

Lostock Hall Primary School Covid-19 Risk Assessment



Overarching Guidance:

In all education, childcare and social care settings, preventing the spread of coronavirus involves dealing with direct transmission (for instance, when in close contact with those sneezing and coughing) and indirect transmission (via contaminated surfaces, aerosol transmission). A range of approaches and actions should be employed to do this. These can be seen as a hierarchy of controls that, when implemented, creates an inherently safer system, where the risk of transmission of infection is substantially reduced. These include the following control measures:

- Ensure good hygiene for everyone
- Maintain appropriate cleaning regimes
- Keep occupied spaces well ventilated
- Follow public health advice on testing, self-isolation and managing confirmed cases of COVID-19

Principles:

1. Do not enter the School site if you have coronavirus symptoms. **Access a test as soon as possible. (PCR)**
2. Engage with Asymptomatic testing using **Lateral Flow test Devices.**
3. Engage with **NHS Test and Trace** where and when necessary.
4. Clean/Sanitise your hands and wrists more often than usual.
5. Use the 'catch it, bin it, kill it' approach.
6. Avoid touching your mouth, nose and eyes.
7. Clean frequently touched surfaces often using standard products, such as detergents and bleach.
8. Wear face covering if desired.
9. Keep your classroom door and windows open if possible, for air flow. **Ventilate hourly** when not possible.
10. Limit contact between adults, and **don't congregate** in rooms, around classroom entrances, in the car park or at the school gate.

Wednesday, 20 May 2020

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Aspect	Measures to Implement	DfE Guidance	Notes	Risk
Staffing including communication	<ul style="list-style-type: none"> ▪ Red amber green RA to be carried out weekly for staff to ensure their mental and physical health is taken into account. ▪ Individual support packages and interventions for staff. ▪ Weekly risk assessment via internal office form to SLT. ▪ Normal working in office. 			H
Staffing	<ul style="list-style-type: none"> • All staff are encouraged to self-administer a Lateral Flow Test on a Sunday and Wednesday evening and report the results • to NHS COVID-19 report a result and to school 	Staff in primary schools will continue to test with Lateral Flow Devices (LFDs) twice a week at home, as per existing guidance on testing for staff in primary schools and nurseries.		M
Pupils	<ul style="list-style-type: none"> ▪ In the event of closure advice from local Public Health England team: Key worker/vulnerable– All week, provision continues. ▪ Classroom Spaces: Drop off 8.50am (9.00am Preschool) Collection Any time after 3.15pm (3.00pm Preschool) 	<p>School attendance is mandatory for all pupils of compulsory school age and it is a priority to ensure that as many children as possible regularly attend school.</p> <p>The usual rules on school attendance apply, including:</p> <ul style="list-style-type: none"> ▪ parents' duty to secure their child's regular attendance 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 local authorities' codes of conduct <p>Primary age pupils will not be tested with LFDs. Public Health England have advised there are currently limited public health benefits attached to testing primary pupils with lateral flow devices. Primary age pupils may find the LFD testing process unpleasant and are unable to self-swab. We will review this approach in the light of any emerging evidence.</p>		H

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		<p>Self-isolation and shielding</p> <p>Clinical studies have shown that children and young people, including those previously considered to be clinically extremely vulnerable (CEV), are at very low risk of serious illness if they catch the virus. The UK Clinical Review Panel has recommended that no children and young people under the age of 18 should be considered CEV and under-18s should be removed from the Shielded Patient List. The chief executive of the UK Health Security Agency and head of NHS Test and Trace has written to parents of these children to inform them.</p> <p>Children and young people previously considered CEV should attend school and should follow the same COVID-19 guidance as the rest of the population. However, if advised to isolate or reduce their social contact by their specialist, due to the nature of their medical condition or treatment, rather than because of the pandemic, they should continue to follow the advice of their specialist</p> <p>Remote Learning</p> <p>Where appropriate, you should support those who need to self-isolate to work or learn from home if they are well enough to do so. Schools subject to the remote education temporary continuity direction are required to provide remote education to pupils covered by the direction where their attendance would be contrary to government guidance or legislation around COVID-19.</p> <p>You should maintain your capacity to deliver high-quality remote education across this academic year, including for pupils who are</p>		
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		<p>abroad, and facing challenges to return due to COVID-19 travel restrictions, for the period they are abroad.</p> <p>Independent Schools (not including academies) are only covered by the remote education temporary continuity direction in relation to state-funded pupils in their schools. However, they are still expected to meet the Independent School Standards in full at all times.</p> <p>The remote education provided should be equivalent in length to the core teaching pupils would receive in school.</p> <p>You should work collaboratively with families and put in place reasonable adjustments so that pupils with special educational needs and disabilities (SEND) can successfully access remote education.</p> <p>Full expectations for remote education, support and resources can be found on the get help with remote education service.</p> <p>Where pupils are not able to attend school, as they are following clinical or public health advice related to coronavirus (COVID-19), the absence will not be penalised.</p> <p>School Meals You should continue to provide free school meal support to any pupils who are eligible for benefits-related free school meals and who are learning at home during term time.</p>		
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Behaviour Policy	<ul style="list-style-type: none"> Children will follow the existing 3 Golden Rules: Be Ready, Be Respectful Be Safe. This will be used to positively reinforce the changes to movement around school. 	<p>Ensure Good Hygiene for Everyone</p> <p>Hand hygiene Frequent and thorough hand cleaning should now be regular practice. You should continue to ensure that pupils clean their hands regularly. This can be done with soap and water or hand sanitiser.</p> <p>Respiratory hygiene The 'catch it, bin it, kill it' approach continues to be very important.</p> <p>The e-Bug COVID-19 website contains free resources for you, including materials to encourage good hand and respiratory hygiene.</p>		M
Actions				
PPE	<ul style="list-style-type: none"> Adults can choose to wear Face coverings when entering school site and around school at Drop Off/Pick Up times. Staff can choose to use face coverings in communal areas. Staff to wear a facial covering only when in close contact with pupils. If staff want to wear, it is their choice to do so. No need to wear gloves other than when offering medical/care assistance. (Regular handwashing provides better protection from cross infection) Staff to have training about safe removal and application of PPE masks and other equipment. Information given about how to store masks when not in use. TTLP has provided Perspex visors, face masks and aprons for use when close contact is absolutely necessary (soiling, continence) Staff may choose to wear, it is up to individuals. 	<p>Face coverings help protect the wearer and others against the spread of infection because they cover the nose and mouth, which are the main confirmed sources of transmission of COVID-19.</p> <p>In primary schools, we recommend that face coverings should be worn by staff and adults (including visitors) when moving around in corridors and communal areas. Health advice continues to be that children in primary schools should not be asked to wear face coverings.</p> <p>See circumstances where people are not able to wear face coverings for exceptions to this.</p> <p>Face coverings do not need to be worn when outdoors.</p>	Doctor explained that transmission rates for children under Year 5 were lower and therefore a facial covering was not needed. Also, that younger children do not have the discipline to comply. Reception pupils a third less likely to contract the virus and no evidence of primary pupils giving it to adults.	H

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		<p>Schools, as employers, have a duty to comply with the Equality Act 2010 which includes making reasonable adjustments for disabled staff. They also have a duty to make reasonable adjustments for disabled pupils, to support them to access education successfully. No pupil should be denied education on the grounds that they are not wearing a face covering.</p> <p>Transparent face coverings Transparent face coverings can be worn to assist communication with someone who relies on:</p> <ul style="list-style-type: none"> lip reading clear sound facial expression <p>Transparent face coverings may be effective in reducing the spread of COVID-19. However, the evidence to support this is currently very limited.</p> <p>The benefits of transparent face coverings should be considered alongside the comfort and breathability of a face covering that contains plastic, which may mean that the face covering is less breathable than layers of cloth.</p> <p>Face coverings (whether transparent or cloth) should fit securely around the face to cover the nose and mouth and be made with a breathable material capable of filtering airborne particles.</p> <p>Face visors or shields can be worn by those exempt from wearing a face covering but they are not an equivalent alternative in terms of source control of virus transmission. They may protect the wearer against droplet spread in</p>		
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		<p>specific circumstances but are unlikely to be effective in preventing the escape of smaller respiratory particles 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</p> <p>Circumstances where people are not able to wear face coverings:</p> <p>There are some circumstances where people may not be able to wear a face covering. Please be mindful and respectful of such circumstances. Some people are less able to wear face coverings, and the reasons for this may not be visible to others.</p> <p>In relation to education settings, this includes (but is not limited to):</p> <ul style="list-style-type: none"> people who cannot put on, wear or remove a face covering because of a physical or mental illness or impairment, or disability people for whom putting on, wearing or removing a face covering will cause severe distress people speaking to or providing assistance to someone who relies on lip reading, clear sound or facial expressions to communicate to avoid the risk of harm or injury to yourself or others <ul style="list-style-type: none"> you are also permitted to remove a face covering in order to take medication <ul style="list-style-type: none"> ▪ The majority of staff in education settings will not require PPE beyond what they 		
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		<p>would normally need for their work. PPE is only needed in a very small number of cases including:</p> <ul style="list-style-type: none"> Children, young people and students whose care routinely already involves the use of PPE due to their intimate care needs should continue to receive their care in the same way If a child, young person or other learner becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home. A face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then gloves, an apron and a face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn 		
Actions <ul style="list-style-type: none"> Face masks/visors have been ordered for staff. Washable. Staff can use their own if preferred. 				
Class Size and Groups	<ul style="list-style-type: none"> Open to All Children Staff ratios for EYFS remain. 	<ul style="list-style-type: none"> For primary schools, classes should normally be as close to 30 pupils as possible and one teacher (and, if needed, a teaching assistant). If there are any shortages of teachers, then teaching assistants can be allocated to lead a group, working under the direction of a teacher 		M
Actions <ul style="list-style-type: none"> Rota staff and midday assistants 				
Physical Building	<ul style="list-style-type: none"> Ventilation will be kept to the maximum possible. 	Keep occupied spaces well ventilated When your school is in operation, it is important to ensure it is well ventilated and that a		M

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	<ul style="list-style-type: none"> During cold weather doors and windows should be fully opened to facilitate room ventilation at least once an hour. <p>Hall</p> <ul style="list-style-type: none"> Additional space if required. (Isolation Room- Rear of school hall next to Fire escape doors) <p>Outdoor Space</p> <ul style="list-style-type: none"> Where lessons and weather permit, learning can take place outside. Outdoor equipment, can be used. Children are not to enter the building alone during break time unless for the toilet. After toileting they must go straight back outside. <p>Signage</p> <ul style="list-style-type: none"> Consider signage for movement around external building for parents. Walkway around school to create a 'One way system' around school. 	<p>comfortable teaching environment is maintained.</p> <p>You should identify any poorly ventilated spaces as part of your risk assessment and take steps to improve fresh air flow in these areas, giving particular consideration when holding events where visitors such as parents are on site, for example, school plays.</p> <p>Mechanical ventilation is a system that uses a fan to draw fresh air or extract air from a room. These should be adjusted to increase the ventilation rate wherever possible and checked to confirm that normal operation meets current guidance and that only fresh outside air is circulated.</p> <p>If possible, systems should be adjusted to full fresh air or, if this is not possible, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply.</p> <p>Where mechanical ventilation systems exist, you should ensure that they are maintained in accordance with the manufacturers' recommendations.</p> <p>Opening external windows can improve natural ventilation, and in addition, opening internal doors can also assist with creating a throughput of air. If necessary, external opening doors may also be used (if they are not fire doors and where safe to do so).</p>	<p>Health authority guidance for outdoor play equipment notes little evidence of pathogen survival outside. Regular handwashing provides good Protection</p>	
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		<p>You should balance the need for increased ventilation while maintaining a comfortable temperature.</p> <p>The Health and Safety Executive guidance on air conditioning and ventilation during the COVID-19 pandemic and CIBSE COVID-19 advice provides more information.</p> <p>CO2 monitors will also be provided to all state-funded education settings from September, so staff can quickly identify where ventilation needs to be improved. Further information will be issued as monitors are rolled out.</p> <p>The government has also launched a trial of air purifiers in 30 schools in Bradford, which is designed to assess the technology in education settings and whether they could reduce the risk of transmission.</p>		
Teaching, Learning and Curriculum	<p><u>Teaching and whole school strategies</u></p> <ul style="list-style-type: none"> ▪ A Full, Broad and Balanced curriculum offer. ▪ Face to face teaching and Blended learning. • Google Classrooms used to contain each class’ Remote Learning. • In the event of individuals required to isolate for 10 days: A programme of work will be posted using Google Classroom to hold a variety of online and live teaching resources. Daily monitoring and feedback will be provided. <p><u>Targeted approaches</u></p> <ul style="list-style-type: none"> • Small group and 1:1 tuition given within school to identified individuals. School based catch up. • Achievement for All coaching structured conversations to identify appropriate intervention strategies. 	<p>Curriculum:</p> <p>You should ensure that all pupils – particularly disadvantaged, SEND and vulnerable pupils – are given the support needed to make good progress. The key principles that underpin our advice on curriculum planning are as follows:</p> <ul style="list-style-type: none"> ▪ Education is not optional. All pupils receive a high-quality education that promotes their development and equips them with the knowledge and cultural capital they need to succeed in 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. <p>Informed by these principles, you should meet the following key curriculum expectations:</p>	Expectations on staff feedback should be minimal due to current situation.	L

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	<ul style="list-style-type: none"> • Access National Tutoring Programme for identified children. <p><u>Wider strategies</u></p> <ul style="list-style-type: none"> • Laptops will be available to children without sole access to an internet enabled device. • CenturyTech learning platform available in English, Mathematics and Science providing an Artificial Intelligence driven learning programme for children unable to attend school 	<ul style="list-style-type: none"> ▪ Teach an ambitious and broad curriculum in all subjects. Where appropriate, teaching time should be prioritised to address the most significant gaps in pupils' knowledge. You should ensure that curriculum planning is informed both by an assessment of pupils' starting points and gaps in their knowledge, and an understanding of what is the most critical content for progression. To achieve this, you may need to make substantial modifications to your curriculum and should make effective use of regular formative assessment while avoiding the introduction of unnecessary tracking systems. You can use existing flexibilities to create time to cover the most important content in which pupils are not yet secure. ▪ You may consider it appropriate to suspend some subjects for some pupils in exceptional circumstances. Up to and including Key Stage 3, prioritisation within subjects of the most important components for progression is likely to be more effective than removing subjects, which may deprive pupils of the knowledge and cultural capital they need to succeed in life. If you choose to suspend some subjects for some pupils (where the subject is not one that is statutorily mandated) you should be able to show that this is in the best interests of these pupils and this should be subject to discussion with parents. <p>Early years foundation stage (EYFS) to Key Stage 3</p> <p>For pupils in Reception, disapplications of specific EYFS requirements can be used where coronavirus (COVID-19) restrictions prevent settings delivering the EYFS in full.</p>		
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		<p>You may 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 you think this would support your children following time out due to coronavirus (COVID-19). For pupils in Reception, teachers should 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, consider how all groups of children can be given equal opportunities for outdoor education.</p> <p>Key Stages 1 and 2 For pupils in Key Stages 1 and 2, you are expected to prioritise identifying gaps and re-establishing good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary. You should ensure your curriculum offer remains broad, so that the majority of pupils are taught a full range of subjects over the year, including sciences, humanities, music and the arts, physical education and sport, religious education and, at Key Stage 2, languages.</p> <p>Education recovery We have announced a number of programmes and activities to support pupils to make up education missed as a result of the pandemic. Further information is available on education recovery support. Specifically for schools, the document includes further information on: recovery premium</p>		
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		<p>tutoring (including the National Tutoring Programme and 16 to 19 tuition fund)</p> <p>teacher training opportunities</p> <p>curriculum resources</p> <p>curriculum planning</p> <p>specialist settings</p> <p>wider continuous professional development resources, including to support teacher wellbeing and subject-specific teaching</p> <p>Elective Home Education (EHE)</p> <p>You should encourage parents to send their children to school, particularly those who are vulnerable. EHE does not automatically put children at greater risk of harm. You should consider whether a parent’s decision to educate at home gives greater cause for concern compared to remaining in school. If you feel there is additional cause for concern, you should follow your own organisation’s child safeguarding policy and refer this to the Designated Safeguarding Lead (DSL) who will then consider making a referral to the local authority in line with existing procedures. This should happen as soon as you become aware of a parent’s intention, or decision, to home educate. Alerting local authorities 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 64 to work with the home education team to carry out any further checks or assessments that may be needed.</p> <p>Schools are not required to provide any support to parents that have withdrawn their child for EHE. Support provided by Local Authorities is</p>		
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		discretionary, including support for a child's special educational needs.		
Actions: Purchase laptops to increase school supply available for home loan and improve access to remote learning. Access laptops for schools from DfE				
Social Distancing	<ul style="list-style-type: none"> Physical contact such as handshakes and hugs should be avoided between adults. 			M
Timetable for Day	<ul style="list-style-type: none"> Drop Off/Collection As above Normal break time so that all pupils are outside at the same time. Suggested timetable: 9.00-9.30am- handwashing, registration, Arithmetic, Spelling 9.30-10.45- Lesson1 10.45.-11.00- playtime 11.00am-12pm - Lesson 2 12.00-1.00pm lunch 1pm-2.15pm Lesson 3 2.15pm-3.15pm Lesson 4 			M
Movement- Staff	<ul style="list-style-type: none"> Teachers can sit together in staffroom. Staffrooms: Existing, B&ASC, Library, Reception classroom, minimise numbers. 	<p>School leaders are best placed to determine the workforce required to meet the needs of their pupils.</p> <p>Social distancing measures ended in the workplace on 19 July and the government is not advising people to work from home.</p> <p>The shielding programme has now come to an end and adults previously considered CEV should, as a minimum, continue to follow the same guidance as everyone else. It is important that everyone adheres to this guidance but people previously</p>		L

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		considered CEV may wish to consider taking extra precautions.		
Movement- Parents	<ul style="list-style-type: none"> Parental visits should be minimised. Consider virtual alternatives to face to face meetings. Parents are requested to take an LFT and deliver the results before attending face to face meetings. Markings on the floor for one way only around the school for drop offs and pickups. One parent should drop off and collect children. Avoid gathering at the School gate. Pedestrian entrance in. Car Park and marked path on drive way out. 	<ul style="list-style-type: none"> Encouraging parents and children and young people to walk or cycle to their education setting where possible 	Pictures and walk through – On website.	L
Working Hours	<ul style="list-style-type: none"> Caretaker 7.30am – 4pm 	<ul style="list-style-type: none"> DfE guidance states that wrap around care provision and clubs which provide wrap around care should continue to offer this service with Risk assessed mitigations in place 	B&Asc running 7.30am-8.50am; 3.15-6.00pm	L
Premises checks	<p>Cold water systems - including tanks, sinks/basins/showers and drinking water outlets (taps and water fountains)</p> <ul style="list-style-type: none"> Increase frequency of outlet flushing and temperature monitoring to maintain water quality within the entire system. If required, consider additional water quality testing at water outlets (closest and further from the main water source) and drinking water outlets that remain in use. <p>Domestic hot water services – including calorifiers/direct fired water heaters/ sinks/ basins/ showers</p> <ul style="list-style-type: none"> Hot water generation servicing to continue in line with manufacturers’ criteria. 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 	<ul style="list-style-type: none"> During partial or full closure, educational settings continue to be responsible for a range of health and safety measures and statutory compliance. See DfE Good Estate Management for Schools Health and Safety page - https://www.gov.uk/guidance/good-estate-management-for-schools/health-and-safety <p>For reference, use the Approved Code of Practice & HSG 274 for hot water.</p>	<p>Caretaker continue daily outlet flushing and Site/premises checks.</p> <p>Caretaker to log utility usage.</p> <p>Compliance maintenance to continue throughout. Known contractors to observe hand washing and 2m distancing at all times.</p>	M

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	<ul style="list-style-type: none"> ▪ If the hot water system has been left operational the hot water should be circulating as normal and regular checks, in line with guidance, should be carried out. <p>Gas safety</p> <ul style="list-style-type: none"> ▪ Do not isolate gas supplies to boilers and hot water generation ▪ To avoid the risk of leaks and dangerous build-up of gases, isolate gas supplies where not in use, e.g. science labs and prep rooms, design and food technology classrooms, and school kitchens. Otherwise, gas services should remain in normal operation. ▪ Continue planned gas safety checks including gas detection/interlocking Fire safety ▪ Review and if necessary, update fire management plans and ensure any changes to fire escape routes are clearly identified and communicated. ▪ Carry out weekly checks of alarms systems, call points, and emergency lighting. ▪ Carry out regular hazard spotting to identify escape route obstructions. ▪ Check that all fire doors are operational. Fire drills should continue to be held as normal. <p>Kitchen Equipment that holds water, for example dishwashers and combination ovens</p> <ul style="list-style-type: none"> ▪ Run through at least a full cleaning cycle per week, to remove scale build up and standing water build up, to pre-empt possible bacteria growth. <p>Security</p> <ul style="list-style-type: none"> ▪ All areas of the school should be kept secure. ▪ Access to certain closed areas should only be possible by relevant staff – for example science laboratories, chemical stores and IT rooms. ▪ Check that access control and lockdown systems are operational. <p>Ventilation</p> <ul style="list-style-type: none"> ▪ All systems to remain energised in normal operating mode. ▪ Where mechanical ventilation is present, recirculatory systems should be adjusted to full fresh air. If 			
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	<p>mechanical ventilation systems cannot be adjusted to full fresh air these should be switched off.</p> <ul style="list-style-type: none"> Where possible, occupied room windows should be open. Ventilation to chemical stores should remain operational. <p>Other points to consider</p> <ul style="list-style-type: none"> Core building-related electrical systems, including internal and external lighting, small power, CCTV, access control and alarm systems (fire, intruder, panic and accessible toilets) to remain in use/energised in normal operating mode. For drainage systems, check traps have not dried out and ensure water seals are in place to prevent smells within the building e.g. hygiene rooms, sports hall showers etc. Update your keyholder information. Intruder alarm / lift/ fire alarm companies often have remote monitoring stations (response centres) – follow advice from these providers. Continue carrying out thorough examination and testing of lifting and pressure equipment during the coronavirus outbreak following updated HSE guidance: https://www.hse.gov.uk/news/work-equipment-coronavirus.htm 			
Toilet facilities	<ul style="list-style-type: none"> Door wedges to keep the doors semi open to ensure privacy but keep ventilation. Caretaker and cleaner to check soap supply is adequate External handwashing sinks with soap and hot water installed externally KS1 to rear of school, KS2 under Canopy in KS2 playground 	<ul style="list-style-type: none"> Ensuring that toilets do not become crowded by limiting the number of children or young people who use the toilet facilities at one time 	Timetable for the school day to allow for handwashing/toileting.	H
First Aid	<ul style="list-style-type: none"> PPE should be worn (gloves and masks) when dealing with a first aid incident. Individual teachers / middays (with first aid online training) should administer basic first aid in the first instance. Serious injuries should be seen by a fully trained first aider. 			H

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	<ul style="list-style-type: none"> Vomit is required to be cleaned up as soon after incident as possible (PPE to be worn). Children to wait outside their classroom door for parents. OR in the Hall near the rear doors. Middays to radio into the office for a first aider to attend an outside incident after moving child to a designated space on the field, not send the child in. 			
Cleaning	<p>Cleaning</p> <ul style="list-style-type: none"> Toilets will be deep cleaned at the end of each day. Toilets will be sprayed by Caretaker during the lunch period and after break with suitable cleaning detergent. Contact points will be cleaned by Caretaker, three times daily, including taps, toilet flushes, toilet seats, table surfaces, door handles, handrails, armrests, light switches etc. Tables and contact points can be cleaned regularly. Staff members in that area – spray and cloths provided. Resources that cannot be cleaned according to the instructions must be packed away until after the COVID-19 epidemic is over. Tablets should be wiped several times daily and between use. If possible, avoid children sharing tablets. Teachers to bring to charger station in staffroom when required. Bins must be emptied before they are full and at least once daily. <p>Classrooms</p> <ul style="list-style-type: none"> Reception: Children should be taught to wash their hands frequently, but particularly after using wheeled bikes, trikes and other large, movable toys. Children should be encouraged where possible not to touch their faces or to put objects in their mouths. Sharing stories, singing and playing outdoor games will help all children to socialise and resettle into familiar everyday classroom routines. KS1 and KS2: Desks should be wiped regularly, Teachers have access to a spray bottle and cloths (disposable) 	<ul style="list-style-type: none"> Discuss with cleaning contractors or staff the additional cleaning requirements and agree additional hours to allow for this Follow the COVID-19: cleaning of non-healthcare settings guidance Ensure that sufficient handwashing facilities are available. Where a sink is not nearby, provide hand sanitiser in classrooms and other learning environments Clean surfaces that children and young people are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters, more regularly than normal. 	<p>Contract cleaners(Cobwebs): x2 6pm-7pm</p> <p>Mild detergent solution is an effective antiviral cleaner – spray bottles and cloths in each room. Available for continual cleaning of hard/shiny surfaces.</p> <p>Store as much equipment as possible away in cupboards or outside under canopy cover in EYFS area/PTA shed/greenhouse.</p> <p>DAILY- Large basin filled with warm, soapy water used to clean play equipment in EYFS area.</p> <p>Mild detergent solution in spray bottles and cloths in each classroom</p>	H

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	<ul style="list-style-type: none"> Any objects the children touch should be disinfected once use has finished. 			
Actions				
Communication to children	<ul style="list-style-type: none"> Reinforcement of Hygiene routines. Children not attending school will be contacted daily through Google Classrooms and Remote learning. School Office will follow up any absence on a daily basis to establish whether COVID 19 related or other reasons. 	<ul style="list-style-type: none"> Noting that some children and young people will need additional support to follow these measures (for example, routes round school marked in braille or with other meaningful symbols, and social stories to support them in understanding how to follow rules) Tell children, young people, parents, carers or any visitors, such as suppliers, not to enter the education or childcare setting if they are displaying any symptoms of coronavirus (following the COVID-19: guidance for households with possible coronavirus infection) 		L
Communication to and from Parents	<ul style="list-style-type: none"> Any forms or messages from parents should be emailed to the school office Communicate methods of entry and exit to the school grounds. 	<ul style="list-style-type: none"> Tell parents that if their child needs to be accompanied to the education or childcare setting, only one parent should attend Tell parents and young people of the allocated school entrance and exit to use Make clear to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely) Also think about engaging parents and children in education resources such as e-bug and PHE schools resources <p>All children and staff travelling to England must adhere to government travel advice in travel to England from another country during coronavirus (COVID-19).</p> <p>Parents travelling abroad should bear in mind the impact on their child's education which may</p>	<p>Walkthrough video on website.</p> <p>Zoom used for meeting with parents</p>	M

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		<p>result from any requirement to quarantine or isolate upon return.</p> <p>Where pupils travel from abroad to attend a boarding school, you will need to explain the rules to pupils and their parents before they travel to the UK.</p>		
<p>Procedures for medical care, isolation and confirmed cases</p>	<ul style="list-style-type: none"> ▪ Use the School Hall next to fire escape at the back of the staff room where necessary for the isolation of pupils. Parents to be called and children to be sent home as soon as possible if they develop symptoms and then will need to isolate with their household members for 10 days. ▪ All staff who display symptoms should access a test provided by the appropriate health care professional. ▪ If a children or staff member tests negative, they can return to their setting and end the self-isolation of their household. ▪ If any children or staff test positive, Track and Trace will get in contact to identify any close contacts and then provide any close contacts with appropriate instructions or advice. ▪ Routine temperature checks will not be used at the school. ▪ PHE to instruct school closure in the event of COVID-19 outbreak (2 or more confirmed cases) ▪ Full compliance with Track and Trace. <p>Following advice from Public Health, we are asking the following: If anyone in your household tests positive, please keep your child at home for 5 days and book a PCR test after 4 days for them. If the result is negative, they may then return.</p>	<p>Follow public health advice on testing, self-isolation and managing confirmed cases of COVID-19</p> <p>When an individual develops COVID-19 symptoms or has a positive test</p> <p>Pupils, staff and other adults should follow public health advice on when to self-isolate and what to do. They should not come into school if they have symptoms, have had a positive test result or other reasons requiring them to stay at home due to the risk of them passing on COVID-19 (for example, they are required to quarantine or they are a close contact of a suspected or confirmed case of the Omicron variant of COVID-19).</p> <p>If anyone in your school develops COVID-19 symptoms, however mild, you should send them home and they should follow public health advice.</p> <p>If a pupil in a boarding school shows symptoms, they should usually self-isolate in their residential setting so that their usual support can continue, others may then benefit from self-isolating in their family home.</p> <p>For everyone with symptoms, they should avoid using public transport and, wherever possible,</p>	<p>School Hall, next to fire exit.</p> <p>Contact details for contact tracers/NHS/swab test referral through TTLP/Self-referral through Govt. website.</p> <p>https://www.gov.uk/apply-coronavirus-test-essential-workers</p>	<p>H</p>

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		<p>be collected by a member of their family or household.</p> <p>If a pupil is awaiting collection, they should be left in a room on their own if possible and safe to do so. A window should be opened for fresh air ventilation if possible.</p> <p>Appropriate PPE should also be used if close contact is necessary. Further information on this can be found in the use of PPE in education, childcare and children’s social care settings guidance. Any rooms they use should be cleaned after they have left.</p> <p>The household (including any siblings) should follow the UKHSA stay at home guidance for households with possible or confirmed coronavirus (COVID-19) infection.</p> <p>Welcoming children back to school In most cases, parents and carers will agree that a pupil with symptoms should not attend school, given the potential risk to others.</p> <p>If a parent or carer insists on a pupil attending your school, you can take the decision to refuse the pupil if, in your reasonable judgement, it is necessary to protect other pupils and staff from possible infection with COVID-19. Your decision would need to be carefully considered in light of all the circumstances and current public health advice.</p> <p>Asymptomatic testing Testing remains important in reducing the risk of transmission of infection within schools.</p>		
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		<p>Stepping measures up and down</p> <p>You should have contingency plans (sometimes called outbreak management plans) outlining what you would do if children, pupils, students or staff test positive for COVID-19, or how you would operate if you were advised to take extra measures to help break chains of transmission. Given the detrimental impact that restrictions on education can have on children and young people, any measures in schools should only ever be considered as a last resort, kept to the minimum number of schools or groups possible, and for the shortest amount of time possible.</p> <p>Central government may offer local areas of particular concern an enhanced response package to help limit increases in transmission.</p> <p>For most settings, it will make sense to think about taking extra action if the number of positive cases substantially increases. Information on what circumstances might lead you to consider taking additional action, and the steps you should work through, can be found in the contingency framework.</p> <p>The contingency framework describes the principles of managing local outbreaks of COVID-19 in education and childcare settings. Local authorities, directors of public health (DsPH) and UKHSA health protection teams (HPTs) can recommend measures described in the contingency framework in individual education and childcare settings – or a small cluster of settings – as part of their outbreak management responsibilities.</p>		
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Visitors	<ul style="list-style-type: none"> ▪ Any visitors should be carefully limited. ▪ Visitors should follow the mitigation directions contained within this Risk Assessment. ▪ If visitors are using the school hall or other parts of the building they should ensure that there is sufficient ventilation in that area. ▪ Volunteers can come in to school and continue to follow social distancing guidance. ▪ All volunteers and regular visitors are encouraged to self-administer a Lateral Flow Test on a Sunday and Wednesday evening and report the results to school. ▪ Parents should consider virtual communication alternatives where possible via email, telephone or video call. 	<p>DfE guidance notes that volunteers can continue to offer voluntary services in school as long as protocols on mitigating actions are followed.</p> <p>You should ensure that key contractors are aware of the school’s control measures and ways of working.</p>		L
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