapists. □ Whatever the size of the group, they will be kept apart from other groups where possible and we will encourage pupils to keep their distance within groups. □ We will try to limit interaction, sharing of rooms and social spaces between groups as much as possible. □ We will keep pupils in their class groups for most of the classroom time, but also allow mixing in wider groups for specialist teaching, wraparound care, transport and boarding pupils who may be in one group residentially and another during the school day. Siblings may also be in different groups. □ All teachers and other staff can operate across different classes and year groups to facilitate the delivery of the timetable and specialist provision. Where staff need to move between groups, they will try and keep their distance from pupils and other staff as much as they can, ideally 2m from other adults and try to minimise the number of interactions or changes wherever possible. <p>Measures within the classroom</p> <ul style="list-style-type: none"> □ There is no need for class sizes to be adjusted from the usual size. □ 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. 	<p>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 language and parents of vulnerable children including young carers.</p> <p>Parents will be reminded of the complaints Policy which currently sets out how low level concerns will be resolved.</p> <p>Both the approaches of separating groups and maintaining distance are not ‘all or nothing’ options and will still bring benefits, even if partially implemented.</p>	
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	<ul style="list-style-type: none"> □ When staff or children cannot maintain distancing, particularly with younger children in primary schools, we will reduce risks by keeping pupils in the smaller, class-sized groups described above. □ 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. □ Pupils and staff will be asked to bring in their own water bottles. Water fountains will be temporarily taken out of 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: <ul style="list-style-type: none"> - 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. - 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 that are laundered within the school, e.g. towels, flannels and bedding are washed in line with guidance on Cleaning in non-healthcare settings outside the home 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 	<p>Refer to the HSE: Ventilation and air conditioning during the coronavirus (COVID-19) pandemic and CIBSE coronavirus (COVID-19) advice</p> <p>Refer to the managing risk in play provision implementation guide</p>	
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		<p>bring in their own headphones/earphones or have a supply of cheap earphones which could be sanitised and rotated on a weekly basis.</p> <ul style="list-style-type: none"> □ 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. <p>Measures for break and lunchtimes</p> <ul style="list-style-type: none"> □ We will stagger pupil 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. □ Where pupil numbers do not allow for each group to use the dining facilities, lunches may be served which are ‘take-away’ to be eaten elsewhere in the school to reduce the need for groups to mix or delivered to each classroom to be eaten at pupil desks. □ 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. □ 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. <p>Measures elsewhere</p> <ul style="list-style-type: none"> □ 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. □ Where considered wide enough to do so, corridors will be marked with tape showing the direction of travel on each side. We may introduce marked one way systems in corridors that are already narrow. □ Where there are multiple stairways to upper floors, these will be allocated and marked/signed as an ‘up stairway’ and a ‘down stairway’ where practical. □ Floor marking tape will also be used where queues may develop. □ Lockers will 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. □ Office staff to work in separate offices where possible. 	
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Arrows can be used to indicate left and right.

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	<ul style="list-style-type: none"> □ 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: <ul style="list-style-type: none"> - 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 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. □ Implement cleaning procedures for goods and merchandise entering the site. □ 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. 	<p>“Keep left” policy on stairs and narrow corridors.</p>	
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	<p>□ 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.</p> <p>Measures for arriving at and leaving school</p> <p>□ 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.</p> <p>□ We will encourage parents and pupils to walk or cycle to school where possible.</p> <p>□ We will consider staggering starts or adjusting start and finish times to keep groups apart as they arrive and leave (without reducing the amount of overall teaching time). This may include condensing or staggering free periods or break (whilst retaining the same amount teaching time) or keeping the length of the day the same but starting and finishing later to avoid busy periods. We will keep parents/carers informed of their allotted start/finish time.</p> <p>□ Check details of who is eligible to drop off/collect children – they may be different.</p> <p>□ 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.</p> <p>□ 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. We will inform parents of the processes we have in place for drop-off and collection, and in particular, will not allow gathering at the school gates.</p> <p>□ Where possible, we will consider separate entrance/exit gates or one-way systems.</p> <p>□ 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.</p> <p>□ At the end of the allotted session, parents may collect their children from the same entrance area where they will be supervised by staff.</p> <p>□ 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.</p> <p>□ 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.</p> <p>Transport</p> <p><u>Dedicated school transport</u></p> <ul style="list-style-type: none"> - Distancing is maximised and mixing of groups is minimised where possible and practical. - Parents and carers are responsible for supporting their child to maintain social distancing whilst queuing at bus stops. 	<p>External markings may be used to ensure parents and/or pupils are social distancing appropriately.</p> <p>Where it is possible to do so, different entrances may be allocated to different cohorts of children i.e. a rear or side gate.</p>	
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	<ul style="list-style-type: none"> - The school will put in place appropriate queuing or other arrangements needed for picking up and dropping off children at school. - Where possible, children should try to sit within their school bubbles on vehicles or with the same constant groups each day. - All pupils should wash their hands prior to boarding the bus. Hand sanitiser will be provided on board the vehicle and it should be used by pupils when getting on and getting off the bus. Child(ren) should also carry their own hand sanitiser. - The wearing of face coverings on dedicated home to school transport is mandatory. Public Health England advises that children aged 11 years and over must wear a face covering when travelling on dedicated transport to school (these will not be provided) unless exempt. Younger children can wear face coverings where the child understands how to wear a mask properly. We will support the LA in promoting the use of face coverings on school transport and help them to resolve any issues of non-compliance where appropriate. - Drivers and passenger assistants should wear a face covering but will not normally require PPE on home to school transport, even if they are not able to maintain a distance from the children and young people on the transport. However, where the care and interventions that a child or young person ordinarily receives on home to school transport requires the use of PPE, that should continue as usual. - Fresh air (from outside the vehicle) through ventilation will be maximised, particularly through opening windows and ceiling vents. - Vehicles will be cleaned and sanitised after each journey. - We will 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. <p><u>School commissioned transport (including use of school minibuses)</u></p> <ul style="list-style-type: none"> □ We organise our own transport for children to attend school and will take all necessary steps to ensure that the vehicle is safe to use by the children concerned. We may collect children in cohorts and/or stagger start/finish times in order to accommodate the pupils on the bus safely. □ Drivers and passenger assistants should wear a face covering but will not normally require PPE even if they are not able to maintain a distance from the children and young people on the transport. However, where the care and interventions that a child or young person ordinarily receives on home to school transport requires the use of PPE, that should continue as usual. □ Distancing is maximised and mixing of groups is minimised where possible and practical. <p><u>Wider public transport</u></p> <ul style="list-style-type: none"> □ The use of public transport, particularly in peak times, should be kept to a minimum. □ We will work with partners to consider staggered start times to enable more journeys to take place outside of peak hours where possible. □ We will encourage parents, staff and pupils to walk or cycle to school if at all possible. We will consider using 'walking buses' (a supervised group of children being walked to, or from, school), or work with the LA to promote safe cycling routes. Driving children to school will also be an option. Refer to Coronavirus (COVID-19): safer travel guidance for passengers □ If it is necessary for a childminder to pick-up or drop-off a child at school, or when taking children on a trip, walking is preferable. If this is not practicable, then a private vehicle for single household use is preferable. 	<p>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'.</p> <p>Refer to safe working in education, childcare and children's social care including the use of PPE and 'PPE/Face Coverings' above</p> <p>Refer to: GOV UK Transport to school and other places of education: 2020 to 2021 academic year - Guidance for Local Authorities and Schools, Coronavirus Covid-19 Safer transport guidance for operators and LA School Transport guidance</p> <p>Children, young people and their families will need to understand who is required to wear face coverings on home-to-school transport unless exempt</p>	
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	<ul style="list-style-type: none"> □ 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. □ 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. <p>Other considerations</p> <ul style="list-style-type: none"> □ Pupils with SEND will receive specific help with the changes to routine they are experiencing, so teachers and SENCo's will plan to meet these needs, e.g. using social stories. □ Along with the LA and health partners (where applicable), we will work with families to co-produce arrangements for delivering all therapies and support that would normally be in place for children with EHC plans. There may be times when it becomes more difficult to do so than usual, particularly if children and young people are isolating. Decisions will be considered on a case-by-case basis which takes account of the needs of, and circumstances specific to, the child or young person, avoiding a 'one size fits all' approach. The statutory duties and timescales remain in place for EHC needs assessments and reviews. At all times it is important that these continue to ensure that the child or young person, and their parent and carer, is at the centre of the process and can engage with the process in a meaningful way. □ Where children and young people with an EHC plan are in receipt of health provision, we will work collaboratively with the LA, health professionals, regional schools' commissioners and other services to agree appropriate support in view of the latest and current local public health guidance. Therapists and other professionals may continue to visit education settings to provide therapies and support, where this is reasonably necessary. □ 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. □ Where a child routinely attends more than one setting on a part time basis, e.g. because they are dual registered at a mainstream school and an alternative provision setting or special school, we will work through the system of controls to the fullest extent collaboratively, enabling us to address any risks identified and allowing us to jointly deliver a broad and balanced curriculum for the child. □ 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 classes or bubbles, such as sports, art and science equipment will be cleaned frequently and meticulously and always between bubbles or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles. 	<p>Refer also to GOV UK Transport to school and other places of education: 2020 to 2021 academic year</p> <p>Face coverings are mandatory in taxis and private hire vehicles along with retail and hospitality venues within transport hubs unless exempt</p> <p>Refer to supporting pupils and students with SEND</p> <p>DfE Supporting Pupils at School with Medical Conditions remains in place</p>	
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	<ul style="list-style-type: none"> □ Items should be washed in accordance with the manufacturer’s instructions. □ There is no additional washing requirement above what would normally be carried out. <p><i>Kitchens and communal canteens</i></p> <ul style="list-style-type: none"> □ 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 Risk assessment. <p><i>Bathrooms</i></p> <ul style="list-style-type: none"> □ Clean frequently touched surfaces regularly. □ Ensure suitable hand washing facilities are available including running water, liquid soap and paper towels or hand driers. □ Where cloth towels are used, these should be for individual use and laundered in accordance with washing instructions. <p><i>Waste</i></p> <ul style="list-style-type: none"> □ 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. <p>Wraparound care provision, holiday clubs and extra-curricular activity including out-of-school sports provision</p> <ul style="list-style-type: none"> □ From 08/03/21, we will work to resume all our before and after-school educational activities and wraparound childcare for our pupils. We will offer indoor and outdoor face-to-face provision to: <ul style="list-style-type: none"> - vulnerable children; - other children, where the provision is: <ul style="list-style-type: none"> ▪ reasonably necessary to enable their parents and carers to work, search for work, undertake education or training, or attend a medical appointment or address a medical need, or attend a support group ▪ being used as part of their efforts to obtain a regulated qualification, meet the entry requirements for an education institution, or to undertake exams and assessments □ From 29/03/21, in line with the COVID-19 Response - Spring 2021 out-of-school settings and wraparound providers will be able to offer: <ul style="list-style-type: none"> - outdoor provision to all children, without restrictions on the purpose for which they may attend; - indoor provision to: <ul style="list-style-type: none"> ▪ vulnerable children and young people; - other children, where the provision is: 	<p>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.</p>
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	<ul style="list-style-type: none"> ▪ reasonably necessary to enable their parents and carers to work, search for work, undertake education or training, or attend a medical appointment or address a medical need, or attend a support group ▪ being used as part of their efforts to obtain a regulated qualification, meet the entry requirements for an education institution, or to undertake exams and assessments <ul style="list-style-type: none"> □ From 12/04/21 at the earliest (which will be confirmed as part of step 2 of the COVID-19 Response - Spring 2021) we should be able to offer provision as normal to all children. □ Our provision will ensure they are following the same protective measures being taken by school during the day and work with school to follow our arrangements, such as keeping children in the same bubbles that they are in during the school day as far as possible. If it is not possible to maintain bubbles being used during the school day then will use small, consistent groups of no more than 15 children and at least one member of staff, with the same children each time they attend. We will try to keep siblings together to minimise household mixing. We will also work closely with any external wraparound/out-of-school providers. □ Toilets will be cleaned thoroughly using detergent and bleach. The frequency of cleaning required will depend on usage, however we expect toilet facilities to be cleaned at least twice a day, and in between use by different groups. □ We will advise parents to limit their use of multiple out-of-school settings providers they access, as far as possible; encourage them to seek assurance that the providers are carefully considering their own protective measures and send them the link to the guidance for parents and carers. □ Children will be encouraged to attend settings close to where they live or go to school. This should, ideally, be within walking or cycling distance. □ Some premises are only permitted to open for certain exempt activities. The National lockdown: Stay at Home guidance provides a list of businesses and venues which must close, and those that can open for certain purposes, including registered childcare and supervised activities for children or, where applicable, for education or training. □ We will ensure we have enough staff available to meet the required ratios for our setting including at least one person with first aid training, at least one person with up-to-date DSL training (and a deputy DSL to cover if the DSL is unavailable) along with a caretaker or cleaning staff if available. □ We are able to work with external coaches, clubs and organisations for curricular and extra-curricular activities where we are satisfied that it is safe to do so. We will consider carefully how such arrangements can operate within our wider protective measures. □ In out of school settings, particular care will 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. □ Outdoor sports will be prioritised where possible, and large indoor spaces used where it is not, maximising natural ventilation flows (through opening windows and doors or using air conditioning systems wherever possible), distancing between pupils and paying scrupulous attention to cleaning and hygiene. External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities. □ For 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. 	<p>Refer to Coronavirus (Covid-19): Disposing of waste</p> <p>Refer to Protective measures for out-of-school settings during the coronavirus (COVID-19) outbreak</p> <p>The owners of these shared spaces must continue to meet all existing health and safety obligations with regard to ensuring that their premises are safe for providers to hire and to operate from</p>	
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		<ul style="list-style-type: none"> □ We will follow the same protective measures as listed under 'Music, Dance and Drama' for these out-of-school activities. □ Refer also to 'Lettings' below. <p>School uniform</p> <ul style="list-style-type: none"> □ It is for the governing body to make decisions regarding school uniform. □ Uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal. □ We will consider how pupil non-compliance is managed, taking a mindful and considerate approach in relation to parents who may be experiencing financial pressures. □ Increased ventilation may make school buildings cooler than usual over the winter months. While we will want to maintain the benefits of our uniform, 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. 	<p>Refer also to Sport England, Youth Sport Trust and AfPE COVID-19: Interpreting the Government Guidance in a PE/SPA Context</p> <p>The Government are encouraging all schools to maintain their usual uniform policies</p>	
<p>Inappropriate arrangements for managing the curriculum</p>	<p>High</p>	<p>General including Catch-up Support</p> <ul style="list-style-type: none"> □ All pupils – particularly disadvantaged, SEND and vulnerable pupils must be given the support needed to make good progress. The key principles that underpin curriculum planning are: <ul style="list-style-type: none"> - education is not optional: all pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life; - the curriculum remains broad and ambitious: all pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment. - remote education, where needed, is high quality and aligns as closely as possible with in-school □ Informed by these principles, we will meet the following key curriculum expectations: <ul style="list-style-type: none"> - teach an ambitious and broad curriculum in all subjects; - consider it appropriate to suspend some subjects for some pupils in exceptional circumstances. □ For pupils in Reception, disapplications of specific EYFS requirements can be used where coronavirus (COVID-19) restrictions prevent settings delivering the EYFS in full. □ We will consider focusing more on the prime areas of learning in the EYFS, including communication and language, personal, social and emotional development, and physical development, if we think this would support our children following time out due to coronavirus (COVID-19). For pupils in Reception, 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. For Reception, we will consider how all groups of children can be given equal opportunities for outdoor education. □ In EYFS, we will continue to consider what strategies they are using to keep children safe online during this period, including: <ul style="list-style-type: none"> - 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 example, that they receive appropriate preparation for adulthood. 	<p>Refer to the Schools coronavirus (COVID-19) operational guidance for further details</p> <p>Refer to EEF support guide for schools and school planning guide: 2020 to 2021. Additional funding will be available to secondary schools to deliver face-to-face summer schools</p> <p>Refer to Safeguarding children and protecting professionals in early years settings: online safety guidance for practitioners (also relevant for parents and carers).</p>	

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	<p>□ We will develop remote education so that it is integrated into school curriculum planning.</p> <p>□ In our regular communications with parents we will continue to emphasise and promote online safety for those pupils who are not attending the school.</p> <p>Physical Education, School Sport and Physical Activity (PESSPA)</p> <p>□ We have the flexibility to decide how PESSPA will be provided whilst following the measures in our system of controls although contact sports should not take place.</p> <p>□ Pupils will be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided.</p> <p>□ 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 (through opening windows and doors or using air conditioning systems wherever possible), distancing between pupils and paying scrupulous attention to cleaning and hygiene. External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities.</p> <p>□ For team sports we will 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 until wider grassroot sport for under 18s is permitted.</p> <p>□ We are able to work with external coaches, clubs and organisations for curricular and extra-curricular activities where we are satisfied that this is safe to do so. We will consider carefully how such arrangements can operate within our wider protective measures. Refer to ‘Wraparound</p> <p>□ Activities such as active miles, making break times and lessons active and encouraging active travel help enable pupils to be physically active while encouraging physical distancing.</p> <p>Use of external premises</p> <p>□ Some premises are only permitted to open for certain exempt activities. The National lockdown: Stay at Home guidance) provides a list of businesses and venues which must close, and those that can open for certain purposes, including registered childcare and supervised activities for children or, where applicable, for education or training.</p> <p>□ Where we use these facilities as part of our normal provision, we will negotiate appropriate access with the facility concerned.</p> <p>Science, Art and D&T</p> <p>For guidance regarding Science and D&T in relation to returning to school and running practical activities, 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.</p> <p>Music, Dance and Drama</p> <p>□ We will continue teaching music, dance and drama as part of the school curriculum. There may, however, be an additional risk of infection in environments where singing, chanting, playing wind or brass instruments, dance and drama takes place.</p>	<p>Refer to:</p> <ul style="list-style-type: none"> • Coronavirus (COVID-19): grassroots sports guidance for safe provision including team sport, contact combat sport and organised sport events • Working safely during coronavirus (COVID-19): Providers of grassroots sport and sport facilities • Sport England for grassroot sport • Youth Sport Trust • AfPE COVID-19: Interpreting the Government Guidance in a PESSPA Context and ‘frequently asked questions’ for PE staff. • Swim England – for guidance on school swimming • Guidance on using changing rooms and showers safely <p>Primary Schools (CLEAPSS): P110, P104, P112 & CLEAPSS Explore Issue 9</p> <p>Secondary D&T (CLEAPSS): GL344, GL347, GL348, GL354, GL355, GL356 & GL360</p> <p>Secondary Science (CLEAPSS): GL336, GL338, GL339, GL343, GL345, GL352, GL353 and GL362</p>	
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	<ul style="list-style-type: none"> □ [EYFS]: The following guidance relates to organised group activity, not to spontaneous singing, dance and role-play that young children may naturally do, and should be encouraged to do, by early years practitioners. □ Singing, wind and brass instrument playing can be undertaken in line with Working safely during coronavirus (COVID-19) for performing arts. □ We will do everything possible to minimise contacts, mixing and reduce the number of contacts between pupils/students and staff, including for rehearsal and performance, 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 2m from other adults. □ 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. □ 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. <p>Performances</p> <ul style="list-style-type: none"> □ We will NOT host performances with an audience but will consider alternatives such as live streaming and recording performances, subject to the usual safeguarding considerations and parental permission. <p>Peripatetic teachers</p> <ul style="list-style-type: none"> □ 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. <p>Music teaching including singing, and playing wind and brass instruments in groups</p> <ul style="list-style-type: none"> □ 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. □ 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. □ 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, 2m 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. 	<p>Refer to COVID-19: suggested principles of safer singing</p>	
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		<p>Handling equipment and instruments</p> <ul style="list-style-type: none"> □ 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. <p>Individual lessons and performance in groups</p> <ul style="list-style-type: none"> □ Individual lessons in music, dance and drama can continue in schools and organisations providing out of school childcare. 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. □ If there is no viable alternative, music lessons in private homes can resume, following the same guidelines, and additionally following the government guidance for working in homes and the guidance for out-of-school provision. □ In individual lessons for music, dance and drama, social distancing should be maintained wherever possible, meaning teachers should not provide physical correction. <p>Exams, Tests and Assessments</p> <ul style="list-style-type: none"> □ Exams in the summer (GCSEs, A & AS Levels) will now longer go ahead as planned. Students taking GCSE, AS and A levels, will receive grades based on teacher assessment, with teachers supported to reach their judgements by guidance and training from the exam boards. □ 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. <p>[EYFS] Supervised toothbrushing programmes</p> <ul style="list-style-type: none"> □ PHE have confirmed that supervised toothbrushing programmes may be re-established using the dry brushing method. □ The wet brushing model is not recommended because it is considered more likely to risk droplet and contact transmission and offers no additional benefit to oral health over dry toothbrushing. 	<p>Refer to Responsibility for Exams , DfE Support Service and Public health guidance to support exams</p> <p>The DfE is planning for a full programme of primary assessments to take place in the 2021/22 academic year</p> <p>Refer to COVID-19: guidance for supervised toothbrushing programmes in early years & school settings.</p>	
Inadequate contingency	High	<ul style="list-style-type: none"> □ Independent Schools are still expected to meet the Independent School Standards in full at all times. This includes the requirement to meet all of the education requirements set out in part 1 of the Independent School Standards. 	Any decision that there should be local restrictions in any childcare or education settings will be made by central government on a case-by-case basis	

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plans remote education		<ul style="list-style-type: none"> □ For individuals or groups of self-isolating pupils and pupils who are shielding following government guidance related to coronavirus (COVID-19), remote education plans are in place. □ We will continue to operate as normally as possible. In the event that restrictions in schools are needed to help contain the spread of the virus, we may be asked to revise our delivery models for a short period of time. <p>Remote education expectations</p> <ul style="list-style-type: none"> □ Remote education should be 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: <ul style="list-style-type: none"> ▪ 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. □ In developing remote education, we will: <ul style="list-style-type: none"> - 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 so that pupils can progress through the school's curriculum; - 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: <ul style="list-style-type: none"> ▪ distributing school-owned laptops accompanied by a user agreement or contract; ▪ providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work. - have systems for checking, daily, 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. □ When teaching pupils remotely, we will: <ul style="list-style-type: none"> - set meaningful and ambitious work each day in a number of different subjects; - consider how to transfer into remote education what we already know about effective teaching in the live classroom by, for example: <ul style="list-style-type: none"> ▪ 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. 	<p>The Contingency framework: education and childcare settings has been updated and outlines how schools should operate in the event of any restrictions</p> <p>Refer to Remote education during Coronavirus (Covid-19), Resources to support schools in delivering remote education, Adapting teaching practice for remote education, review your remote education provision and Get help with technology for remote education during coronavirus (Covid-19)</p> <p>Remote Education Support including delivering remote education safely can be accessed at:</p>
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		<ul style="list-style-type: none"> □ 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 have published information for pupils, parents and carers about our remote education provision on our website. □ Schools and families can request free mobile data increases for students without broadband and/or who can't afford extra data for their device during lockdown. Three, Smarty, Virgin Mobile, EE, Tesco Mobile, O2, Vodafone and Sky Mobile are all taking part in the scheme. Refer to data increase initiative for children. □ If speaking to families whose children are struggling to access online learning because they don't have a device at home, a quick fix is available to those with PlayStation or Xbox game consoles. All recent PlayStations and Xbox games consoles have just about everything required to act like a computer: an internet connection, ports for connecting keyboards and mice, and even web browsers. We will share this with families as appropriate. Full instructions can be found on the TES website: how to use Xbox or PlayStation for online learning. <p>Special educational needs</p> <ul style="list-style-type: none"> □ We will recognise that some pupils with SEND may not be able to access remote education without adult support, so 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 and we can deliver an ambitious curriculum appropriate for their level of need. □ Teachers are best-placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress. <p>Vulnerable children</p> <ul style="list-style-type: none"> □ Where individuals who are self-isolating are within the definition of vulnerable, it is important that we put systems in place to keep in contact with them, offer pastoral support and check they are able to access education support. □ 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. □ We will also have in place procedures to check if a vulnerable child is able to access remote education support, to support them to access it (as far as possible) and to regularly check if they are doing so. 	<ul style="list-style-type: none"> • 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 and live remote lessons • 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 • PSHE Association: Checklist for choosing safe PSHE education/RSHE home learning resources <p>Direct parents of EYFS children to:</p> <ul style="list-style-type: none"> • Hungry little minds campaign • BBC: tiny happy people • National Literacy Trust's Family Zone • Help children aged 2 to 4 to learn at home during coronavirus (COVID-19) <p>The requirement for schools to use their best endeavours to secure the special educational provision called for by the pupils' special educational needs remains in place. Refer to supporting pupils and students with SEND</p>	
<p>Poor or inappropriate behaviour and attendance</p>	<p>High</p>	<p>Behaviour</p> <ul style="list-style-type: none"> □ 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. 	<p>Refer to '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 Queen's College website</p> <p>Refer also to the DfE Checklist for school leaders to support full opening</p>	

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	<ul style="list-style-type: none"> □ 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 reengage 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 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 suspension and expulsion, remain in place. Expulsion 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 expulsion, their social worker will be informed and involved in relevant conversations. □ We will, as far as possible, avoid permanently excluding any pupil with an EHC plan, or a looked-after child. Where a looked-after child is at risk of suspension or expulsion, 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 expulsion becoming necessary. □ Where a previously looked-after child is at risk of expulsion, the designated teacher will speak with the child's parent or guardian and seek advice from their virtual school head. □ 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. <p>Attendance</p> <ul style="list-style-type: none"> □ School attendance will be mandatory for all pupils from 08/03/21. The usual rules on school attendance will apply, including: <ul style="list-style-type: none"> - parents' duty to secure that their child attends regularly at school where the child is a registered pupil at school and they are of compulsory school age; - the ability to issue sanctions, including fixed penalty notices in line with LA' codes of conduct. 	<p>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</p> <p>See school Exclusion Policy and Covid-19 addendum</p> <p>Refer to Improving school attendance: support for schools and local authorities</p> <p>Continue completing the educational status form</p>	
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		<ul style="list-style-type: none"> □ We are responsible for recording attendance, following up absence and reporting children missing education to the LA. □ During the week commencing 08/03/21, pupils will be offered asymptomatic testing on site in secondary schools. Pupils who consent to testing should return to face-to-face education following their first negative test result. Pupils not undergoing testing should attend school in line with our phased return arrangements. Vulnerable children and children of critical workers in secondary schools should continue to attend school throughout unless they receive a positive test result. Testing is voluntary, but strongly encouraged. □ We will not plan for rotas as there is no requirement to reduce occupancy in schools. Instead, everyone must follow the system of controls. □ Vulnerable children - refer to page 12. 		
<p>Inadequate arrangements in place for managing off-site visits</p>	<p>High</p>	<ul style="list-style-type: none"> □ The Government advises against educational visits at this time. This advice is kept under review. □ If we have any further questions about our cover or need further reassurance, contact our travel insurance provider. □ [EYFS ONLY excluding Reception]: We will maximise the use of private outdoor space. We can take groups of children on trips to outdoor public places for exercise and do not need to be restricted to limits on gatherings, provided: <ul style="list-style-type: none"> - it is for the purpose education or childcare; - we remain within the EYFS staff child ratios; - we conduct a risk assessment in advance; - the risk assessment demonstrates that we can remain socially distant (2m) from other people and groups, wherever possible; - good hygiene is maintained throughout; - thorough handwashing happens before and after the trip; - the trip is carried out in line with relevant local or national COVID-19 guidance depending on what restrictions are in force on the day of the trip and COVID-19 secure measures on transport and at the destination; - appropriate insurance arrangements are in place. 	<p>Refer to the Association of British Insurers (ABI) travel insurance implications</p>	
<p>Inadequate staffing ratios, staff availability and recruitment</p>	<p>High</p>	<p>Ratios and Qualifications</p> <ul style="list-style-type: none"> □ 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 	<p>Refer to Early Years Foundation Stage Framework and the EYFS: disapplications and modifications for early years provision open during the coronavirus (COVID-19) outbreak</p>	

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		<p>reasonable endeavours to ensure that at least half of other staff hold at least a full and relevant level 2 qualification.</p> <ul style="list-style-type: none"> □ 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: <ul style="list-style-type: none"> - 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 including to deliver face to face education to pupils in school and remote education. - 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). - ITT trainees can continue to go into their host school or college on placement and students completing Level 2, Level 3 qualifications, including the T Level in Education and Childcare, and early years initial teacher training (EYITT) trainees can continue to go into their early years setting on placement; should be offered coronavirus (COVID-19) testing in the same way other school staff are and are expected to follow all control measures put in place by school. - 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. <i>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</i> 	<p>Refer to making the best use of teaching assistants.</p> <p>Consider using DfE's and Crown Commercial Service's agency supply deal when hiring agency workers. Get direct support on how to use the deal by emailing supplyteachers@crowncommercial.gov.uk with the school's details & contact details.</p> <p>Refer also to CCC COVID-19 Guidance for Supply Agencies, Head teachers and Supply Staff</p> <p>* Best endeavours' means to identify and take all the steps possible within your 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.</p> <p>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</p>	
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	<p>31 March 2021 (HSE first aid requalification guidance). In line with the EYFS disapplication arrangements if PFA certificate requalification training is prevented for reasons associated directly with the coronavirus (COVID-19) pandemic, or by complying with related government advice, the validity of current certificates can be extended to 31/03/21 at the latest. This applies to certificates expiring on or after 01/10/20. 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 Annex A is being complied with.</p> <ul style="list-style-type: none"> □ 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. <p>Staff taking leave</p> <ul style="list-style-type: none"> □ Under current UK COVID-19 restrictions, travel, including abroad, is not permitted unless you have a legally permitted reason to do so. It is illegal to travel abroad for holidays and other leisure purposes. □ Staff will need to be available to work in school during term time. We will discuss leave arrangements with staff to inform workforce planning taking into account their individual contractual arrangements. □ There is a risk that where staff travel abroad for a legally permitted reason, their return travel arrangements could be disrupted due to COVID-19 restrictions and they may need to quarantine on their return. Refer to how to self-isolate when you travel. □ 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. <p>Pupils travelling from abroad to attend Boarding Schools</p> <ul style="list-style-type: none"> □ Refer to the Queen's College Isolation for Boarding Schools during Coronavirus (Covid-19) Pandemic Risk Assessment. <p>Recruitment</p> <ul style="list-style-type: none"> □ Recruitment will continue as usual. We will continue to adhere to Keeping Children Safe in Education regarding pre-appointment checks. □ We will consider a flexible approach to interviews, with alternative options to face-to-face interviews offered where possible. □ Where face-to-face meetings are arranged, we will make clear that candidates must adhere to the system of controls that we have in place including any requirements to wear face coverings where social distancing cannot be managed safely. 	<p>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.</p> <p>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. Alternatively, arrangements may be made with an alternative school to use the expertise of their DSL. Where a trained DSL (or deputy) is not on site, in addition to one of the above options, a senior leader should take responsibility for co-ordinating safeguarding on site.</p> <p>The latest guidance on travel/quarantine can be accessed at Coronavirus Covid-19 safer travel guidance for passengers, How to quarantine when you arrive in England, Coronavirus (COVID-19) testing before you travel to England, Travel Corridors, Booking and staying in a quarantine hotel when you arrive in England, Coronavirus (COVID-19): red list travel ban countries</p> <p>The government's Teaching Vacancies service can help us list vacancies for both permanent and fixed-term teaching staff quickly</p>	
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		<ul style="list-style-type: none"> □ Initial teacher training (ITT) providers have worked flexibly to ensure this year's NQTs are ready and prepared to enter the classroom. They will also be supported by materials DfE is making available to all schools based on the early career framework reforms, to support them. 	<p>Interviewing remotely may be a new experience for many schools. Refer to experience of implementing interviews remotely and attending your first remote interview</p>	
Visiting children in their own homes and contact with Covid-19 virus	High	<ul style="list-style-type: none"> □ Should we have a situation where a child requires a home visit such as in relation to safeguarding concerns or delivery of the EHC Plan to pupils not attending school, 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. 	<p>Refer to Queen's College Covid-19 Home Visits Risk Assessment</p>	
Visitors & spread of Covid-19 virus	High	<p>ALL Visitors</p> <ul style="list-style-type: none"> □ 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. <p>External education professionals</p> <ul style="list-style-type: none"> □ 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 frequently, keep the number of attendances to a minimum, where possible to do so, maintain social distancing. <p>Other Visitors</p> <ul style="list-style-type: none"> □ 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. □ 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). 	<p>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 CLC: Site-Operating-Procedures</p>	

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		<p>Parents/Carers</p> <p><i>New Admissions</i></p> <ul style="list-style-type: none"> □ 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: <ul style="list-style-type: none"> - ensuring face coverings are worn if required in line with arrangements for staff and other visitors to the setting; - there is regular handwashing, especially before and after the visit; - 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: <ul style="list-style-type: none"> - 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. <p><i>Other visits by parents and carers</i></p> <ul style="list-style-type: none"> □ In-person visits from parents and carers can take place if they are necessary but we will make use of remote visits wherever possible. We will work with parents and carers to ensure they still have visibility of the childcare environment during this time, including through the use of remote visits, pictures and phone calls. <p><i>[EYFS] Parents settling children</i></p> <ul style="list-style-type: none"> □ We will ensure that parents and carers: <ul style="list-style-type: none"> - 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. <p><i>Support Groups for Parents and Children</i></p> <ul style="list-style-type: none"> □ 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: <ul style="list-style-type: none"> - 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. 	
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Further information on specific Covid-19 preventative controls is available in [Actions for early years and childcare providers during the coronavirus \(COVID-19\) outbreak](#)

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		<ul style="list-style-type: none"> - schools that host an event with external guests on the premises, such as a nativity or student art show –depending on the registration arrangements in place, NHS QR check-in would be for people visiting rather than students and staff in these contexts; - if the premises are let out during evenings, weekends or holidays to external providers; - if a setting thinks that use of NHS QR codes and the app is more effective than their existing process for recording external visitors and providing those visitors’ details to NHS Test and Trace in the event of a positive case at the setting. 		
Lack of wellbeing management for pupils and families	High	<ul style="list-style-type: none"> □ Some pupils may be experiencing a variety of emotions in response to the coronavirus (COVID-19) outbreak, such as anxiety, stress or low mood. This may particularly be the case for vulnerable children, including those with a social worker and young carers. It is important to contextualise these feelings as normal responses to an abnormal situation. We will consider using pastoral and extra-curricular activities to: <ul style="list-style-type: none"> - support the rebuilding of 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 for pupils’ individual issues, drawing on external support where necessary and possible. □ 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 with school nurses, where in place to: <ul style="list-style-type: none"> - ensure delivery of the healthy child programme; - identify health and wellbeing needs; - provide support for resilience, mental health and wellbeing including anxiety, bereavement and sleep issues; - support for pupils with additional and complex health needs. □ 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. □ If safeguarding issues come to light they will be addressed using the school’s Child Protection policy, which may need to be updated. The Head teacher will consider how they might manage any increase in referrals as pupils return to school. 	<p>Refer to DfE - teaching about mental wellbeing, the DfE/PHE/NHS YouTube webinar and the Wellbeing for Education Return programme</p> <p>The Every interaction matters webinar can help with offering pastoral support for wellbeing</p> <p>Further support & resources can be found at:</p> <ul style="list-style-type: none"> • PHE: supporting children and young people's mental health and wellbeing • Every Mind Matters • MindEd learning platform for professionals • MindEd coronavirus (COVID-19) staff resilience hub • Whole School SEND Resource page • Transition planning for post-year 11 destinations • COVID-19 SEND review guide • A Handbook to support teachers to take a whole school approach to supporting pupils following a traumatic event 	
Lack of wellbeing management for staff	High	<ul style="list-style-type: none"> □ We 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) 	<p>Refer to extra mental health support for pupils and teachers, NHS Every Mind Matters and Wellbeing for education return programme</p>	

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		<p>are appropriately supported, given that they may be at increased risk of severe ill-health should they contract Covid-19.</p> <ul style="list-style-type: none"> □ 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 to welcome back all pupils. We will discuss and agree any changes to staff roles with individuals. □ We will monitor the wellbeing of people who are working from home or self-isolating 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). 	<p>Refer to BAMEd Network guidance for assistance in completing an individual risk assessment before affected staff return to work.</p> <p>Refer to the DfE workload reduction toolkit and case studies to support remote education</p> <p>Education Support Partnership provides a free helpline for school staff and targeted support for mental health and wellbeing.</p>	
<p>Inadequate communications with and training of staff</p>	<p>High</p>	<p>Returning to work</p> <ul style="list-style-type: none"> □ 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 prior to returning to site, especially around new procedures for arrival at work. <p>Ongoing communications</p> <ul style="list-style-type: none"> □ 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. 		

PART 2 – PREMISES AND MAINTENANCE ISSUES REQUIRED PRIOR AND DURING OPENING

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	<ul style="list-style-type: none"> □ 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 as more children and staff return to school to test procedures as they 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. □ 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. □ Clarify means of summoning emergency assistance, particularly when operating social distancing. 	<p>Refer to advice on Fire safety in new and existing school buildings</p> <p>Train staff and pupils in the correct procedures in the event of fire emergency – repeat as necessary – monitor via fire drills</p>	

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	<ul style="list-style-type: none"> □ Consider whether parental performances need to be suspended in the shorter term – see ‘Music, Dance & Drama’ under ‘Curriculum’. □ 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. <ul style="list-style-type: none"> - 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. □ 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: <ul style="list-style-type: none"> - 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 	<p>Review fire doors appropriate to setting. We will consider installing proprietary hold open devices triggered by the fire alarm as a longer-term objective.</p>	
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	<ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - If it has not been possible to maintain system throughput of water from routine flushing to all outlets or a competent person has not tested the water and provided satisfactory bacterial test results, the water may not be safe to drink. In these circumstances, we will supply bottled drinking water until a thorough flushing and chlorination can be undertaken by a water treatment specialist. □ Hot water services <ul style="list-style-type: none"> - 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. - If the hot water system has been left operational the hot water should be circulating as normal and regular checks should be carried out. <p>Ventilation – keep occupied spaces well ventilated</p> <ul style="list-style-type: none"> □ 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: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - 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 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 	<p>Refer to the HSE: Ventilation and air conditioning during the coronavirus (COVID-19) pandemic and CIBSE coronavirus (COVID-19) advice</p> <p>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</p>	
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	<p>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.</p> <p>Asbestos Containing Materials (ACMs)</p> <ul style="list-style-type: none"> □ Complete a thorough visual inspection of all ACMs prior to reoccupation to confirm that there has been no damage during lockdown/closure. Where any damage to ACMs is observed, the area should be isolated immediately and advice sought from a specialist asbestos management company. <p>Restarting plant and equipment</p> <ul style="list-style-type: none"> □ If plant and equipment has not continued to be used/maintained during lockdown/closure, recommission all systems before opening, as would normally be done after a long holiday period. This includes: <ul style="list-style-type: none"> - gas - heating - water supply - mechanical and electrical systems - catering equipment □ We will establish a clear plan for restarting any equipment that has been taken out of service during lockdown/closure to ensure the safety of those who are undertaking the maintenance as well as protecting the equipment from damage. The restart process may require electrical and mechanical isolations to be reconnected, fluids to be refilled and plant and equipment to be reenergised in a specific sequence or order. Planning should therefore be based on manufacturers' instructions, commonly accepted technical guidance and by making reference to specialist contractors (where required). Ensure that those who are carrying out the work are competent to do so and the work is correctly coordinated between them to avoid risks. <p>Statutory inspections</p> <ul style="list-style-type: none"> □ 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' prior to the reoccupation of buildings. □ Consider whether equipment which has not been used for an extended period of time needs a statutory inspection even if one is not due. For example, where personal lifting equipment has been left in a condition which may have compromised its structural integrity or where a lift needs servicing to ensure it is going to be operated normally and safely. <p>Training and supervision</p> <ul style="list-style-type: none"> □ In returning plant and equipment into full use, we will ensure that employees have retained adequate knowledge to use it safely. 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. 	<p>sought by a competent person with knowledge of your heating system/site.</p>	
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	<input type="checkbox"/> We will 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.	
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Further Action Required	Date Action Completed			
<p>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:</p> <ul style="list-style-type: none"> • Schools coronavirus (COVID-19) operational guidance • Actions for Early years and childcare providers • Additional operational guidance for special schools, special post-16 institutions and alternative provision • Critical workers 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 • RCPC 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 coronavirus (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) • Contingency framework: education and childcare settings (excluding universities) • Mass asymptomatic testing: schools and colleges • Rapid asymptomatic testing in specialist settings 				

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| <ul style="list-style-type: none">• Coronavirus (COVID-19) asymptomatic testing for staff in primary schools and nurseries• National Lockdown: Stay at Home• COVID-19 Response - Spring 2021 | | |
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