

Barnsley Metropolitan Borough Council
Risk Assessment Form (RA3)



Task / Activity:	Lockdown – Partial Opening of Schools – (Covid-19)	Ref:	
-------------------------	---	-------------	--

Primary (reception onwards) and Secondary schools will remain open for vulnerable children and the children of critical workers. All other children will learn remotely until February half term.

Directorate:	Schools	Date of Assessment:	January 2021
Business Unit:		Manager Responsible for Basic Activity:	Karen Gray
Service / Function:	Primary/Secondary Schools	Lead Risk Assessor for Basic Activity:	Karen Gray
Location:	Millhouse Primary School	Risk Assessment Team Members ((e.g. employees, supervisors, managers, safety reps etc)	KG MR KT PB LS

This guidance was produced in conjunction with [Restricting attendance during the national lockdown \(Schools\)](#) government guidance

Hazard	Risks	Control Measures	Actions Required	Person Responsible and Target Date
Schools Premise	Personal injury Fire Legionella Electrical, Gas and Ventilation systems	<ul style="list-style-type: none"> Undertake a workplace inspection to ensure adequate working environment, equipment, fire safety and emergency arrangements are in place. Fire Risk Assessment to be reviewed and the Fire log-book is up to date. Legionella checks are to be up to date. Electrical, gas and ventilation systems checks are up to date. 	In place Ensure that spaces are well ventilated and a comfortable teaching environment is maintained.	KG/ RT ongoing

	Infection of coronavirus	<ul style="list-style-type: none"> Increased cleaning regime. 	<p>Thorough cleaning nightly – C and D. Lunchtime clean scheduled daily (each classroom)– staff member allocated. Frequently touched surfaces e.g door handles/ light switches – intermittent cleaning by classroom based staff. Cleaning of shared spaces in between use (see separate section)</p>	
Infection Control	<p>Infection of coronavirus</p> <p>Dealing with direct transmission (e.g. close contact with those sneezing/coughing) and indirect transmission (e.g. touching contaminated surfaces)</p>	<ul style="list-style-type: none"> 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, do not attend school School to response to any infection by: <ul style="list-style-type: none"> Engage with the NHS test and trace process and contact their local Public Health England health protection team Manage confirmed cases of coronavirus (COVID-19) amongst the school community. School should contact the local health protection team. This team will also contact schools directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school – as identified by NHS Test and Trace. Contain any outbreak. Where school have two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak, and must work with their 	<p>Update and reissue guidance to staff and parents. Ensure regular updates given, reminding all of procedures. Posters displayed to inform parents/ pupils/ visitors that they mustn't enter school if displaying symptoms. Parents requested to contact school if child unwell with symptoms other than 3 identified ones to discuss before sending to school.</p> <p>Staff – book test online. Ensure that staff members and parents/carers understand that they will need to be ready and willing to:</p> <ul style="list-style-type: none"> book a test if they are displaying symptoms. Staff and pupils must not come into the school if they have symptoms, and must be sent home to self-isolate if they develop them in school. provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace (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 	<p>KG Ongoing</p> <p>10.1.20</p>

		<p>local health protection team who will be able to advise if additional action is required.</p>	<p>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)</p> <ul style="list-style-type: none"> • self-isolate if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19) <p>-Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests can be booked online through the NHS testing and tracing for coronavirus website, or ordered by telephone via NHS 119 for those without access to the internet. Essential workers, which includes anyone involved in education or childcare, have priority access to testing.</p> <p>-Consider use of school supply of tests for staff/pupils who develop symptoms on site and may be barriers to accessing test elsewhere.</p> <p>Within procedures make it clear to parents and staff of need to inform school (HT) immediately of the results of a test:</p> <ul style="list-style-type: none"> •if someone tests negative, if they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating. Other members of their household can stop self-isolating. The only exception to return following a negative test result is 	
--	--	--	---	--

		<ul style="list-style-type: none"> • Clean hands thoroughly more often than usual. Coronavirus (COVID-19) is an easy virus to kill when it is on skin. This can be done with soap and running water or hand sanitiser. Schools must ensure that pupils clean their hands regularly, including when they 	<p>where an individual is separately identified as a close contact of a confirmed case, when they will need to self-isolate for 10 days from the date of that contact.</p> <ul style="list-style-type: none"> •if someone tests positive, they should follow the ‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’ and must continue to self-isolate for at least 10 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal. Other members of their household should continue self-isolating for the full 10 days. <p>Ensure record kept of groups – pupils/ staffing daily attendance, to support within test and trace process.</p> <p>Refer to Business Continuity Plan/ LA guidance if high staff absence impacts on ability to open to pupils eligible to access school..</p> <p>Hand sanitiser in each classroom. Keep dispensers stocked. Ensure supplies of soap/paper towels – caretaker checks daily.</p> <p>Handwashing expectation schedule in place.</p>	RT/KT
--	--	--	--	-------

		<p>arrive at school, when they return from breaks, when they change rooms and before and after eating. Regular and thorough hand cleaning is going to be needed for the foreseeable future</p> <ul style="list-style-type: none"> • School to have sufficient hand washing or hand sanitiser 'stations' available so that all pupils and staff can clean their hands regularly. • 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. • Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach. • 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 school operates. 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. • Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach. • School to put 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 	<p>Ensure handwashing at regular intervals throughout day including after using wheeled bikes, trikes and other large, movable toys for younger pupils.</p> <p>School to provide tissues and bins available in the school to support pupils and staff to follow this routine: Lidded bins in every classroom/ shared areas – disposal of tissues. Posters displayed around school – handwashing/ respiratory hygiene. Ensure 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</p> <p>Staff will need to explicitly teach and supervise health and hygiene arrangements such as handwashing, tissue disposal and toilet flushing.</p> <p>Antibacterial wipes in classrooms. Staff wipe down surfaces regularly. Cleaning solution in office – allocated staff use at lunchtime.</p> <p>C and D have provided training/ instruction to cleaners re enhanced protocols.</p>	<p>KG/ staff ongoing</p> <p>KG</p> <p>RT</p> <p>Teachers/ TAs</p> <p>DH - lunchtime</p>
--	--	--	--	---

		<ul style="list-style-type: none"> frequently touched surfaces being cleaned more often than normal <p><i>Note: different groups don't need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet.</i></p>	<p>Allocate separate toilets to each group and ensure only one pupil use at a time:</p> <p>Hall toilets – minimise use (not allocated for classes; encourage use of dedicated toilets prior to breaktimes/ PE lessons; ensure clean after use of different groups e.g after a PE lesson if used.</p> <p>Staff allocated particular toilets – wipe down after every use (wipes in toilets).</p> <p>Provide each group with own set of outdoor equipment. Wipe down daily (staff at end of day/ after use).</p> <p>Keep shared equipment to a minimum.</p> <p>Classroom environments are kept as clear as possible. Resources which are not easily washable or wipeable should be removed.</p> <p>Artificial grass in Class 1 outside area – Wash hands before and after use of area.</p> <p>Feet only policy in this area. Only used by one group. No mixing.</p> <p>C and D staff aware.</p> <p>RT to conduct checks pm/ am. Inform KG/MR of any issues.</p>	<p>KG</p> <p>All staff</p> <p>Teachers/ TAs</p> <p>RT</p>
Infection Control	Infection of coronavirus –	<p>Maximising ventilation:</p> <p>Always keeping occupied spaces well ventilated.</p>	<p>Ensure staff aware which doors can be propped open. Not able to prop open</p>	<p>KG ongoing</p>

	Dealing with direct transmission (e.g. close contact with those sneezing/coughing)	<p>Windows opened and doors propped open where safe to do so to encourage natural ventilation (bearing in mind fire safety and safeguarding considerations).</p> <p>-In cooler weather windows should be opened just enough to provide constant background ventilation, and opened more fully during breaks when rooms unoccupied to purge the air in the space.</p> <p>-Opening internal doors can assist with creating a throughput of air</p> <p>-If necessary external opening doors may also be opened (as long as they are not fire doors and where safe to do so)</p> <p>-Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces.</p>	<p>fire doors – signage displayed ‘fire door keep shut’.</p> <p>Communicate with parents to ensure children suitably clothed e.g cardigans/ jumpers. Provide more flexibility for indoor clothing to ensure children are warm enough.</p> <p>Update staff re guidance for colder months and ensuring adequate ventilation.</p>	
Infection control	Transmission of coronavirus	<ul style="list-style-type: none"> • Minimise contact between individuals and maintain social distancing wherever possible • Reduce the number of contacts between children and staff. This can be achieved through keeping groups separate (in ‘bubbles’) and through maintaining distance between individuals. • These are not alternative options and both measures will help, but the balance between them will change depending on: <ul style="list-style-type: none"> ▪ children’s ability to distance ▪ layout of the school ▪ the feasibility of keeping distinct groups separate while offering a broad curriculum (especially at secondary) 	<p>Adults:</p> <p>Staff room use agreed. Staff informed that only lunch items and milk can be stored in the fridge and personal items must be removed daily. If possible staff to bring own drinks in flasks/ lunches kept in teaching base. Staffroom use kept to a minimum.</p> <p>Staff to ensure maintain social distancing between each other.</p> <p>Pupils:</p> <p>Three groups with allocated staff and bases (see separate section) arranged to minimise contacts where possible.</p>	<p>KG ongoing</p> <p>All staff</p>
Child/staff member becomes unwell at school with coronavirus	Transmission of coronavirus	<ul style="list-style-type: none"> • Ensure that pupils, staff and other adults do not come into the school if they have coronavirus (COVID-19) symptoms, or have tested positive in the last 10 days, 	<ul style="list-style-type: none"> • 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 	KG ongoing

<p>symptoms, or have someone in their household</p>		<p>and ensuring anyone developing those symptoms during the school day is sent home.</p> <ul style="list-style-type: none"> • If anyone in the school becomes unwell with a new, continuous 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 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection', which sets out that they must self-isolate and should arrange to have a test to see if they have coronavirus (COVID-19). Other members of their household (including any siblings) should self-isolate (in accordance with the current government guidance) from when the symptomatic person first had symptoms. • If they have tested positive whilst not experiencing symptoms but develop symptoms during the isolation period, they should restart the 10 day isolation period from the day they develop symptoms. • Where 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 	<p>(COVID-19) symptoms should not visit the GP, pharmacy, urgent care centre or a hospital.</p> <ul style="list-style-type: none"> • Any members of staff who have helped someone with symptoms and any pupils who have been in close contact with them do not need to go home to self-isolate unless they develop symptoms themselves (in which case, they should arrange a test) or if the symptomatic person subsequently tests positive (see below) or they have been requested to do so by NHS Test and Trace. • Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. The area around the person with symptoms must be cleaned with normal household bleach 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. • Nurture room off Reception allocated for this purpose – cleared of furniture/ furnishings except chairs. • Use staff toilets on office corridor if needed. Ensure cleaned after use. 	
---	--	--	--	--

		<p>them, move them to an area which is at least 2 metres away from other people.</p> <ul style="list-style-type: none"> • If the child needs 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. • 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. 	<ul style="list-style-type: none"> • PPE for staff supervising child kept in classroom base/ office if required. • Public Health England has good evidence that routinely taking the temperature of pupils is not recommended as this is an unreliable method for identifying coronavirus (COVID-19). • Infra red thermometer and forehead strips in school to check temperatures of pupils suspected to be symptomatic with a fever. 	
Face Coverings	Spread of infection (coronavirus)	<p>Under national lockdown, in settings where pupils in Year 7 and above are educated, face coverings should be worn by adults and pupils 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.</p> <ul style="list-style-type: none"> • Face coverings to be worn correctly and that clear instructions are provided to staff, children and young people on how to put on, remove, store and dispose of face coverings in all of the circumstances above, to avoid inadvertently increasing the risks of transmission. • 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 	<p>Staff to wear face coverings when moving around school.</p> <p>Staff to wear face shields within classrooms if they wish to – available in school.</p>	KG ongoing

		<p>face covering becomes damp, it should not be worn and the face covering should be replaced carefully.</p> <ul style="list-style-type: none"> • Face coverings will not generally be necessary in the classroom even where social distancing is not possible. There is greater use of the system of controls for minimising risk, including through keeping in small and consistent groups or bubbles, and greater scope for physical distancing by staff within classrooms. Face coverings can have a negative impact on learning and teaching and so their use in the classroom should be avoided. <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>Further guidance on face coverings</p> <p>Safe working in education, childcare and children's social care providers 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</p>		
	Exemptions			

		<p>Face coverings in education settings https://www.gov.uk/government/publications/face-coverings-in-education/face-coverings-in-education</p>		
Personal Protective Equipment (PPE)	Infection Control	<p>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>For more information on PPE, please see BMBC's guidance ..\..\1 Health and Safety Management\Covid-19 HASS ON SHAREPOINT\Use and Management of PPE Supplies for Covid19 including face coverings v 1point11 08 October 2020.docx guidance on safe working in education, childcare and children's social care</p>	<p>Ensure sufficient supply of PPE items listed. Supply kept in classrooms and office.</p> <p>Ensure safe disposal of PPE.</p>	KG ongoing KT – maintain supplies
Groups of children who should attend school	Transmission of coronavirus	<p>During the period of national lockdown, primary, secondary, alternative provision and special schools will remain open to vulnerable children and young people and the children of critical workers only. All other pupils should receive remote education.</p> <p>Pupils who are self-isolating should not attend school. Clinically extremely vulnerable pupils are also advised not to attend school.</p> <p>Critical Workers Parents whose work is critical to the coronavirus (COVID-19) and EU transition response include those who work in health and social care and in other key sectors. Children</p>	<p>Schools should speak to parents and carers to identify who needs to go to school. If it proves necessary, schools can ask for simple evidence that the parent in question is a critical worker, such as their work ID badge or pay slip. Parents and carers who are critical workers should keep their children at home if they can.</p> <p>Where providers have had to temporarily stop on-site provision on public health advice, they should</p>	KG 5.1.21

		<p>with at least one parent or carer who is a critical worker can go to school if required. This includes parents who may be working from home.</p> <p>Vulnerable Children and Young People The definition of vulnerable children and young people includes children who have a social worker, an education, health and care plan (EHCP) or who may be vulnerable for another reason at local discretion (“otherwise vulnerable”).</p> <p>Schools are expected to allow and strongly encourage vulnerable children and young people to attend. Parents/carers of vulnerable children and young people are strongly encouraged to take up the place. If vulnerable children and young people do not attend, schools should:</p> <ul style="list-style-type: none"> • work together with the local authority and social worker (where applicable) to follow up with the parent or carer to explore the reason for absence, discussing their concerns using supporting guidance considering the child’s circumstances and their best interests • work together with the local authority and social worker (where applicable) and other relevant partners to encourage the child or young person to attend educational provision, particularly where the social worker agrees that the child or young person’s attendance would be appropriate Where schools grant a leave of absence to a vulnerable child or young person they should still speak to parents and carers, and social workers (where applicable) to explore the reasons for this and any concerns raised. The discussions should focus on the welfare of the child or young person and ensuring that the child or young person is able to access appropriate education and support while they are at home. <p>- Schools should continue to record attendance in the register. Schools should follow up on absences</p>	<p>inform the local authority to discuss alternative arrangements for vulnerable children and young people and work towards welcoming back pupils as soon as possible, where feasible to do so.</p> <p>Schools should continue to record attendance in the register. Schools should follow up on absences of the pupils who are expected to be in school but where a parent wishes for their child to be absent, we expect schools to authorise the absence during this national lockdown period. Absence will not be penalised.</p>	
--	--	---	--	--

		of the pupils who are expected to be in school but where a parent wishes for their child to be absent, we expect schools to authorise the absence during this national lockdown period. Absence will not be penalised.		
Groups/Bubbles	Spread of infection (coronavirus)	<p>Consistent groups reduce the risk of transmission by limiting the number of pupils and staff in contact with each other to only those within the group.</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> <ul style="list-style-type: none"> Groups should be kept apart, meaning that schools should avoid large gatherings such as assemblies or collective worship with more than one group. When timetabling, 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. School to 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. 	<p>Set up 3 bubbles with allocated staff.</p> <p>Class 1/2 Class 3 Class 4/5 – within this Class 4 and 5 seated separately and play in separate zoned area to minimise contact further. EHCP pupils – 1:1 – separate learning spaces allocated.</p> <p>Staggered Playtimes (including lunches): Establish rota/ timetables for playtimes – allocate area for use (front of school/ rear playground/ field in good weather). Ensure first aid considered – all groups have trained first aider.</p> <p>Staffing – allocated to one of bubbles. Do not cross bubbles.</p> <p>Staff to ensure maintain social distance with each other.</p> <p>Staff to maintain social distance from pupils where possible.</p> <p>Display appropriate signage reminding to socially distance.</p>	KG ongoing

			<p>One-way circulation (or dividers) in corridors – marked using tape/ arrows where needed;</p> <p>Minimise movement around school. Routes planned for movement e.g playtimes.</p> <p>Accessing rooms directly from outside where possible.</p>	
Classrooms	Spread of infection (coronavirus)	<ul style="list-style-type: none"> • Maintaining a distance between people whilst inside and reducing the amount of time they are in face to face to contact lowers the risk of transmission. • Staff 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. • It 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. • Primary schools - this is not always possible, particularly when working with younger children, but adults should maintain 2 metre distance from each other, and from children where possible. • 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 	<p>Designated areas marked at the front of classrooms to separate teacher from pupils when teaching where possible.</p> <p>Adults to ensure socially distance from other adults within classrooms/ other areas wherever possible.</p> <p>Desks arranged facing forwards in Class 2 / Class 3/ Class 4/ small library area. Pupils seated side by side. IT suite – 2 banks of fixed tables – facing seat to seat approximately 2 metres apart. Class 1 – not arranged with forward facing desks as need to be able to facilitate play based provision.</p>	KG ongoing

		<p>space does not allow. Schools doing this where they can, and even doing this some of the time, will help.</p> <ul style="list-style-type: none"> Schools should make small adaptations to the classroom to support distancing where possible. That should include seating pupil's 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. When staff or children cannot maintain distancing, particularly with younger children in primary schools, the risk can also be reduced by keeping pupils in the smaller, class-sized groups. 	<p>Teacher organises seating plan to facilitate teaching from front/ maintaining distance with groups within class where possible.</p> <p>Staff working with children on 1:1 basis to continue to provide close contact care. When moving to work with other pupils, minimise contact within 1m where possible.</p> <p>Ensure pupils aware of need to avoid close contact with each other and staff. Provision of additional support to children as necessary to follow these measures.</p> <p>Unnecessary furniture removed – stored in garage to ensure as much space as possible in classrooms.</p>	
Drop off and pick up routines	Transmission of the coronavirus between parents/children	<ul style="list-style-type: none"> Schools to operate for their normal hours. School to consider staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave school. A staggered start may, for example, include condensing / staggering free periods or break time but retaining the same amount of teaching time, or keeping the length of the day the same but starting and finishing later to avoid rush hour. Schools to communicate this to parents and remind them about the process that has been agreed for drop off and collection, including that gathering at the 	<p>Drop-off / pick-up protocols that minimise contact between children and also adults; Clear communication of these to staff and parents. If protocols not adhered to, staff to alert KG to reinforce/ follow up.</p> <p>KG on playground in morning/ evenings to supervise arrangements for drop off/ pick up (particularly at start of new arrangements)</p> <p>Visitors not allowed on site without an appointment.</p>	KG ongoing

		<p>school gates and otherwise coming onto the site without an appointment is not allowed.</p>	<p>Visitors/ Deliveries only allowed on site via approval of office staff and according to rotas for playground/ arrivals and departures of pupils.</p> <p>Wrap around care – Child’s Play – agree procedures (timings outside main protocols) .</p> <p>School Bus – Not needed within this partial opening period. Keep under review.</p>	
Dedicated School Transport	Spread of infection	<p>Transport services to education settings should continue to be provided. The transport to school and other places of education: 2020 to 2021 academic year guidance remains in place</p> <p>https://www.gov.uk/government/publications/transport-to-school-and-other-places-of-education-autumn-term-2020/transport-to-school-and-other-places-of-education-autumn-term-2020</p> <ul style="list-style-type: none"> • Those involved in the provision of home to school or college transport must do all that is reasonably practicable to maximise social distancing where possible and minimise the risk of transmission. • What is practicable is likely to vary according to local circumstances. • Local authorities are not required to uniformly apply the social distancing guidelines for public transport, on dedicated school or college transport. However, 	<p>School Bus – Not needed within this partial opening period. Keep under review.</p>	KG

		<p>distancing should still be put in place within vehicles wherever possible. This means that where fewer children and young people are attending school or college, sufficient levels of capacity should be maintained to maximise social distancing. For example, through alternate seating or separation between year groups or schools. Children, young people and staff can continue to use public transport where necessary.</p> <ul style="list-style-type: none"> • School to encourage everyone to walk, cycle or scoot wherever possible and safe. This will help to reduce pressure on the public transport network and allow social distancing to be practised. • Where children, young people and staff need to use public transport, they should follow the safer travel guidance. • In accordance with advice from PHE, children and young people aged 11 and over must wear a face covering when travelling on dedicated transport to secondary school. This does not apply to people who are exempt from wearing a face covering on public transport. 		
Equipment	Spread of infection (coronavirus) via use of shared equipment	<p>Measures to take when handling equipment, including instruments, include the following:</p> <ul style="list-style-type: none"> • Requiring increased handwashing before and after handling equipment, especially if being used by more than one person. • Avoid sharing equipment wherever possible. Place name labels on equipment to help identify the designated user. 	<p>Limited use of shared resources and prevention of sharing stationery and other equipment where possible – provision of individual pencil cases/ plastic wallets to store personal equipment; children not allowed to bring pencil cases from home.</p> <p>Ensure shared materials and surfaces are cleaned more frequently – use wipes provided.</p>	<p>KG</p> <p>Teachers/ TAs</p>

		<ul style="list-style-type: none"> Classroom based resources, such as books and games, can be used and shared within the bubble; these are to be cleaned regularly, along with all frequently touched surfaces. 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. Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles. 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. 	<p>Ensure resources for activities such as painting, sticking, cutting, small world play, indoor and outdoor construction activities are washed before and after use and where possible.</p> <p>Play equipment on field/ playground not used. Class 1 play area will be in use – solely used by 1 group. Regular wiping of handles/ rope/ slide – frequently touched areas.</p> <p>Each bubble provided with own outdoor equipment for playtimes. Wiped down at the end of each day.</p> <p>Limit the number of shared resources that are taken home by staff and pupils and limit the exchange of such resources.</p> <p>Book exchange. Ensure books not put back into circulation for 24 hours.</p> <p>Phonics books can be taken home daily.</p> <p>Ensure teachers aware they should make sure they wash their hands and surfaces, before and after handling pupils' books.</p>	
Pupils with education, health and care plans or on SEN support	Spread of infection (coronavirus)	<ul style="list-style-type: none"> Pupils with SEND (whether with education, health and care plans or on SEN support) will need specific help and preparation for the changes to routine that this will involve. 	Individual risk assessments reviewed and consideration of new procedures made.	KG

		<ul style="list-style-type: none"> Teachers and special educational needs coordinators are to plan to meet these needs. 		
Clinically extremely vulnerable staff	Increased susceptibility of infection	<p>Following the reintroduction of shielding, clinically extremely vulnerable staff are advised that they should not attend the workplace.</p> <ul style="list-style-type: none"> Clinically extremely vulnerable individuals are those identified through a letter from the NHS or a specialist doctor as in the group deemed clinically extremely vulnerable (CEV or shielding list). Staff who are identified as clinically extremely vulnerable should follow the published guidance. Staff should talk to their employers about how they will be supported, including to work from home. Schools should continue to pay clinically extremely vulnerable staff on their usual terms. 31 Those living with someone who is clinically extremely vulnerable can still attend work where home-working is not possible. 	No staff in this group.	KG
Clinically Vulnerable staff		<p>Clinically vulnerable staff can continue to attend school where it is not possible to work from home.</p> <ul style="list-style-type: none"> While in school they should follow the sector-specific measures in this document to minimise the risks of transmission. This includes taking particular care to observe good hand and respiratory hygiene, minimising contact and maintaining social distancing in line with the provisions set out in the 'prevention' section of this guidance. 	<p>OH risk assessments in place. Review regularly with vulnerable staff.</p> <p>Staff/pupils will still be unable to attend school in line with public health advice because they are self-isolating and have had symptoms or a positive test result themselves; or because they are a close contact of someone who has coronavirus (COVID-19).</p>	<p>KG</p> <p>KG</p>

Pregnant Staff		<ul style="list-style-type: none"> • This provides that ideally, adults should maintain 2 metre distance from others, and where this is not possible avoid close face to face contact and minimise time spent within 1 metre of others. While the risk of transmission between young children and adults is likely to be low, adults should continue to take care to socially distance from other adults including older children and adolescents. • People who live with those who are clinically vulnerable or clinically extremely vulnerable can attend the workplace but should ensure they maintain good prevention practice in the workplace and home settings. <p>Staff who are pregnant As per national restrictions, staff should work at home where possible.</p> <ul style="list-style-type: none"> • If home working is not possible, pregnant staff and their employers should follow the advice in the Coronavirus (COVID-19): advice for pregnant employees. • Pregnant women are in the ‘clinically vulnerable’ category and are generally advised to follow the above advice, which applies to all staff in schools. All pregnant women should take particular care to practise frequent thorough hand washing, and cleaning of frequently touched areas in their home or workspace, and follow the measures set out in the system of controls section of this guidance to minimise the risks of transmission. • Pregnant women are not advised to be vaccinated against COVID-19. An employer’s workplace risk assessment should already consider any risks to 		<p>KG</p> <p>KG</p>
----------------	--	--	--	---------------------

Staff who may otherwise be at increased risk from coronavirus (covid-19)		<p>female employees of childbearing age and, in particular, risks to new and expectant mothers (for example, from working conditions, or the use of physical, chemical or biological agents).</p> <ul style="list-style-type: none"> Any risks identified must be included and managed as part of the general workplace risk assessment. As part of their risk assessment, employers should consider whether adapting duties and/or facilitating home working may be appropriate to mitigate risks. <p>Some people with particular characteristics may be at comparatively increased risk from coronavirus (COVID-19).</p> <ul style="list-style-type: none"> Where it is not possible to work from home, these staff can attend school as long as the system of controls set out in this guidance are in place. The reasons for the disparities are complex and there is ongoing research to understand and translate these findings for individuals in the future. Further information is available at https://www.gov.uk/government/publications/drivers-of-the-higher-covid-19-incidence-morbidity-and-mortality-among-minority-ethnic-groups-23-september-2020 People who live with those who may have comparatively increased risk from coronavirus (COVID-19) can attend the workplace where it is not possible to work from home. 		KG
Supply teachers, peripatetic teachers	Movement around schools - spread of	<ul style="list-style-type: none"> Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. 	Ensure school procedures shared with any supply staff.	KG

and or temporary staff	infection (coronavirus)	<ul style="list-style-type: none"> • They should ensure they minimise contact and maintain as much distance as possible from other staff. Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. • School to consider how to manage other visitors to the site, such as contractors, and 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. • To minimise the numbers of temporary staff entering the school premises, and secure best value, schools may wish to use longer assignments with supply staff and agree a minimum number of hours across the remainder of the academic year. • A record is to be kept of all visitors. 	Peripatetic teachers not attending school during this period.	
Maintaining social distancing in school office and communal spaces	Infection of the coronavirus	<ul style="list-style-type: none"> • IT workstations in use simultaneously are distanced at least 2 metres apart; • Staff work back-to-back or side-to-side (rather than face-to-face) if 2-metre distance is not possible; • Staff required not to share workstations, telephones, radios or other equipment unless properly sanitised between users; • Reception / meeting areas reassessed to observe social distancing rules; additional chairs removed and signage installed; <ul style="list-style-type: none"> • Reception staff instructed on how to deal with deliveries safely. 	<p>Office Desks moved to be as far apart as possible. Over 2m and not directly opposite each other.</p> <p>Office doorway – 2m from desks – other staff instructed not to enter office (sign on door).</p> <p>Printer positioned so HT can access safely maintaining social distancing.</p> <p>Posters displayed.</p> <p>Use of secure lobby for deliveries. KT – laptop issued for homeworking where needed e.g need to self-isolate.</p>	<p>KG ongoing</p> <p>In place</p> <p>ongoing</p>

Outdoor playground equipment	Spread of infection (coronavirus)	<ul style="list-style-type: none"> Outdoor playground equipment to be more frequently cleaned. After use of equipment children are to clean hands thoroughly. 	<p>Shared equipment on field not to be used.</p> <p>Class 1 playground structure in use – sole use by Group 1 bubble. Hand sanitiser station provided outside in Class 1 area.</p>	KG
Extra-curricular provision e.g. breakfast/afterschool clubs	Spread of infection (coronavirus)	<ul style="list-style-type: none"> Schools should continue to offer wraparound provision, such as breakfast and afterschool clubs, for those children eligible to attend school (i.e. children of critical workers and vulnerable children and young people). Resuming this provision is important to ensure that parents and carers who are critical workers can continue to work, as well as to provide enriching activities for vulnerable children that improve their wellbeing or support their education. Schools should also work closely with any external wraparound providers which these pupils may use, to ensure as far as possible, children can be kept in a group with other children from the same bubble they are in during the school day. 	<p>Where it is not possible, or it is impractical to group children in the same bubbles as they are in during the school day - for example, if only one or two children are attending wraparound provision from the same school day bubble - schools and external providers may need to group children with others from outside their school day bubble or from a different school, where children from multiple schools are attending provision. If schools or external providers need to do this, they should seek to keep children in small, consistent groups with the same children each time, as far as this is possible. If necessary, it would be appropriate for one staff member to supervise up to two small groups, provided that any relevant ratio requirements are met.</p>	KG
Catering/School meal provision	Safe provision of food to children at home and in school – infection control	Review meal delivery approach to ensure social distancing can be maintained during mealtimes.	<p>Agree with catering providers catering provision during partial lockdown. Agree suitable food options. Inform parents of offer</p> <p>Sittings in hall to ensure minimising contacts between groups of pupils e.g: Sitting 1: 11:30-12:00 (Group 1 and 2 (seated separate areas)</p>	KG 5.1.21

		<p>Ensure KS1 snack is managed effectively and supply of snack is planned for in advance.</p>	<p>Sitting 2: 12:10-12:40 (Group 3 – C4 and 5 seated in separate areas)</p> <p>.</p> <p>All pupils (dinner and sandwich children) to eat lunch in hall.</p> <p>Ensure hand washing is done by all children prior to eating.</p> <p>Pupils to remain seated until all group finished then go out to play – to be collected and taken outside by adult on outside duty for their group.</p> <p>Ensure dining room – tables/ seating is wiped down in between sittings.</p> <p>Ensure catering staff employ Barnsley Catering agreed protocols for safe service including wearing of PPE/ wiping down service areas between sittings.</p> <p>Check with supplier re fruit delivery for KS1 snack.</p> <p>Ensure handwashing prior to snack.</p>	AD 11.1.21
Physical activity in school	Spread of infection (coronavirus) through contact	<p>Schools have the flexibility to decide how physical education, sport and physical activity will be provided to pupils attending school while following the measures in their system of controls.</p> <ul style="list-style-type: none"> Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups. Schools can hold PE lessons indoors, including those that involve activities related to team sports, for example practising specific techniques, within their own system of controls. 	<p>The ability for schools to offer team sports is likely to be limited. Where schools are considering team sports schools must only consider those sports whose national governing bodies have developed guidance under the principles of the government's guidance on team sport and been approved by the government i.e. sports on the list available at grassroots sports guidance for safe</p>	KG/ MR

		<ul style="list-style-type: none"> • However, outdoor activities and sports should be prioritised where possible, and large indoor spaces used where it is not, maximising natural ventilation flows (through opening windows and doors or using air conditioning systems wherever possible) distancing between pupils and paying scrupulous attention to cleaning and hygiene. • This is particularly important in a sports setting because of the way in which people breathe during exercise. <p>Schools should refer to the following advice:</p> <ul style="list-style-type: none"> • advice from organisations such as the Association for Physical Education and the Youth Sport Trust • Activities such as active miles, making break times and lessons active and encouraging active travel help enable pupils to be physically active while encouraging physical distancing. 	<p>provision including team sport, contact combat sport and organised sport events. Competition between different schools should not take place. Schools should refer to advice from organisations such as the Association for Physical Education, Sport England and Youth Sport Trust.</p> <p>-Virtual competitions in place organised by P4S.</p> <p>Hall use – Class 4/5 group use only for PE.</p> <p>Ensure pupils understand need to distance within this space.</p> <p>PE opportunities, non-contact – keep current guidance under review.</p> <p>Ensure cleaning in between groups of shared equipment.</p> <p>Each bubble has own allocated sports equipment for use at playtimes and PE lessons if appropriate.</p> <p>Devise rota for outside space allocation for PE if required.</p>	
Music/ dance and drama provision	Increased risk of spread of infection in environments where there's singing, chanting,	<ul style="list-style-type: none"> • Singing, wind and brass playing should not take place in larger groups such as school choirs and ensembles, or school assemblies. 	Music lessons not in place during partial opening.	KG

	<p>playing wind or brass instruments or shouting.</p>	<ul style="list-style-type: none"> • Particular care should be taken in music, dance and drama lessons to observe social distancing where possible. This may limit group activity in these subjects in terms of numbers in each group. It will also prevent physical correction by teachers and contact between pupils in dance and drama. • Background or accompanying music should be kept to levels which do not encourage teachers or other performers to raise their voices unduly. • Playing instruments and singing in groups should take place outdoors wherever possible. If indoors, consider limiting the numbers in relation to the space. • If indoors, use a room with as much space as possible, for example, larger rooms; rooms with high ceilings are expected to enable dilution of aerosol transmission. If playing indoors, limiting the numbers to account for ventilation of the space and the ability to social distance. • In the smaller groups where these activities can take place, schools should observe strict social distancing between each singer and player • Pupils should be positioned back-to-back or side-to-side when playing or singing (rather than face-to-face) whenever possible. • Ensure handwashing before and after instrument playing. • Avoid sharing instruments/ equipment where possible. IF shared clean between use. • Schools can continue to engage peripatetic teachers during this period, including staff from music education hubs. 		
--	---	--	--	--

Educational Visits	Spread of infection (coronavirus)	<p>The government advise against educational visits at this time.</p> <p>This advice will be kept under review.</p> <p>The Association of British Insurers (ABI) has produced information on travel insurance implications following the coronavirus (COVID-19) outbreak.</p> <p>If schools have any further questions about their cover or would like further reassurance, they should contact their travel insurance provider</p>	<p>Residential visit cancelled (Y5/6)</p> <p>Refunds to be organised.</p>	<p>KG</p> <p>KT</p>
Control measures not in place/ consistent	Infection of the coronavirus	<p>Monitoring: Checks to be undertaken each day on the control measures in place and reported back to the headteacher;</p> <p>Staff encouraged to report any breaches of health and safety protocol they have witnessed.</p>	<p>Staff to email KG.</p> <p>Any issues addressed.</p>	<p>KG</p> <p>Ongoing</p>
Not meeting the educational needs/ well being needs of children	Remote education provision not adequate	<p>Schools have a duty to provide remote education for state-funded, school-age children whose attendance would be contrary to government guidance or law around coronavirus (COVID-19). The Direction requires schools to have regard to this guidance.</p> <p>The remote education provided should be equivalent in length to the core teaching pupils would receive in school and will include both recorded or live direct teaching time, and time for pupils to complete tasks and assignments independently. The amount of remote education provided should be, as a minimum:</p> <ul style="list-style-type: none"> • Key Stage 1: 3 hours a day on average across the cohort, with less for younger children 	<p>Agreed remote education provision statement in place – to be reviewed.</p> <p>Further develop use of seesaw platform to enhance remote learning offer – facilitate recorded video teaching.</p> <p>Ensure pupil well being via Zoom check-ins. Staff calls to pupils not engaging.</p>	<p>KG 15.1.21</p> <p>KG/ Class teachers/ HLTAs</p>

		<ul style="list-style-type: none"> • Key Stage 2: 4 hours a day • Key Stages 3 and 4: 5 hours a day <p>In developing their remote education, dfe expect schools to:</p> <ul style="list-style-type: none"> • teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject so that pupils can progress through the school's curriculum • select a digital platform for remote education provision that will be used consistently across the school in order to allow interaction, assessment and feedback and make sure staff are trained and confident in its use. • overcome barriers to digital access for pupils by: • distributing school-owned laptops accompanied by a user agreement or contract • providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work. • It may also be that some pupils who have difficulty engaging in remote education may be considered to be vulnerable children, and therefore eligible to attend provision in person. As outlined in the guidance, this is a decision based on local discretion and the needs of the child and their family, as well as a wide range of other factors. <p>have systems for checking, daily, whether pupils are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern</p> <ul style="list-style-type: none"> • identify a named senior leader with overarching responsibility for the quality and delivery of remote 		KG
--	--	---	--	----

		education, including that provision meets expectations for remote education		
Behaviour	Pupil's poor behaviour increases risks of transmission of coronavirus	<p>Schools should set out clearly at the earliest opportunity the consequences for poor behaviour and deliberately breaking the rules and how they will enforce those rules including any sanctions.</p> <p>This is particularly the case when considering restrictions on movement within school and new hygiene rules.</p> <p>Schools will need to work with staff, pupils and parents to ensure that behaviour expectations are clearly understood, and consistently supported, taking account of individual needs and should also consider how to build new expectations into their rewards system.</p> <p>Government has published a tool for mainstream schools to support the re-engagement of pupils and the return to orderly and calm environments in which all pupils can achieve and thrive.</p>	Ensure staff consistent in following whole school policy. Communicate any concerns with parents.	KG
Safeguarding	All pupils within school are effectively safeguarded	<p>There should be a designated safeguarding lead on site at all times.</p> <p>Schools must have regard to the statutory safeguarding guidance, keeping children safe in education and should refer to the coronavirus (COVID-19): safeguarding in schools, colleges and other providers guidance.</p> <p>Communication with school nurses is important for safeguarding and supporting wellbeing, as they have</p>	<ul style="list-style-type: none"> MR/ KG available – in school every day. 	KG

		continued virtual support to pupils who have not been in school.		
Availability of First Aid including paediatric first aid provision	Injured/ill child/ adult does not receive timely and competent first aid treatment. Deterioration of condition/ lasting impact of non-receipt of timely first aid provision	All TAs first aid trained (FAW – 1 day training course) SP – full paediatric first aid training – in school 2 days a week (W/TH) JB – full paediatric training SC (TA) – full paediatric training (expired end of Sept 2020) MR/ KG – completed emergency online paediatric first aid training.		KG
Overall hazard identified		Stress and anxiety relating to coronavirus		
Additional work pressures relating to operating under coronavirus restrictions	Stress reaction or anxiety of staff	Sufficient rest breaks: •Revised timetabling to build in identified breaks during the day for staff; •Staff encouraged to take breaks outdoors where practical, maintaining social distancing.	Agree timetable which facilitates breaks (comfort/ lunch) for staff.	KG
		Regular contact with all staff by line managers: •HT speak at least weekly (either by phone or in person, observing social distancing) to all staff working to identify any concerns they may have. •Provision of a weekly update email from school leaders ensuring that all staff are well informed of key messages and reminded about wellbeing issues. Chair of Governors ensure regular contact with HT to check well being of SLT and wider staff.	Ensure in place.	KG ongoing Chair of Governors ongoing
		•Staff encouraged to come forward confidentially with any concerns they have about workload or wellbeing. Support/ resources signposted to staff as required/appropriate.	Regularly remind staff via communications.	KG ongoing

		e.g The Education Support Partnership provides a free helpline for school staff and targeted support for mental health and wellbeing.		
--	--	---	--	--

Manager's Assessment Acceptance Statement	
I accept the details of the assessment and will ensure that the risk control measures identified, any risk control actions identified and monitoring requirements are acted upon within the given time scales.	
Manager's Signature	Karen Gray
Date	10.1.21
Date of planned review (not to exceed 12 months)	12.2.21
Date of planned full re-assessment (not to exceed 24 months)	10.1.22