



GREENLEAS PRIMARY SCHOOL COVID RISK ASSESSMENT UPDATED IN LINE WITH RESTRICTED ATTENDANCE DURING NATIONAL LOCKDOWN GUIDANCE JANUARY 2021

Systems of controls which we have been implementing since September 2020 remain in place. Any updates are in response to the spread of a new variant of the virus, updated guidance and school limiting on site attendance from 06.01.2021.

Updated Government Guidance for schools released 07.01.2021

This risk assessment is not exhaustive and is flexible and fluid. It is a working document.

It is recognised that the guidance below is not an absolute. Some situations that arise in school may need additional advice from the local authority.

The advice within this document is primarily taken from:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/950510/School_national_restrictions_guidance.pdf

Systems of Controls

These systems are already in place- from January 2021 we will minimise the number of people (adults and children) on site until further notice, continue with social distancing and the bubble structure already in place. Following the guidance will ensure we effectively reduce risks in school and create an inherently safer environment. The risk assessment document focuses on controls to minimise the spread of Covid-19.

Critical Worker guidance states 'parents and carers who are critical workers should keep their children at home if they can'. We request that where a parent is in the home children remain at home with them. Home is the safest place for everyone. To minimise contact between individuals and maintain social distancing wherever possible we have considered the best possible classroom size with two adults so that children working from home can also be supported effectively.

11 class bubbles can be maintained with current staffing (2 adults per bubble) to support onsite. No additional adults available to reduce bubble size and /or cover absence. High capacity hinders ability for teachers to deliver high quality remote learning at the same time as teaching on site.

| | F2 | | KS1 | | | LKS2 | | | UKS2 | | |
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| | DUCKLING S | PENGUINS | SWAN | PEACOCK | CUCKOO | WREN | HAWK | GOLDFINCH H | MAGPIE | TOUCAN | WPECKER |
| Room Capacity @ 2m (used for June 2020 return) Optimal size aiming for in Jan 2021 is 10 to further minimise risks and support remote work. | 10 | 10 | 10 | 10 | 10 | 11 | 12 | 11 | 11 | 12 | 12 |
| Room capacity with some (not 2m) social distancing for adults + children to minimise contacts. Staff who cross bubbles advised to remain 2m from all. This is factored in. | 13 | 12 | 14 | 14 | 14 | 13 | 14 | 13 | 11 | 14 | 14 |
| Initial response 45% KW requests. Weekly review of places to take place to ensure only critical workers who absolutely need support gain a place. Aim to reduce numbers to similar % as lockdown one and below maximum capacity for increased safety for all of the community. Provision is dependent on onsite staff capacity. | | | | | | | | | | | |

PREVENTION - GUIDANCE RELEVANT TO GREENLEAS PS INCLUDED BELOW

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| <p>1. Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, <u>do not attend school</u></p> | <p>Ensuring that pupils, staff and other adults do not come into the school if they have coronavirus (COVID-19) symptoms <u>coronavirus (COVID-19) symptoms</u>, or have tested positive in at least the last 10 days and ensuring anyone developing those symptoms during the school day is sent home, are essential actions to reduce the risk in schools and further drive down transmission of coronavirus (COVID-19).</p> <p>All schools must follow this process and ensure all staff are aware of it.</p> <p>If anyone in the school becomes unwell with a new and persistent cough or a high temperature, or has a loss of or change in, their normal sense of taste or smell (anosmia), they must be sent home and advised to follow guidance for households with possible or confirmed coronavirus (COVID-19) infection, which sets out that they should self-isolate for at least 10 days and should arrange to have a test to see if they have coronavirus (COVID-19).</p> <p>Other members of their household (including any siblings) should self-isolate for 10 days from the day after the individual tested positive. <u>stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection</u>.</p> <p>If a child is awaiting collection, they should 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. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people. (MEETING ROOM- DOOR OPEN WITH ADULT OUTSIDE ROOM.)</p> <p>If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom must be cleaned and disinfected using standard cleaning products before being used by anyone else. MALE TOILET PPE must be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs). More information on PPE use can be found in the safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE) guidance. <u>safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE)</u></p> <p>As is usual practice, in an emergency, call 999 if someone is seriously ill or injured or their life is at risk. Anyone with coronavirus (COVID-19) symptoms should not otherwise visit the GP, pharmacy, urgent care centre or a hospital.</p> <p>12</p> <p>Any member of staff who has provided close contact care to someone with symptoms, even while wearing PPE, and all other members of staff or pupils who have been in close contact with that person with symptoms, even if wearing a face covering, do not need to go home to self-isolate unless:</p> <ul style="list-style-type: none">• the symptomatic person subsequently tests positive• they develop symptoms themselves (in which case, they should arrange to have a test)• they are requested to do so by NHS Test and Trace or the PHE advice service (or PHE local health protection team if escalated) |
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| | <p>Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. The area around the person with symptoms must be cleaned after they have left to reduce the risk of passing the infection on to other people. See the COVID-19: cleaning of non-healthcare settings guidance. See the COVID-19: cleaning of non-healthcare settings guidance.</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 (COVID19).</p> |
| 2. Where recommended, use of face coverings in schools | <p>School measures agreed in Autumn 2020- face coverings should be worn by adults (staff and parents) when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained. This does not apply to younger children in primary schools and in early years settings.</p> <p>Schools will need to communicate quickly and clearly to staff, parents and pupils that the new arrangements require the use of face coverings in certain circumstances. SENT OUT SEPTEMBER 2020</p> <p>Exemptions</p> <p>Some individuals are exempt from wearing face coverings. This applies to those who:</p> <ul style="list-style-type: none"> • cannot put on, wear or remove a face covering because of a physical or mental illness or impairment or disability • speak to or provide assistance to someone who relies on lip reading, clear sound or facial expression to communicate <p>The same exemptions will apply in education settings, and we would expect teachers and other staff to be sensitive to those needs.</p> <p>Access to face coverings It is reasonable to assume that staff and young people will now have access to face coverings due to their increasing use in wider society. PHE has made resources available on how to make a simple face covering.</p> <p>However, where anybody is struggling to access a face covering, or where they are unable to use their face covering due to having forgotten it, or it having become soiled or unsafe, education settings should take steps to have a small contingency supply available to meet such needs. AVAILABLE FROM THE CARETAKER/IN AREA CLEANING BOXES</p> <p>No one should be excluded from education on the grounds that they are not wearing a face covering. Safe wearing and removal of face coverings Schools should have a process for managing face coverings in school. This process should be communicated clearly to pupils and staff.</p> <p>Safe wearing of face coverings requires cleaning of hands before and after touching - including to remove or put them on - and the safe storage of them in individual, sealable plastic bags between use. Where a face covering becomes damp, it should not be worn and the face covering should be replaced carefully.</p> <p>Pupils must be 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. Further guidance on face coverings:</p> <p>Safe working in education, childcare and children's social care provides</p> <p>Face coverings in education settings</p> |
| 3: Clean hands thoroughly more often than usual | Coronavirus (COVID-19) is an easy virus to kill when it is on skin. THIS REMAINS TRUE FOR THE NEW VARIANT. This can be done with liquid soap and running water or hand sanitiser. Schools must ensure that pupils clean their hands regularly, |

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| | <p>including when they arrive at school, when they return from breaks, when they change rooms and before and after eating. <u>Regular and thorough hand cleaning is going to be needed for the foreseeable future.</u> Points to consider and implement:</p> <ul style="list-style-type: none"> • whether the school has enough hand washing or hand sanitiser 'stations' available so that all pupils and staff can clean their hands regularly. Liquid soaps rather than bar soaps should be used. • Supervision of hand sanitiser use given risks around ingestion. Small children and pupils with complex needs should continue to be helped to clean their hands properly. Skin friendly skin cleaning wipes can be used as an alternative • building these routines into school culture, supported by behaviour expectations and helping ensure younger children and those with complex needs understand the need to follow them |
| 4. Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach | <p>The 'catch it, bin it, kill it' approach continues to be very important, so schools must ensure that they have enough tissues and bins available in the school to support pupils and staff to follow this routine. As with hand cleaning, schools must 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 the school operates. The e-Bug coronavirus (COVID-19) website contains free resources for schools, including materials to encourage good hand and respiratory hygiene.</p> <p>Some pupils with complex needs will struggle to maintain as good respiratory hygiene as their peers, for example, those who spit uncontrollably or use saliva as a sensory stimulant. This should 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.(currently none an individual RA)</p> <p>CONTROLS put in place in 2020 will continue:</p> <ul style="list-style-type: none"> • the availability of liquid soap and hot water in every toilet (and in all classrooms with a sink) • the location of hand sanitiser stations, for example at the school entrance for pupils and any other person passing into the school to use, and their replenishment - located by main entrance and each main entrance to departments from the playground. Fixed ones in all open areas and one in every room. • the location of lidded bins (with foot pedal operation if possible) in classrooms and in other key locations around the site for the disposal of tissues and any other waste, their double bagging and emptying • ensuring you have a good supply of disposable tissues to implement the 'catch it, bin it, kill it' approach in each classroom and enough to top up regularly • Ensuring paper towels for hand drying are available or hand dryers are functioning correctly. |
| 5: Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents | <p>Points to consider and implement:</p> <p>Use Public Health England guidance for cleaning non-healthcare settings to advise on general cleaning required in addition to the current advice on <u>COVID-19: cleaning of non-healthcare settings guidance</u></p> <ul style="list-style-type: none"> • putting in place a cleaning schedule that ensures cleaning is generally enhanced and includes: <ul style="list-style-type: none"> ◦ more frequent cleaning of rooms / shared areas that are used by different groups- CONTINUE WITH ADDITIONAL SCHEDULE THROUGHOUT THE DAY |

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| | <ul style="list-style-type: none"> ○ frequently touched surfaces being cleaned more often than normal, such as bathrooms, grab-rails in corridors and door handles/plates ○ A routine that includes cleaning with warm soapy water before disinfecting. Alternatively a combined detergent/disinfectant solution (eg Chlor clean) can be used. ● toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet - different groups being allocated their own toilet blocks could be considered but is not a requirement if the site does not allow for it. CONTINUE WITH ALLOCATED BUBBLE TOILETS FOR CHILDREN AND STAFF <p>PHE has published revised guidance for cleaning non-healthcare settings to advise on general cleaning required in addition to the existing advice on cleaning those settings when there is a suspected case.</p> <p>https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings</p> |
| 6. Minimise contact between individuals and maintain social distancing wherever possible | <p>Minimising contacts and mixing between people reduces transmission of coronavirus (COVID-19). This is important in all contexts, and schools must consider how to implement this. Schools must do everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum.</p> <p>The overarching principle to apply is reducing the number of contacts between children and staff. This can be achieved through keeping groups separate (in 'bubbles') and through maintaining distance between individuals. Whilst schools are attended by vulnerable children and the children of critical workers only, where possible schools should keep group sizes small. For children old enough, they should also be supported to maintain distance and not touch staff where possible. Any additional space available where there are lower numbers of pupils attending, should be used wherever possible to maximise the distance between pupils and between staff and other people. OPEN AREAS</p> <p>The points to consider and implement are set out in the following sections.</p> <p>a. How to group children</p> <p>Consistent groups (class bubbles) reduce the risk of transmission by limiting the number of pupils and staff in contact with each other to only those within the group. They have been used to date in recognition that children, especially the youngest children, cannot socially distance from staff or from each other and this provides an additional protective measure.</p> <p>Maintaining distinct groups or 'bubbles' that do not mix makes it quicker and easier in the event of a positive case to identify those who may need to self-isolate and keep that number as small as possible.</p> <p>Each group should be kept apart from other groups where possible and older children should be encouraged to keep their distance within groups. Schools with the capability to do it should take steps to limit interaction and the sharing of rooms and social spaces between groups as much as possible. We recognise that younger children will not be able to maintain social distancing and it is acceptable for them not to distance within their group.</p> <p>Both the approaches of separating groups and maintaining distance are not 'all-or nothing' options and will still bring benefits even if implemented partially. Siblings may also be in different groups. Endeavouring to keep these groups at least partially</p> |

separate and minimising contacts between children will still offer public health benefits as it reduces the network of possible direct transmission.

All teachers and other staff can operate across different groups. Where staff need to move between groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults. (optimum classroom reviewed to support this) Again, we recognise this is not likely to be possible with younger children and teachers in primary schools can still work across groups if that is needed.

b. Measures within the classroom

Maintaining a distance between people while inside and reducing the amount of time they are in face to face contact lowers the risk of transmission. There is strong public health advice that staff in secondary schools maintain distance from their pupils, staying at the front of the class, and away from their colleagues where possible. Ideally, adults should maintain 2 metre distance from each other and from children. We know that this is not always possible, particularly when working with younger children, but if adults can do this when circumstances allow that will help. In particular, they should avoid close face to face contact and minimise time spent within 1 metre of anyone. Similarly, it will not be possible when working with many pupils who have complex needs or who need close contact care. These pupils' educational and care support should be provided as normal.

For children old enough, they should also 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 and it is not feasible in some schools where space does not allow. Schools doing this where they can, and even doing this some of the time, will help. When staff or children cannot maintain distancing, particularly with younger children in primary schools, the risk can also be reduced by keeping pupils in smaller groups.

Schools should make small adaptations to the classroom to support distancing where possible. That should include seating pupils side by side and facing forwards, rather than face to face or side on, and might include moving unnecessary furniture out of classrooms to make more space.

c. Measures elsewhere

Groups should be kept apart, meaning that schools should avoid gatherings such as assemblies or collective worship with more than one group.

Groups should be kept apart and movement around the school site kept to a minimum. While passing briefly in the corridor or playground is low risk, schools should avoid creating busy corridors, entrances and exits. Schools should also consider staggered break times and lunch times (and time for cleaning surfaces in the dining hall between groups).

Schools should also plan how shared staff spaces are set up and used to help staff to distance from each other. Use of staff rooms should be minimised, although staff must still have a break of a reasonable length during the day.

d. Other considerations

Some pupils with Special Educational Needs and Disabilities (SEND) (whether with education, health and care plans or on SEN support) will continue to need specific help with the changes to routines they are experiencing, so teachers and special educational needs coordinators should plan to meet these needs, for example using social stories.

Schools, local authorities, health professionals, regional schools commissioners and other services should work together to ensure that children with medical conditions are fully supported, including through the use of individual healthcare plans, so that they may receive an education in line with their peers. In some cases, the pupil's medical needs will mean this is not possible, and educational support will require flexibility. Our guidance on supporting pupils at school with medical conditions remains in place.

Supply teachers, peripatetic teachers and other temporary staff 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.

Schools should consider how to manage other visitors to the site, such as 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 schools and the other relevant employers. Schools should have discussions with key contractors about the school's control measures and ways of working. Schools should ensure site guidance on physical distancing and hygiene is explained to visitors on or before arrival. Where visits can happen outside of school hours, they should. A record should be kept of all visitors with sufficient detail to support contact tracing if required by NHS Test and Trace.

Where a child routinely attends more than one setting on a part time basis, for example, because they are dual registered at a mainstream school and an alternative provision setting or special school, schools should work through the system of controls collaboratively, enabling them to address any risks identified and allowing them to jointly deliver a broad and balanced curriculum for the child.

Equipment and resources are integral to education in schools. For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared. Classroom based resources, such as books and games, can be used and shared within the group; these should be cleaned regularly, along with all frequently touched surfaces. Resources that are shared between groups, such as sports, art and science equipment should be cleaned frequently and meticulously and always between groups, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.

Outdoor playground equipment should be more frequently cleaned. This would also apply to resources used inside and outside by wraparound care providers. It is still recommended that pupils limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats, books, stationery and mobile phones. Bags are allowed. Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development. Similar rules on hand cleaning, cleaning of the resources and rotation should apply to these resources.

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| | <p>In this guidance for the start of the Spring term, maintaining consistent groups remains important to us, given the increase in the prevalence of coronavirus (COVID-19) our emphasis on class bubbles within our system of controls will remain and be reviewed frequently. Both the approaches of separating groups and maintaining distance are not 'all-or-nothing' options, and will still bring benefits even if implemented partially.</p> |
| 7. Where necessary, wear appropriate personal protective equipment (PPE) | <p>The majority of staff in education settings will not require PPE beyond what they would normally need for their work. PPE is only needed in a very small number of cases, including:</p> <ul style="list-style-type: none"> where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at schools, and only then if a distance of 2 metres cannot be maintained where a child or young person already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used <p>Read the guidance on safe working in education, childcare and children's social care for more information about preventing and controlling infection, including when, how PPE should be used, what type of PPE to use, and how to source it</p> <p>In primary schools where social distancing is not possible in areas outside of classrooms between members of staff or visitors, for example in staffrooms, headteachers will have the discretion to decide whether to ask staff or visitors to wear, or agree to them wearing face coverings in these circumstances. Staff are encouraged to wear visors in the classroom and visors and coverings in communal staff areas and when moving round the school.</p> <p>Staff have been informed that if they feel personally reassured and more confident being in school during partial closure by being allowed to wear a face covering/ visors in areas outside the classroom where there are more adults, where social distancing is harder etc.. they can do. Erring on the side of caution would seem a sensible approach for all (unless exempt)to take. Staff need to ensure they have read guidance on using and storing it safely.</p> |
| 8. Keeping occupied spaces well ventilated. | <p>Once the school is in operation, it is important to ensure it is well ventilated and a comfortable teaching environment is maintained.</p> <p>This can be achieved by a variety of measures including:</p> <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 (as long as they are not fire doors and where safe to do so) |

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| | <p>Further advice on this can be found in Health and Safety Executive (HSE) guidance on air conditioning and ventilation during the coronavirus outbreak and CIBSE coronavirus (COVID-19) advice.</p> <p>To balance the need for increased ventilation while maintaining a comfortable temperature, the following measures should also be used as appropriate:</p> <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 (for examples, between classes, during break and lunch, when a room is unused) • providing flexibility to allow additional, suitable indoor clothing. For more information see School uniform • rearranging furniture where possible to avoid direct drafts <p>Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces</p> |
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RESPONSE TO INFECTION

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| 9. Engage with the NHS Test and Trace process | <p>All school staff and pupils can access The NHS Test and Trace testing system, used to test symptomatic people (using a 'polymerase chain reaction (PCR) test'). If a pupil who has attended school, or a staff member, receives a positive PCR test having developed symptoms, schools should follow the current guidance.</p> <p>https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection</p> |
| 10. Manage confirmed cases of coronavirus (COVID-19) amongst the school community | <p>Schools must take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19) having developed symptoms and taken a PCR test outside of school.</p> <p>If schools would like support on the action they should take to respond to a positive case, they can contact the dedicated advice service introduced by Public Health England (PHE) and delivered by the NHS Business Services Authority. This can be reached by calling the DfE Helpline on 0800 046 8687 and selecting option 1 for advice on the action to take in response to a positive case. Schools will be put through to a team of advisers who will inform them of what action is needed based on the latest public health advice</p> <p>The advice service (or PHE local health protection team if escalated) will work with schools to guide them through the actions they need to take. Based on their advice, schools must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 10 days from the day after contact with the individual tested positive.</p> <p>Close contact means:</p> <ul style="list-style-type: none"> • direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin) • proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual • travelling in a small vehicle, like a car, with an infected person. |

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| | <p>The advice service (or PHE local health protection team if escalated) will provide advice on who must be sent home. To support them in doing so, we recommend schools keep a record of pupils and staff in each group, and any close contact that takes places between children and staff in different groups (see section 6 of the system of control for more on grouping pupils). This should be a proportionate recording process. Schools 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>Where individuals who are self-isolating and are within our definition of vulnerable, it is important that schools put systems in place to keep in contact with them, offer pastoral support, and check they are able to access education support.</p> <p>Schools must not share names or details of people with COVID 19 unless essential to protect others.</p> |
| 11. Contain any outbreak by following local health protection team advice | <p>If schools have two or more confirmed cases within 10 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak and must continue to work with their local health protection team who will be able to advise if additional action is required.</p> <p>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 schools are implementing controls from this list, addressing the risks they have identified and therefore reducing transmission risks, 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.</p> <p>In consultation with the local Director of Public Health, where an outbreak in a school is confirmed, a mobile testing unit may be dispatched to test others who may have been in contact with the person who has tested positive. Testing will first focus on the person's class, followed by their year group, then the whole school if necessary, in line with routine public health outbreak control practice.</p> |
| Resources to consider. | <ul style="list-style-type: none"> • posters (for example, to encourage consistency on hygiene and keeping to own group) https://ebug.eu/eng_home.aspx?cc=eng&ss=1&t=Information%20about%20the%20Coronavirus • Liquid soap for sinks, and where there is no sink nearby, hand sanitiser (minimum 60% alcohol) in rooms/learning environments • disposable paper towels • cleaning products (standard products such as detergent and bleach, could consider combined detergent/disinfectant for ease of use) • lidded bins (with foot pedal operation) in all rooms • tape for cordoning off areas and marking floor. |

Guidance for all school staff:

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 touching contaminated surfaces). 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:

- 1) minimising contact with individuals who are unwell by ensuring that those who have coronavirus symptoms, or who have someone in their household who does, do not attend childcare settings, schools or colleges
- 2) cleaning hands more often than usual - wash hands thoroughly for 20 seconds with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands and wrists are covered
- 3) ensuring good respiratory hygiene - promote the 'catch it, bin it, kill it' approach
- 4) cleaning frequently touched surfaces often using standard products, such as detergents and bleach
- 5) minimising contact and mixing by altering, as much as possible, the environment (such as classroom layout) and timetables (such as staggered break times)

Greenleas Primary School Staff Principles

1. Do **not** come to work if you have coronavirus symptoms or go home as soon as these develop (informing the HT) and access a test as soon as possible.
2. Clean your hands and wrists more often than usual - with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered.
3. Use the 'catch it, bin it, kill it' approach.
4. Avoid touching your mouth, nose and eyes.
5. Clean frequently touched surfaces often using standard products, such as detergents and bleach.
6. Think about ways to modify your teaching approach to keep a distance from children in your class as much as possible, particularly close face to face support (noting that it's understood that this is not possible at all times, which is why hygiene and hand cleaning is so important). Visors available.
7. Consider avoiding calling pupils to the front of the class - ensure all facing the front in own seat.
8. Help your class to follow the school code of conduct and rules on hand cleaning, not touching their faces, 'catch it, bin it, kill it' etc. including by updating your classrooms displays with posters. **IMPORTANT AT THE START OF A NEW HALF TERM**
9. Prevent your class from sharing equipment and resources (like stationary).
10. Keep your classroom door and windows open if possible, for air flow.
11. Limit the number of children from your class using the toilet at any one time (1). Monitor this.
12. Limit your contact with other staff members, and don't congregate in shared spaces, especially if they are small rooms. **SOCIAL IS NOT SAFE**
13. Make sure you've read the staff handbook, updated behaviour policy and Safeguarding Policy and Home/school agreement and know what role in it you're being asked to take.



form must be added to your generic assessment library or site specific file.

Risk assessment recording form M34

| Location or address | Date | Assessment |
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| GREENLEAS PRIMARY SCHOOL | | Original August 2020. Updated version for Spring Term 2021. Updated guidance 07.01.2021 | Sharon Edwards HT Liaised with school staff, governors and H&S Compliance Officer | |
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| Activity or situation : REOPENING SCHOOL TO ALL PUPILS JANUARY 2021 | | Reviewed DAILY and when GUIDANCE UPDATED | | Signature S A Edwards |
| (1) Hazard | (2) Who may be harmed and how | (3) What controls exist to reduce risk | Risk 1-25 | (4) What action could you take to further reduce risk |
| Lack of social distancing at drop-off and pick-up point | Transmission of COVID to staff, pupils, parents, contractors, and visitors | <p>The following social distancing measures to be implemented in line with government guidance and successful procedures in place since Sept 2020</p> <p>These will be communicated to parents and all staff frequently via weekly newsletters, staff memos etc... Agreement to be adhered to via UPDATED Home/School Agreement. Timetable overview shared with all staff.</p> <p>Staff arrival (wearing face covering in communal areas) - to go to own classroom on arrival and maintain social distancing at all times with any other adults in the room and children, where possible. Staff to avoid entering other classrooms.</p> <p>To avoid gathering with staff working in own/other Departments during the day in open areas, the hall, kitchen etc... even when wearing face coverings. Message promoted SOCIAL IS NOT SAFE. Weekly reminders.</p> <p>Children:</p> <p>All Departments to have a staggered drop off and pick up times to ensure parents and children can adhere to social distancing - only children allowed on the playground in the morning. One way system introduced on pathway into school. Signage and markers displayed to support social distancing and one way system. No</p> | 3x5=15 | <p>SLT to be informed of any concerns immediately. Concern logged and appropriate action taken.</p> <ul style="list-style-type: none"> Frequent reminders to children, parents, carers or any visitors, such as suppliers, not to enter the school if they or any of their household are displaying any symptoms of coronavirus (following the <u>COVID-19: guidance for households with possible coronavirus infection</u>) SIGN UP TO REMIND. <p>Communicate the message to staff, pupils and families that they must self-isolate at home and not visit the setting if:</p> <ul style="list-style-type: none"> You have any symptoms of coronavirus (a high temperature, a new, continuous cough or a loss or change to your sense of smell or taste) You're waiting for a coronavirus test result You've tested positive for coronavirus – (this means you have coronavirus) You live with someone who has symptoms, is waiting for a test result or has tested positive |

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| | <p>parents allowed on the playground at drop off. Signs have been updated. Parents have been requested to wear a face covering (unless except) at drop off and pick up. This has been routine since September 2020 and to continue.</p> <p>At pick up, teachers to line children up on playground. Parents to walk up the path, wait at the top and exit with child out of the double gates. Pathway cordoned off to ensure safe exit through gates. All adults to wear face coverings.</p> <p>HT available at the start of the day, a member of staff (social distancing) from the bubble/department to meet and greet on the playground during drop off /pick up to remind of social distancing. No parents on the playground.</p> <p>Year groups to use own entrances and exits onto the playground and all bubbles to use own classroom outside door or allocated door for entering and exiting the building. Member of staff to meet and greet at outside classroom door to ensure social distancing and good hygiene (hand washing) on entering room. No movement of bubbles within the school.</p> <p>Car park to be closed off at 8:45am to support Y5/6 use back gate as an entrance. Car park will reopen at 9:15am. Cones put out to stop parents using entrance to carpark as a turning place.</p> <p>Parents requested to stick to allocated times to support SD measures and not linger around at start/end of day. One way system remains in place. The fewer around the easier to social distance.</p> <p>Planned Times -</p> <table> <tbody> <tr> <td>F2 9:00am (double gates)</td> <td>3:20pm</td> </tr> <tr> <td>KS1 8:55am (main gate)</td> <td>3:15pm</td> </tr> <tr> <td>Y3/4 8:50am (double gates)</td> <td>3:10pm</td> </tr> <tr> <td>Y5/6 8:50am (back gate)</td> <td>3:10pm</td> </tr> </tbody> </table> | F2 9:00am (double gates) | 3:20pm | KS1 8:55am (main gate) | 3:15pm | Y3/4 8:50am (double gates) | 3:10pm | Y5/6 8:50am (back gate) | 3:10pm | <ul style="list-style-type: none"> • Someone in your support bubble has symptoms, is waiting for a test result or has tested positive • If you're told by NHS Test and Trace that you've been in contact with a person with coronavirus <p>If you have symptoms of coronavirus, you'll usually need to self-isolate for at least 10 days.</p> <p>If you live with someone who has symptoms, you'll usually need to self-isolate for 10 days.</p> <p>If someone in your support bubble has symptoms, you'll usually need to self-isolate for 10 days.</p> <p>On weekly letter reminder to parents on procedures - build on successes in place from Autumn 2020. Reflect frequently and updated when Gov guidance changes.</p> <ul style="list-style-type: none"> • Children to be escorted to/from school by 1 parent only. • tell parents and young people their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact SIGNS DISPLAYED • Consider additional signage and sending information to assist parents understanding of procedures (Home/school agreement in place for all stakeholders) • make clear to parents that they cannot gather at entrance gates or |
| F2 9:00am (double gates) | 3:20pm | | | | | | | | | |
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| Y3/4 8:50am (double gates) | 3:10pm | | | | | | | | | |
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| | | <p>Marked zone for school staff/parents to stand during pick up or drop off - children released 1 at a time by the class teacher. This needs to remain tight to avoid crowds and allow one way system to work effectively.</p> <p>Staff communication through current channels on changes to procedures. Band Leaders to ensure all of team aware of procedures and adhere to them. Band Leaders share any issues arising promptly with SLT.</p> <p>Only allow those with appointments to enter the building - use signage to communicate this to anyone new visiting the school. Sign on entrance path stating do not pass line/wait for assistance. Doorbell to support communication between home and school though encouraged to email/phone. Continue to limit visitors onto the site.</p> <p>Children and parents will be encouraged to walk or cycle to school where possible.</p> <p>If public transport is the only option, staff and parents should think carefully about the times, routes and ways they travel to stay safe. Staff and parents should be advised to use mandatory face coverings (not medical masks) if travelling by public transport and remove prior to entering school. Guidance on removal should be adhered to.</p> <p>We have to accept that children of a young age may struggle to adhere to social distancing between themselves or adults. Children may come into school upset and find it hard to separate from parents. Parents will be expected to prepare the children for the changes in arrival and departure. SUCCESS TO DATE- continueto monitor.</p> | | <p>doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely)</p> <ul style="list-style-type: none"> • engage parents and children in education resources such as <u>e-bug</u> and <u>PHE schools resources</u> on Friday letter • ensure parents and young people are aware of recommendations on transport to and from school (including avoiding peak times). Read the <u>Coronavirus (COVID-19): safer travel guidance for passengers</u> • Update staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times). See email updates and weekly diary dates. |
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| | | Communication on procedures/expectations and home/school agreement to be sent via ParentMail at the start of the new term Letter sent 03.01.2021 via ParentMail. Updates sent 06.01.2021 Weekly ParentMail Critical Worker booking form to reinforce SD message and expectations re drop off and pick up. | | |
| Lack of social distancing/hygiene of children during classroom/outdoor time | Transmission of COVID to staff and pupils | <p>Using the current Guidance as referenced at the top of this Risk assessment, we are keeping class groups together within their own "Bubble". Where ever possible as it is recognised that younger children cannot socially distance from staff and each other, we aim for each bubble to be as small as possible. Maximum bubble sizes support some social distances between adults and children but weekly reviews aim to reduce this to capacity identified in June 2020 based on classroom size and age of children. See table above.</p> <p>Maintaining distinct groups or 'bubbles' that do not mix makes it quicker and easier in the event of a positive case to identify those who may need to self-isolate, and keep that number as small as possible. <u>It will also help to minimise risks of transmission</u></p> <p>For the start of Spring term 2021, bubbles (including F2) will operate as a class rather than year group bubble. This may slightly hinder provision that can be provided but H&S overrides this. This will be reviewed if numbers reduce, social distancing can be maintained and staff can focus on either remote or face to face rather than both at the same time.</p> <p>Department 'bubbles' still to be used at break times/outdoor times but playground zoned so still in smaller bubbles. Whatever the size of the group, adults and children should be kept apart from other groups where possible and older children should be encouraged to keep their distance within groups. We must limit interaction, sharing of rooms and social spaces between groups as much as possible. When using larger groups the other</p> | 3 x 5=15 | <p>Consider the following steps:</p> <ul style="list-style-type: none"> • Continue to refresh risk assessment and other health and safety advice for children, young people and staff in light of any updated government advice, identifying protective measures (such as the things listed below). Also ensure that all health and safety compliance checks continue to be completed. (H&S Compliance Officer) • organise small class groups, as described in the 'class or group sizes' section above. • Staff to organise classrooms maintaining space between seats and desks where possible- staff to remove surplus equipment and ensure all surfaces are clear for through daily cleaning. • Bands/year groups to decide on weekly timetable/curriculum offer |

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| | <p>measures from the system of controls become even more important, to minimise transmission risks and to minimise the numbers of pupils and staff who may need to self-isolate.</p> <p>Refer to national prevention guidance above</p> <p>Environment:</p> <p>Furniture has been placed to support social distancing and safe movement based on number of children and adults (adults to remain 2m away). Staff to reflect frequently on how successful room layout is to support social distancing, good hygiene routines and movement around room. Staff should create an area for themselves so that they can deliver provision from a safe distance. Excess furniture should be removed.</p> <p>Desks have been arranged so that all children are forward facing and have own desk F2- Y6</p> <p>Each child/adult to use allocated table, chair and tray of resources to reduce children touching surfaces others have touched. Cleaning materials available in each class/area to wipe own space as and when needed. (Each room has their own cleaning box of PPE)</p> <p>Continue to plan tasks that don't involve touching lots of varied shared equipment. Shared materials and surfaces should be cleaned and disinfected more frequently. Each classroom to have a bucket, Milton and laundry bag to clean shared resources after use/end of day.</p> <p>Locate desks to keep as much distance as possible (ideally 2m), no face to face sitting. All surface areas to remain clear for cleaning.</p> | | <p>with a focus on wellbeing and a broad curriculum .</p> <ul style="list-style-type: none"> ○ decide which lessons or activities will be delivered and how - face to face and remotely. ○ consider which lessons or classroom activities could take place outdoors, how encourage home learners to be active ○ use the timetable and selection of classroom or other learning environment to reduce movement around the school or building ○ stagger break times (including lunch), so that all children are not moving around the school at the same time ○ stagger drop-off and collection times <ul style="list-style-type: none"> ● in addition ○ consider how play equipment is used ensuring it is appropriately cleaned between groups of children using it, and that multiple groups do not use it simultaneously. Each group to have access to equipment at break/lunch and washed after use in prep for another group- cleaning materials available outside for after use. |
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| | <p>Ideally, adults should maintain 2 metre distance from each other (including within the staff areas), and from children. We know that this is not always possible, particularly when working with younger children, but if adults can do this when circumstances allow that will help. In particular, they should avoid close face to face contact and minimise time spent within 1-2 metre of anyone. Face coverings/visors to be used by staff in the classroom, staff areas, corridors etc...All staff have been offered the use of a visor/face mask where distancing cannot be maintained since September. It is strongly encouraged unless exempt.</p> <p>Outdoor environment: When lining up children will remain spaced at suitable intervals which will be monitored by staff. Markers are placed by external doors showing 2m social distancing.</p> <p>All bubbles must adhere to outdoor timetable and allocated zones for physical activity/outdoor learning. Each bubble timetable different zones throughout the day. Hall also timetabled for PE for each bubble. Class timetables from Autumn 2 remain the same.</p> <p>Ventilation: Classroom doors and windows to be opened at the start of each day, for air flow. In enclosed rooms ensure all doors are wedged open (library/Arden), with nearby external doors open to support air flow. Doors can be wedged open so no contact needed. Doors must be closed if the fire alarm is activated and at the end of the school day.</p> <p>HSE advice to be followed. Good ventilation, together with social distancing, keeping your workplace clean and frequent handwashing, can help reduce the risk of spreading coronavirus.</p> | <ul style="list-style-type: none"> • minimise the number of resources to make sure they can be wiped clean. Wherever possible, resources which are not easily washable or wipeable should be removed. <ul style="list-style-type: none"> ○ <u>ADHERE TO OUTDOOR TIMETABLE AND ZONES TO ENSURE SAFE SOCIAL DISTANCING</u> within departments - outside bubble will be in departments in max 3 zones. |
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| | <p>Why ventilation is important</p> <p>Good ventilation reduces the concentration of the virus in the air and therefore reduces the risks from airborne transmission. This happens when people breathe in small particles (aerosols) in the air after someone with the virus has occupied an enclosed area.</p> <p>However, ventilation will have little or no impact on droplet or contact transmission routes.</p> <p>You should consider ventilation alongside the relevant control measures required to reduce the risk of transmission as part of <u>making your workplace COVID-secure</u>.</p> <p>Balancing ventilation with keeping people warm</p> <p>Providing adequate ventilation does not mean that workplaces have to be cold.</p> <p>Good ventilation is a balance between making sure workplaces are warm but keeping a flow of air going through an area.</p> <p>Simple steps, such as partially opening windows, can be taken to ensure ventilation is maintained. <u>Natural ventilation</u> can be used with heating systems to maintain a reasonable temperature in the workplace.</p> <p>How to improve ventilation</p> <p>It is more important to deal with areas that are not well ventilated. The more people occupying an area that is poorly ventilated, and the longer they remain in it, the greater the risk of transmission.</p> | |
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Singing, shouting and aerobic activities generate higher levels of aerosol and increase the risk further, so consider these factors when ensuring you have adequate ventilation.

The following guidelines help improve ventilation in school.

Natural ventilation

Natural ventilation can be provided through open windows, or through other means such as vents.

It is important not to completely close windows and doors when the area is occupied as this can result in very low levels of ventilation.

Lower temperatures and likely windy weather conditions in the winter months will increase the natural ventilation through openings. This means you don't need to open windows and doors as wide, so partially opening them can still provide adequate ventilation while maintaining a comfortable workplace temperature. Opening higher-level windows is likely to generate fewer draughts.

Airing rooms as frequently as you can will help improve ventilation. This involves opening all doors and windows wide to maximise the ventilation in the room. It may be easier to do this when the room is unoccupied or between uses.(PLAYTIME/LUNCHTIME)

Everyone reminded to wear extra layers and warmer clothing in case temperature drops e.g when back in from break etc..

Hygiene

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| | <p>On entry to school - anti bac gel to be used. Handwashing also encouraged. On the outside wall to key entry points to the building anti bac dispensers have been installed. Also available in each open area and classroom.</p> <p>Staff and pupils will also have access to hand washing facilities in each class and will be encouraged to wash their hands prior to every movement from their class. Only rooms no sink for handwashing Arden/Wren Class- use toilets and increased anti bac</p> <p>Signs have been posted around the school building and at entrance points to encourage good hand hygiene practice.</p> <p>Staff will ensure that all adults and children:</p> <ul style="list-style-type: none"> • frequently wash their hands with soap and water for 20 seconds and dry thoroughly. Review the guidance on hand cleaning • clean their hands on arrival in class, before and after eating, and after sneezing or coughing • are encouraged not to touch their mouth, eyes and nose • use a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it') • ensure that help is available for children and young people who have trouble cleaning their hands independently <ul style="list-style-type: none"> • consider how to encourage young children to learn and practise these habits through games, songs and repetition <p>Handwashing must be supervised by an adult. Facilities in classrooms with sink. Only 1 child at sink at any one time. Use of sinks in toilets for other bubbles. Additional anti bac gel and gloves in these rooms/areas.</p> <p>Where possible, utilise sinks within classrooms to limit risk of contact with other children. Any movement in school only with an adult (SD)</p> | |
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| | <p>Clothing</p> <p>Children should wear uniform every day and a plain tracksuit/PE kit on PE days and should, wherever possible, refrain from bringing a coat to school to minimise the spread of infection to/from homes (more of a challenge in Winter). They should change from this on return to their homes each night, including footwear. Cloakrooms to be used for coats only- no bags/pencil cases etc. in school to minimise items in areas. Cloakrooms must be monitored when used.</p> <p>Staff should take appropriate precautions to keep themselves safe. They should wash clothing and shower when they return home each night. Unnecessary jewellery should not be worn, especially rings/ bracelets.</p> <p>PPE boxes available in every classroom/area. Additional PPE stored in caretaker room. Gloves should be worn as necessary and especially if the skin on hands is broken and aprons should be worn when changing children or administering first aid.</p> <p>Code of Conduct</p> <p>Remind children of class SD/hygiene rules created at start of academic year. Daily reminder at the start of every day and more frequently during first few weeks of January return (Include instructions how to line up, physical contact use of toilet, moving around the classroom etc)</p> <p>Charter re-visited and modelled many times a day and linked to school behaviour system - lots of praise for adherence and sanctions for non-compliance. Updated Behaviour Policy in line with Guidance and Home/school Agreement remains in place</p> <p>Resources:</p> <p>Reduce tasks involving touching lots of varied shared equipment such as crafts. Each child has own tray with set of equipment -</p> | |
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| | <p>stationary (pencils, coloured pencils, sharpener, pen (Y6), scissors, glue, whiteboard and pen and exercise books. Encourage individual/ paired learning. Children to remain in own seat when in classroom. Individual stationary replaced when needed.</p> <p>Any shared materials and surfaces should be cleaned and disinfected after each use, including outdoor equipment. Cleaning resources available in each classroom.</p> <p>Lunch boxes to be kept at own desk. Departments to assess cloakroom areas (if using) to review procedures and ensure staggered times</p> <p>Assemblies/circle time to take place only with children within a class bubble by the allocated staff team. Whole school assemblies to be facilitated by Google Meet. Class Google Meet for remote and onsite learners</p> <p>Teacher/TA are assigned to a class bubble and stay with these children when indoors throughout the day. No movement between bubbles in one day, wherever possible. Staffing to be reviewed and updated weekly.</p> <p>Outdoor during playtime/ lunch staff to social distance when on duty. Adults should be not group together. See timetable provided.</p> <p>First Aid on picnic benches. Staff must avoid mixing with other adults throughout the day. Adults should NOT go into other bubbles rooms/areas/departments. SOCIAL IS NOT SAFE.</p> <p>Staff should make sure they wash their hands and surfaces, before and after handling pupils' books/resources Any wipes used should be disposed of in the class bin and they will then be disposed of by the cleaning staff in the external bins</p> | |
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| | | <p>Update marking Policy in light of situation ** STILL TO BE DONE!</p> <p>PE/ACTIVITY DURING OUTDOOR LUNCH/BREAK</p> <p>Now more than ever it is important that we encourage our children to be as physically active as possible (lots of activities to increase heart rate!). As winter sets in the hall will be available for PE sessions. Each class will also be given an additional session for an active session e.g. active phonics, maths, drama, yoga, dance etc... .</p> <p>Children will continue to come in PE kits on their designated days. This ensures a whole hour of activity during PE session. Each week we are aiming for children to have 1.5hrs activity + additional lunch/break/brain breaks etc.. Wherever the weather allows outdoor provision is encouraged.</p> | | |
| Toileting | Transmission of COVID to staff and pupils | <p>Ask class regularly if they need to toilet to ensure they are not all going at break times. Adult supervision at all times. Allocated toilets identified on school plan. These remain the same as last term.</p> <p>Where a child wets or soils themselves the soiled clothing should be removed where possible by the child but with adult support as necessary. This clothing should be sealed in a plastic bag and should be given to the parent on collection. Staff should ensure they wear gloves, visors and aprons when changing a .PPE should be removed when the child is sent back to class and should be disposed of in a bin bag. Both the child and member of staff should wash their hands thoroughly after cleaning a soiled child and should gel and spray the area with disinfectant and anti-viral spray before alerting</p> <p>Check children wash hands after visiting the toilet. Ensure the children know to wash hands thoroughly for 20 seconds with running water and soap and dry them thoroughly. Signs up</p> | <p>2 x 5= 10</p> | <ul style="list-style-type: none"> Is hand sanitiser, soap and other welfare provisions available? Checked frequently throughout the day by caretaker. Following checklist. Additional cleaning hours to support this to continue through the spring term. Are regular checks completed to ensure supplies do not run low? Caretaker overseeing stock availability. Overview created to monitor usage and supplies. |

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| | | <p>Throughout the day additional cleaning taking place by caretaker/cleaner - taps, flushes, toilet seat etc.. Sign on door confirming times cleaned/checked.</p> <p>Ensure that help is available for children and young people who have trouble cleaning their hands independently- personal risk assessment if needed - none currently needed.</p> <p>Floor markers show children the distance outside toilet entrance. External doors into toilets in Y3/4 and Y5/6 wedged open at start of day.</p> <p>Departments to be assigned allocated toilets. Staff should access the staff toilet that has been allocated to their department bubble to reduce the number of staff accessing each toilet.</p> <p>Toilet windows to be opened and closed at the end of the day to increase ventilation.</p> <p>Office staff to be assigned to a Bubble.</p> | | |
| Lack of social distancing during lunch time and lunch time provisions. | Transmission of COVID to Staff and pupils | <p>Timetable created for lunchtime- indoors and out. This must be adhered to by all class bubbles. Lunchtime will be 30mins indoor eating and 30 minutes outdoors.</p> <p>Each bubble to eat lunch in own classroom - packed lunch or hot meal from school. ParentMail used to book meal and list provided for the kitchen in advance so that numbers accurate when distributed and reduce queue/serving times.</p> <p>Stagger lunch times to reduce number of children in/out at any one time. See timetable- no changes</p> <p>Ensure children wash their hands before eating- in classroom sinks where available. 1 at a time. This needs reinforcing at the start of this new term.</p> | 2x5=10 | |

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| | | <p>Children to be toileted where possible before they have lunch/go out to play to ease toileting pressures at peak times for middays on outdoor duty.</p> <p>All children to provide their own water bottle- filled before arrival and taken home at the end of day to be cleaned. Water foundations no longer available due to virus transmission</p> | | |
| Lack of social distancing during break times | Transmission of virus to staff and pupils | <p>Each class bubble allocated a zone for break/outdoor activity</p> <p>Trim trail to be cleaned after a class bubble has used. Equipment available outside for this. Shed contains cleaning resources.</p> <p>Reinforce the need for social distancing behaviour with children within each class bubble. Adult supervision (from a safe distance!) at all times. No adults together.</p> <p>Encourage games that can be done whilst adhering to social distancing such as eye spy, word games, memory games etc.</p> <p>Shared resources to be kept within each zone and cleaned after use for next bubble. No mixing unless cleaned.</p> <p>Staff supervision throughout - actively encouraging and insisting on social distancing.</p> <p>STAFF TO ADHERE TO TIMETABLE FOR OUTDOORS. And ensure movement in/out building is carefully managed to prevent bubbles meeting. Adult to lead group at all times and encourage social distancing games/activities.</p> | 2 x5 = 10 | |

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| Lack of safe distancing in staff areas. | Staff and pupils | <p>Reinforce expectations of social distancing behaviour amongst staff. Staff fully understand risk assessments, updated plans, weekly staff deployment and home /school agreement. This needs to remain tight. SOCIAL IS NOT SAFE</p> <p>All staff to be good role model (to other staff and children) on safe working, hygiene, social distancing and coughs/colds etc.</p> <p>Limit numbers in staff rooms - only 1 person at a time in kitchen area. Markers to ensure social distancing. Use of anti bac on entering and leaving. No more than 3 adults in staff room at any one time, No lunches to be eaten in staff room -facilities set up for staff in hall.</p> <p>Each department bubble to have set of tables and encouraged to not remain in communal areas long. Own classroom safest place. Spread out seating to ensure social distancing is maintained. Sit at allocated bubble tables only. Clean own space after use in staff room, hall and classroom. Reassess weekly.</p> <p>Social distancing and not mixing with adults from own or another department. Courtyard off hall to also be used as a break out area. STAGGERED BREAKS/LUNCHES TO SUPPORT THIS</p> <p>If lunchbreak is at a time when on classroom is free (children outside) recommended adult uses to reduce contact with others.</p> <p>Minimal personal belongings to be in school. To be kept in area working in. Staff responsible for own mug etc and clean and take home daily. No dirty cups/plates etc... to be left in the kitchen area. Surface to be cleaned after own use.</p> | 1 x 4= 4 | <p>Frequent fogging on rooms to support infection control on furniture. See Cleaning schedule</p> <p>Staff to stagger their own breaks/lunch times and risk assess the number of adults prior to moving into an area. Timetable to be followed.</p> |
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| | | <p>Encourage staff to take fresh air at break times where possible.- courtyard to be used by staff. Staff to be encouraged to use external doors and walk around the building to the hall rather than corridors/internally. Ventilation/airflow continues to be important.</p> <p>Provision of hand washing supplies such as hand wash, sanitiser etc is available and regularly monitored to ensure supplies are always available. Cleaning box for cleaning of areas used in hall, staff room and toilets.</p> | | |
| Inadequate cleaning of areas following displays of suspected COVID symptoms | Transmission of COVID to staff and pupils | <p>Full guidance can be found here:</p> <p>https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19</p> <p>If a child/adult becomes unwell and is awaiting collection, they should be moved, if possible and if appropriate, to a room where they can be isolated behind a closed door. (DHT/AHT Office) Staff to be mindful of individual children's needs - for example it would not be appropriate for younger children to be alone without adult supervision- prop door open. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people. Unwell staff to go home immediately.</p> <p>If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom should be cleaned and disinfected using standard cleaning products before being used by anyone else. (Male Toilet due to location near office)</p> <p>In most cases, closure of the educational setting will not be needed but this will be a local decision with Public Health England,</p> | 3x5=15 | <ul style="list-style-type: none"> Is hand sanitiser, soap and other welfare provisions available? Are regular checks completed to ensure supplies do not run low? Weekly overview provided by the caretaker |

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| | <p>LA and DfE based on various factors such as establishment size and risk of further spread. SEE ADVICE IN ABLE ABOVE</p> <p>Changes to working times for the cleaning team will continue for the foreseeable future so one member of cleaning team on site all the time.</p> <p>School Opens 7:15am</p> <p>SR hours- 7:15am-10:15am 1:48pm -6pm (Friday 5:30pm)</p> <p>MH Covid temporary hours 10:30-12:00 daily</p> <p>Lunch: 12:00-1:30pm</p> <p>After school: 1.25hrs daily</p> <p>DB 7:15-8am x4 days 7:15-8:15am 1 day(Monday) 3:30-6pm(Friday-5:30pm)</p> <p>Daily, weekly, monthly schedule to be followed.</p> | | |
| Unsafe disposal of PPE and face coverings | <p>Used PPE and any disposable face coverings that staff, children, young people or other learners arrive wearing should be placed in a refuse bag and can be disposed of as normal domestic waste unless the wearer has symptoms of coronavirus (COVID-19), in line with the <u>guidance on cleaning for non-healthcare settings</u>.</p> <p>Any homemade non-disposable face coverings that staff or children, young people or other learners are wearing when they arrive at their setting must be removed by the wearer and put in a plastic bag that the wearer has brought with them in order to take it home. The wearer must then clean their hands.</p> <p>To dispose of waste from people with symptoms of coronavirus (COVID-19), such as disposable cleaning cloths, tissues and PPE:</p> <ul style="list-style-type: none"> • put it in a plastic rubbish bag and tie it when full • place the plastic bag in a second bin bag and tie it | 2x 4=8 | |

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| | | <ul style="list-style-type: none"> • put it in a suitable and secure place marked for storage for 72 hours <p>This waste should be stored safely and securely kept away from children. You should not put your waste in communal waste areas until the waste has been stored for at least 72 hours.</p> <p>Storing for 72 hours saves unnecessary waste movements and minimises the risk to waste operatives. This waste does not require a dedicated clinical waste collection in the above circumstances.</p> <p>https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe#does-coronavirus-covid-19-mean-that-ppe-is-needed-for-administering-first-aid</p> | | |
| Inadequate cleaning of premises (general) | Transmission of COVID to staff and pupils | <p>Use cleaning products that offer disinfecting qualities and are available through suppliers. Advice sought from H&S Compliance Officer on best products.</p> <p>A combined detergent/disinfectant (chlor clean) can be used. Advice from H&S officer to cleaners on usage.</p> <p>Discuss with cleaning staff, the additional cleaning requirements- change to/ additional hours to allow for cleaning agreed. Updated hours to remain to ensure cleaning available all day.</p> <p>Cleaning team to follow enhanced cleaning schedule Daily, weekly, monthly checklist provided for team to follow. This includes weekly fogging of all areas. This will be monitored.</p> | 3 x 5=15 | Training from Alliance H&S Compliance Officer and using Edsential cleaning video. Regular checks completed |

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| | | <p>PPE available for all cleaning staff appropriate to task</p> <p>Staff to ensure all surfaces in areas they have worked are clear before leaving an area, including when using staff facilities e.g. in kitchen, hall etc..</p> <p>Classroom cleaning boxes are kept well-resourced to support additional, ongoing cleaning throughout the day. Cleaner (DB)to check each box at the start of the day. Staff must not remove from box and take to other areas of the building. Inform caretaker if missing items.</p> | | |
| Increased fire risk due to doors being propped open to increase air circulation and reduce touching of doors | staff and pupils | <p>School fire risk assessment reflects changes that have been made. (Caretaker, H&S Compliance and HT)</p> <p>Fire log book to be up to date and all checks have been made, including the fire marshal inspection checklist. Checked by Caretaker and H&S Officer</p> <p>Where wedges are to be used, there must be a robust procedure within each team to ensure that these are all removed in the event of the fire alarm sounding and at the end of every day. Initially all groups have own fire exit door out of classroom - these to be used at all times.</p> <p>Communicate with staff any changes to emergency procedures that have been made and make sure that they have understood them. It is not a requirement to maintain 2 metres social distancing in the event of an emergency or unplanned sounding of the fire alarm, however it should be maintained at the muster point, if possible. Staff working in bubbles to discuss evacuation with children regularly. All children have experienced 1 practice fire drill.</p> | 2 x 5= 10 | Plan in fire drills, to test procedures at each Phase. |
| Changes to emergency fire procedures - uncertainty of staff and pupils due to working at | | | | |

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| <p>different locations to normal and changes in evacuation routes.</p> | <p>Remind all staff of their responsibility not to increase the risk of fire in the workplace: by keeping combustible materials to the minimal, turning off electrical equipment when not in use and at the end of the day.</p> <p>Gov.uk has provided relevant guidance to the query of wedging open fire doors at the following link: https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings#how-to-implement-protective-measures-in-an-education-setting-before-wider-opening-from-1-june. The guidance states prop doors open only if they are not fire doors, and where it is safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation. SEE ABOVE</p> | | |
| <p>Unsafe crossing of roads near school</p> | <p>Staff and pupils</p> <p>Ensure road escort (if available) has no physical contact with children - escort assesses the risks themselves. Road safety team advised of our staggered times. IF SERVICE POSTPONED Remind parents of critical worker and vulnerable children to take care on road ways.</p> <p>All children to be accompanied to school by only 1 parent. Parents reminded to socially distance on the way to and from school and not linger once dropped off. Siblings to arrive at time of youngest child.</p> <p>One-way walking system has been put in place on path into school. Encourage parents to avoid crossing paths etc.. Signs identify expected route.</p> | <p>1 x5=5</p> | <ul style="list-style-type: none"> If additional support is required from road traffic division contact David Rees at roadsafety@wirral.gov.uk  <p>Restarting Schools June 2020 - Highways</p> |

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| | | Provide escort with anti bac, handwashing facilities in school if required | | |
| Risk of transmission through contact with school resources | Staff and pupils | <p>To be read in conjunction with social distancing in classroom/outdoors.</p> <p>Adhere to quarantine procedures for shared resources- area in each classroom to support this. E.g sports, art and science equipment cleaned frequently and meticulously.</p> <p>Continue to limit the number of shared resources that are taken home by staff and pupils and limit the exchange of such resources. E.g Reading books quarantine for 48 hrs (72 for plastics between uses).</p> <p>Where possible do not take marking/resources home to limit any potential contamination spread.</p> <p>Teachers and staff should make sure they wash their hands and surfaces, before and after handling books, laptops , resources etc... Verbal feedback to be provided for children throughout the day.</p> <p>Use online homework and marking where possible, building on platforms introduced in Autumn term e.g. Google Classrooms and Purple mash.</p> | 2x5=10 | |
| Risk of transmission through first aid procedures | Staff and pupils | <p>Children, young people or learners who require first aid should continue to receive care in the same way. PPE is advised to be worn when treating cuts, grazes etc.</p> <p>See link for further details</p> <p>https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care</p> | 1 x 5 =5 |  29.4.20First aid flow chart Final.docx |

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| | | <p>education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe#does-coronavirus-covid-19-mean-that-ppe-is-needed-for-administering-first-aid</p> <p>After delivering any first aid</p> <ul style="list-style-type: none"> • Ensure you safely discard disposable items and clean reusable ones thoroughly • Wash your hands thoroughly with soap and water or an alcohol-based hand sanitiser as soon as possible • Log on Medical Tracker <p>PPE equipment available for FA. AC to ensure FA boxes are topped up weekly.</p> | | |
| Dispensing medicines to children. | Staff and pupils | <p>Trained FA from a Department Bubble to collect medication from office at allocated time. MEDICATION ADMINISTERED TO BE LOGGED ON MEDICAL TRACKER. Class information/medical notes to be updated by Admin Assistant for the start of the Spring term for vulnerable/critical worker groups.</p> <p>Consider planning to train more staff in medicine administration/First Aid to cover for any absence of trained staff. REVIEW TRAINING OPPORTUNITIES SPRING TERM - restrictions have paused opportunities</p> | 1x 5 =5 | Explore Paediatric training for more staff. |

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| Inadequate assessment of transmission risk between SEND pupils and staff. | <p>Staff and pupils</p> <p>Individual assessment needs have been made for pupils who have known behaviours that would pose risk, such as refusing to social distance, hygiene etc.. Advice sought from LA Behaviour team for specific children- risk assessment shared with staff, child and parent. No individual pupil RA currently needed,</p> <p>Refer to Local Infection Control Guidance for PPE requirements</p> <p> Final VERSION 7 INFECTION CONTROL</p> <p>Young children and children with special educational needs may not be able to understand the need for social distancing and may also seek close interaction with their peers or adults to provide reassurance at a period of disruption to their routines.</p> <p>As far as possible, small groups of children should be supported by consistent staffing, and groups should remain as consistent as possible throughout the outbreak. Class bubbles to remain.</p> <p>If non-symptomatic children present behaviours which may increase the risk of droplet transmission (such as biting, licking, kissing or spitting) or require care that cannot be provided without close hands-on contact, they should continue to receive care in the same way, including any existing routine use of PPE.</p> <p>In these circumstances, to reduce the risk of coronavirus (COVID-19) transmission, no additional PPE is necessary as these are non-symptomatic children in a non-healthcare setting and so the risk of viral transmission is very low. However, additional space and frequent cleaning of surfaces, objects and toys will be required. Cleaning arrangements should be increased in all</p> | On individual RAs | <p>Cleaning of any special equipment needed for SEND pupils also needs to be included in the cleaning regime.</p> |
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| | | <p>settings, with a specific focus on surfaces which are touched a lot.</p> <p>https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe#how-should-i-care-for-children-who-regularly-spit-or-require-physical-contact</p> <p>The LA SEND consortium will be delivering some training and how-tos for mainstream school teachers (including free insets and webinars) on supporting pupils with SEND to return to their mainstream school after the long absence, and on transition to other settings. Details of future training sessions are held on the events page of the SEND Gateway. AWAITING</p> | | |
| Stress and mental health issues for staff | Staff and pupils | <p>School stress work assessment updated to remind all staff of support available. EAP details in staff room</p> <p>Department well-being meetings to be held frequently (Google Meet). Staff are encouraged to speak on an individual basis to SLT if fears are not alleviated. Make time for all staff to talk to senior leaders about their personal situation:</p> <ul style="list-style-type: none"> • Thoughts on fears, concerns about guidance, • what will be easy to accomplish, what will be hard, • fatigue (Staff have continued to work), • changes in circumstance, retirement, pregnancy, bereavement. • additional worries about members of their family and friends. • Remind them of any internal support plan/system that is in place • Balancing face to face teaching and remote learning | 3 x 3 = 9 | Support should be available for staff from Occupational Health supplier - OH SLA then staff can contact the EAP. Staff have details - also available in staff room. |

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| | | <p>HT to review the number of critical workers weekly and reduce wherever possible to support staff balance on site teaching and remote learning. Fewer children in school is safer and supports time to be dedicated for majority of remoter learners - promote a good work life balance.</p> <p>Promotion of staff well-being. Explore ways of developing this further during Spring term to involve everyone</p> <p>All staff given the opportunity to contribute to plans, risk assessments, hazard identification and control measures. These to be reviewed regularly.</p> <p>HT on site every day for staff to share concerns with - encourage to speak to at the end of every day (from a distance!)</p> | | |
| Stress and Mental health issues for children. | | <p>Children with own class teacher and TA, wherever possible. TAs interventions to support small numbers of children with their emotional wellbeing within a class bubble/remotely, if needed</p> <p>Reduced time in school to ensure transition is successful from home to school for most vulnerable children. Provide personalised programme for most vulnerable children</p> <p>PSHE curriculum to be ongoing - Heartsmart and wellbeing activities planned for. Use Zumos as a positive well-being resource. Start of each term to focus on well-being not straight into curriculum.</p> <p>ADHD therapist sessions to be delivered remotely for Spring 1.</p> <p>Comfort given from a distance - at adult height and hand gel used after if needed. Visor to be worn.</p> | 4 x3 =12 | |
| Inadequate building management and routine inspections. | Staff and pupils | Routine or annual checks should be carried out in their usual time frames. Appropriate staff aware of these. Overview for Spring term to be created and put on Google calendar. | 1 x 5=5 | Adhere to DfE/Gov Guidance |

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| | <p>Social distancing and hand hygiene should be observed by all contactors. Advice from alliance H&S Compliance Officer</p> <p>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. ▪ Water coolers to be isolated and taken out of use as pupils may congregate at these to fill water bottles. <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 ▪ 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 <p>Security</p> <ul style="list-style-type: none"> ▪ All areas of the school should be kept secure. | <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> |
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| | | <ul style="list-style-type: none"> ▪ 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 possible, occupied room windows should be open. Remove cooling/oscillating fans. ▪ 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, 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 room. Run through all drainage traps with water to remove build-up of bacteria's. ▪ Intruder alarm / lift/ fire alarm companies often have remote monitoring stations (response centres) - follow advice from these providers. ▪ Main reception area building work- unable to be completed due to current social distancing requirements. | | |
| Restraining students. | Staff and pupils. | <p>For students that have individual risk assessments, and it is identified that restraint maybe required PPE should be used by staff. Adhere to policy. January 2021- no children of increased risk returning- review weekly.</p> <p>Considering the potential risks to staff and other children it may be drawn as a decision by the school that some students identified as requiring restraint do not return at this time if the PPE requirements are not deemed as reasonable for staff.</p> <p>Where possible limit the number of students to teacher ratios to minimise disruption to other students. Aiming for 1-1 for most vulnerable (PFA/EHCP).</p> | 1 x5=5 | <p>See further advice from LA inclusion team</p> <p>Complete COVID 19 Pupil reintegration information and forward to LA team</p> |

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| | | <p>Consider bubble sizes and if they can be reduced for those bubbles containing a child that may require additional support.</p> <p>Individual assessment have been made for pupils who have known behaviours that would pose risk. Provision of PPE will be considered on a case by case basis. No children currently on own RA</p> <p>Refer to Local Infection Control Guidance for PPE requirements.</p> <p>When teaching a child with special educational needs, it may be challenging to maintain social distancing. In these cases, PHE recommend that where staff are working within 2m of anyone else (pupil or staff), single use of disposable gloves and a disposable plastic apron are required; if there is an additional splash risk (e.g. a spitting child), sessional use of both a FRSM Fluid resistant face mask and eye protection or a face shield would be indicated by risk assessment. Symptomatic children and staff should be following the 'stay at home' guidance</p> | | |
| Vulnerable groups | Staff and students. | <p>Staff and pupils who are identified as clinically extremely vulnerable may be at high risk of serious illness if they catch coronavirus (COVID-19). They are strongly advised to stay at home as much as possible and keep interactions outside to a minimum. Arrangements for home working will be provided.</p> <p>The government is currently advises people to shield . A clinical discussion with paediatric specialist or GP will be needed before any child or young person is removed from the shielded patient list. Health services will be in touch with children and their families to discuss what the new evidence means for them</p> | 2 x 5=10 | <p>The attached Q&A From HR may assist in supporting school staff with those returning to work from Vulnerable groups. This document is dated 8th December 2020 and updates will be published regularly.</p> |

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| | <p>personally in the longer term. Individual risk assessments produced where needed</p> <p>https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19</p> <p>Any employee within the shielding or vulnerable categories should follow the guidance</p> <p><u>https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19</u></p> <p>For staff members or pupils who may be vulnerable to covid for other reasons, eg people from the BAME community, identified as CV earlier in the year etc.. Individual risk assessments should be used. This assessment attached can be used to support staff review own individual assessment if preferred so long as the controls required are considered and implemented so far as is reasonably practicable.</p> <p> </p> <p>Covid 19 staff risk assessment tool 0207 risk assessment Sept Vulnerability draft</p> <p>If the staff member can work from home this should be considered to minimise risk where practical. Working in a school setting and current numbers means that it is not practical so the following considerations will be made and evident on risk assessment.</p> |  <p>HR related FAQs 8 Dec 2020.docx</p> |
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| | | <p>For staff members in vulnerable groups that are not clinically extremely vulnerable:</p> <p>An employee can be reasonably expected to attend work, so long as the following is in place. .</p> <p>Strict social distancing should be observed</p> <p>Consider amending job role to enable the employee to maintain social distancing more easily</p> <p>Consider access to rest areas, toilets etc. to minimise contact with others where possible</p> <p>Consider if the role can be done at different times when there are less or no children on the premises.</p> <p>Consider the working location. Can the employee be placed in a different office or area that is allocated just to them?</p> <p>Ensure cleaning and sanitation plans are in place to ensure shared areas are kept clean.</p> | | |
| Visitors to schools such as speech and language therapy, SW, EP etc.. | Visitors staff and students. | <p>DISCOURAGE VISITORS DURING LOCKDOWN unless essential to service, safeguarding, individual needs and there are no other means of them completing their role.</p> <p>Social distancing and hand hygiene should be observed by all visitors.</p> <p>Office staff to ensure all visitors sign in and are encouraged to wash or sanitise hands upon entering the building. Consider reciting all covid-19 safety measures such as hand hygiene and social distancing to the visitor as soon as they arrive at the premises.</p> | <p>2 x 5 =10</p> |  COVID VISITOR RECORD.docx |

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| | <p>Visitors by appointment only - Google calendar to be used.</p> <p>Admin assistant to be aware of diary and expected visitors. Monitor arrival at sign outside.</p> <p>Consider asking the visitor to call the school on arrival and asking the visitor if they have any of the symptoms related to Covid-19. If so they should not be permitted into the school. COVID Visitor record to be completed on arrival and updated on departure.</p> <p>Ask visitors to bring only resources that are absolutely necessary for the purposes of the visit.</p> <p>Consider the environment used for these services - ensure social distancing be adhered to in line with current guidance - plan/book room in advance. Weekly diary dates and Google calendar identify this</p> <p>Where group sessions are requested bubbles should not be broken and only children from the same bubble should attend sessions if at all possible.</p> <p>Provision of hand washing supplies such as hand wash, sanitiser etc is available and regularly monitored to ensure supplies are always available.</p> | | |
| Contingency planning for outbreaks | <p><u>Familiarise yourself with public health guidance on what to do if a member of staff or pupil informs you that they have tested positive (or the test is inconclusive).</u></p> <p><u>Guidance on self isolating, when to get tested and close contacts can be found here:</u> <u>https://www.nhs.uk/conditions/coronavirus-covid-19/self-isolation-and-treatment/</u></p> | <p>2 x5 =10</p> |  CYP FAQ 8.1.21.docx |

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| | <p><u>Testing for those NOT displaying symptoms are now available across the wirral.</u></p> <p><u>Critical workers can now book appointments for these tests by following the link: https://www.wirral.gov.uk/covid-19-testing/covid-19-tests-people-who-do-not-have-symptoms</u></p> <p>For individuals or groups of self-isolating pupils or children who have been told to remain at home, remote education plans are in place. These should meet the same expectations as those in school. See remote offer on website. Google Classroom used as main platform.</p> <p style="text-align: center;">  ACTIONS TO TAKE <small>FOR SCHOOLS update</small> </p> <p>Outbreak guidance pg20 + of January guidance</p> | | |
| Legionella Risk | <p>Employers have a duty to protect people by identifying and controlling risks associated with legionella.</p> <p>If your building was closed or has reduced occupancy during the coronavirus (COVID-19) outbreak, water system stagnation can occur due to lack of use, increasing the risks of Legionnaires' disease. CLOSED FOR TWO WEEKS AT CHRISTMAS.</p> <p>You should review your <u>risk assessment</u> and manage the legionella risks when you:</p> <ul style="list-style-type: none"> • reinstate a water system or start using it again • restart some types of <u>air conditioning units</u> <p><u>See guidance below:</u></p> | See GM? | |



| Risk Rating | Action Required |
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| 17 - 25 | Unacceptable - stop activity and make immediate improvements |
| 10 - 16 | Tolerable - but look to improve within specified timescale |
| 5 - 9 | Adequate - but look to improve at review |
| 1 - 4 | Acceptable - no further action but ensure controls are maintained |

| Likelihood: | Consequence: |
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| 5 - Very likely | 5 - Catastrophic |
| 4 - Likely | 4 - Major |
| 3 - Fairly likely | 3 - Moderate |
| 2 - Unlikely | 2 - Minor |
| 1 - Very unlikely | 1 - Insignificant |

- (1) List hazards ***something with the potential to cause harm*** here
- (2) List groups of people who are especially at risk from the significant hazards which you have identified
- (3) List existing controls here or note where the information may be found. Then try to quantify the level of risk ***the likelihood of harm arising*** that remains when the existing controls are in place based on the number of persons affected, how often they are exposed to the hazard and the severity of any consequence. Use this column to list the controls that you might take and develop all or some of that list into a workable action plan. Have regard for the level of risk, the cost of any action and the benefit you expect to gain. Agree the action plan with your team leader and make a note of it overleaf. If it is agreed that no further action is to be taken this too should be noted.

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| Risk Assessment/Health and Safety | Lorraine Adamson (Lorraineadamson@wirral.gov.uk) |
| PPE | Anna Jones (annajones@wirral.gov.uk) |
| Workforce implications | Sue Blevins (sueblevins@wirral.gov.uk) |
| Public Health/Infection Control considerations and guidance | Jane Harvey (janeharvey@wirral.gov.uk) |
| Asset Management considerations (buildings) | Mike Woosey (Mikewoosey@wirral.gov.uk) |
| Road Safety | roadsafety@wirral.gov.uk |
| Communications Plan (workforce/Public) | Sam Jenkins (samjenkins@wirral.gov.uk) |
| Emotional support for pupils | Health and schools Team |