

Barnsley Metropolitan Borough Council
Risk Assessment Form (RA3)



Task / Activity:	Full Opening of Schools – March 2021 (Covid-19)	Ref:	
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This risk assessment should be produced in conjunction with the current government guidance as highlighted below:

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak>

Directorate:	Schools	Date of Assessment:	February 2021
Business Unit:		Manager Responsible for Basic Activity:	Karen Gray
Service / Function:	Primary 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

Hazard	Risks	Control Measures	Actions Required	Person Responsible and Target Date
Schools Premise	Personal injury	<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. 	In place already – RT daily inspection.	KG/RT ongoing
	Fire			
	Legionella		Prop open doors not classed as fire doors to reduce need to touch handles. Ensure staff aware of which doors can be propped open.	KG/ RT 8.3.21
	Infection of coronavirus		Emergency evacuation procedures in place to ensure compliance with social distancing rules. Temporary fire escape	

		<ul style="list-style-type: none"> • Legionella checks are to be up to date. • Electrical, gas and ventilation systems checks are up to date. • Increased cleaning regime. 	<p>routes agreed to minimise contact between groups. Fire practice scheduled following full March reopening.</p> <p>In place</p> <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>	<p>KG/RT</p> <p>KG 8.3.21 (ongoing)</p>
Ventilation	Concentration of the virus in the air	<ul style="list-style-type: none"> • Good ventilation reduces the concentration of the virus in the air, which reduces the risk from airborne transmission. This happens when people breathe in small particles (aerosols) in the air after someone with the virus has occupied and enclosed area. • When school is in operation, it is important to ensure it is well ventilated and a comfortable teaching environment is maintained • These can be achieved by: <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 and that only fresh outside air is circulated. If possible, systems should be adjusted to full fresh air or, if not, then systems 	<p>Ensure staff aware which doors can be propped open. Not able to prop open fire doors – signage displayed ‘fire door keep shut’. Communicate reminder to parents to ensure children suitably clothed e.g cardigans/ jumpers. Provide more flexibility for indoor clothing to ensure children are warm enough. Update staff re guidance for colder months and ensuring adequate ventilation.</p>	<p>KG 8.3.21</p>

		<p>should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply</p> <ul style="list-style-type: none"> - 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 (consider safeguarding issues) <p>The Health and Safety Executive guidance on air conditioning and ventilation during the coronavirus outbreak and CIBSE coronavirus (COVID-19) advice provides more information.</p> <p>To balance the need for increased ventilation while maintaining a comfortable temperature, consider:</p> <ul style="list-style-type: none"> • opening high level windows in colder weather in preference to low level to reduce draughts • increasing the ventilation while spaces are unoccupied (for example, between classes, during break and lunch, when a room is unused) • providing flexibility to allow additional, suitable indoor clothing • rearranging furniture where possible to avoid direct draughts <p>Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied space.</p>		
Infection Control	<p>Infection of coronavirus</p> <p>Dealing with direct transmission (e.g. close contact with those</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: 	<p>Update and reissue guidance to staff and parents.</p> <p>Display posters to inform parents/ pupils/ visitors that they mustn't enter school if displaying symptoms.</p> <p>Ensure that staff members and parents/carers understand that</p>	<p>KG 8.3.21</p> <p>In place</p>

	<p>sneezing/coughing) and indirect transmission (e.g. touching contaminated surfaces</p>	<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 local health protection team who will be able to advise if additional action is required. You can reach them 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. 	<p>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 (close contacts - face-to-face contact including being coughed on or having a face-to-face conversation within 1 metre; been within 1 metre for 1 minute or longer without face-to-face contact; sexual contacts; been within 2 metres of someone for more than 15 minutes (either as a one-off contact, or added up together over one day); travelled in the same vehicle or a plane) • 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</p>	
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			<p>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>Communicate above clearly via FAQs document and Behaviour Policy.</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 where an individual is separately identified as a close contact of a confirmed case, when they will need to self-isolate for 10 days starting from the day after the date of that contact. •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 day following the onset of their 	<p>KG</p> <p>Weekly reminders of procedures via newsletter – 8.3.21 ongoing</p>
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			<p>symptoms/ date of test if not symptomatic 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> <p>Ensure record kept of groups, including extended groupings e.g phonics, 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 fully to all pupils.</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"> • 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 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 • 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. 	<p>Hand sanitiser in each classroom/ IT suite/ outside area of Class 1/ hall. Keep dispensers stocked. Ensure supplies of soap/paper towels – caretaker checks daily.</p> <p>Share handwashing expectation schedule.</p> <p>Ensure handwashing at regular intervals throughout day including after using wheeled bikes, trikes and other large, movable toys for younger pupils.</p>	<p>KG/RT/AD/KT Ongoing</p> <p>In place</p>

		<ul style="list-style-type: none"> • 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. 	<p>School to provide tissues and bins available in the school to support pupils and staff to follow this routine:</p> <p>Lidded bins in every classroom/ shared areas e.g hall/ IT suite – disposal of tissues.</p> <p>Display posters around school – handwashing/ respiratory hygiene.</p> <p>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>Consider Hayfever sufferers (as hayfever season begins)– potentially increased risks due to touching faces more often/ use of tissues: ensure seating in well ventilated space (ie near open window); parents supply own tissues and hand sanitiser. Separate disposal container for tissues under own desk if necessary.</p> <p>Staff will need to explicitly teach and supervise health and hygiene arrangements such as handwashing, tissue disposal and toilet flushing (encourage children to put toilet seat down before flushing where available).</p>	<p>In place</p> <p>KG from 8.3.21</p>
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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"> • 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: • more frequent cleaning of rooms/ shared areas that are used by different groups • frequently touched surfaces being cleaned more often than normal • 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. 	<p>Antibacterial wipes in classrooms. Staff wipe down surfaces regularly.</p> <p>Cleaning solution in office/ in secure place in classrooms – allocated staff use at lunchtime.</p> <p>C and D have provided training/ instruction to cleaners re enhanced protocols.</p> <p>Allocate separate toilets where possible and ensure only one pupil use at a time:</p> <p>Class 1 – own toilets</p> <p>Class 2 – own toilets</p> <p>Class 3 and 4 – shared toilets</p> <p>Due to staggered break-times, main use of shared toilets is at different times. Staff wipe down in between use at breaktime and lunchtime.</p> <p>Class 5 – own toilets</p> <p>IT suite – use for class accessing area. Toilets cleaned between classes/ groups use – an afternoon allocated per class to minimise need.</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>KG/RT In place</p> <p>In place</p> <p>KG In place</p>
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		<ul style="list-style-type: none"> • Cleaning of play / outdoor equipment between groups; • Cleaning of other equipment for practical lessons between groups; • Removal of unnecessary items from learning environments; • Removal of soft furnishings, soft toys and toys that are hard to clean. 	<p>Small library area – between C3 and 4/ Reception work base – ensure tables/ chairs wiped down between groups.</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>Stagger science topics where possible to avoid shared use of resources.</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 –</p> <p>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>KG In place</p>
		<ul style="list-style-type: none"> • Additional protocols, including provision of PPE, will be followed for cleaning any area where a person with possible or confirmed coronavirus has spent time; 	<p>C and D staff aware.</p>	<p>RT</p>

		<ul style="list-style-type: none"> Regular checks on cleaning carried out by identified person on site each day. 	RT to conduct checks pm/ am. Inform KG/MR of any issues.	
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 the lay out 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>Class groups with allocated staff (see separate section) arranged to minimise contacts where possible.</p> <p>Bigger groupings to facilitate some aspects of learning and organisation e.g playtimes/ phonics teaching/ comprehension lessons.</p>	<p>KG</p> <p>In place</p>
Child/staff member becomes unwell at school with coronavirus symptoms, or have someone in their household	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, and ensuring anyone developing those symptoms during the school day is sent home. 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'. 	<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 (COVID-19) symptoms should not visit the GP, pharmacy, urgent care centre or a hospital. 	<p>KG</p> <p>In place</p>

		<p>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 and members of their support or childcare bubble if they have one)) should self-isolate (in accordance with the current government guidance) from when the symptomatic person first had symptoms. The isolation period includes the day the symptoms started and the next 10 full days.</p> <ul style="list-style-type: none"> • If a member of the household starts to display symptoms while self-isolating they will need to restart the 10 day isolation period and book a test. • If anyone tests positive whilst not experiencing symptoms but develop symptoms during the isolation period, they must restart the 10 day isolation period from the day they developed symptoms. • Pupils, staff and other adults must not come into school if they are required to quarantine having recently visited countries outside of the common travel area https://www.gov.uk/uk-border-control/self-isolating-when-you-arrive • Individuals must immediately cease to attend and not attend for at least 10 days from the day after: <ul style="list-style-type: none"> - the start of their symptoms - the test date if they did not have any symptoms but have had a positive test (whether this was a Lateral Flow Device (LFD) or Polymerase Chain Reaction (PCR) test • 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 them, move them to an area which is at least 2 metres away from other people. 	<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 or they have tested positive from an LFD test as part of a community or worker programme • 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. • Nurture room off Reception allocated for this purpose – cleared of furniture/ furnishings except chairs. 	
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		<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. 	<p>Use staff toilets on office corridor if needed. Ensure cleaned after use.</p> <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. • Update and reissue guidance to staff and parents. • Display posters to inform parents/ pupils/ visitors that they mustn't enter school if displaying symptoms. • Staff – book tests via NHS website. • Ensure parents understand procedures – include in updated weekly newsletters/ website guidance 	
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			with a negative LFD test result can continue to attend school and use protective measures.	
Face Coverings	<p>Spread of infection (coronavirus)</p> <p>Correct and safe wearing of face coverings</p> <p>Exemptions</p>	<p>Primary Schools</p> <ul style="list-style-type: none"> In primary schools, it is recommend that face coverings should be worn by staff and adult visitors in situations where social distancing between adults is not possible (for example, when moving around in corridors and communal areas). Children in primary school do not need to wear a face cover. <p>Note: This is an additional precautionary measure for a limited time during this period of high coronavirus (COVID-19) prevalence in the community. These measures will be in place until Easter.</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 face covering becomes damp, it should not be worn and the face covering should be replaced carefully. Some individuals are exempt from wearing face coverings e.g. people who cannot put on, wear or remove a face covering because of a physical or mental illness or impairment, or disability, or if you are speaking to or 	<p>This will be kept under review and updated following further government guidance.</p>	<p>KG 8.3.21</p>

	Face visors/shields	<p>providing assistance to someone who relies on lip reading, clear sound or facial expression to communicate. The same exemptions will apply in schools, and we would expect teachers and other staff to be sensitive to those needs.</p> <p>Face visors or shields should not be worn as an alternative to face coverings. They may protect against droplet spread in specific circumstances but are unlikely to be effective in reducing aerosol transmission when used without an additional face covering.</p>	<p>These should only be used after carrying out a risk assessment for the specific situation and should always be cleaned appropriately. Staff may choose to wear in classrooms where face coverings not required. In corridors/communal areas where not able to social distance, face coverings to be worn.</p>	
Personal Protective Equipment (PPE)	Spread of infection (coronavirus)	<ul style="list-style-type: none"> PPE is only needed in a very small number of cases, including: <ul style="list-style-type: none"> where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at 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>Review staff training to ensure aware of situations PPE is required - for use as necessary in personal care situations where contact is required, e.g. intimate care needs, provision of first aid or if a child becomes unwell with symptoms of coronavirus at school and requires personal care until they return home.</p> <p>Ensure sufficient supply of PPE items listed. Supply kept in classrooms and office.</p> <p>Ensure safe disposal of PPE.</p> <p>Need to ensure plan in place for any pupils with intimate care needs.</p>	KG In place
Groups of children	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>Set up class bubbles with allocated staff (as September return).</p>	KG 8.3.21

		<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>Maintaining consistent groups remains important, but given the decrease in the prevalence of coronavirus (COVID-19) and the resumption of the full range of curriculum subjects, schools may need to change the emphasis on bubbles within their system of controls and increase the size of these groups.</p> <ul style="list-style-type: none"> • Primary schools, may be able to implement smaller groups the size of a full class. If that can be achieved, it is recommended, as this will help to reduce the number of people who could be asked to isolate should someone in a group become ill with coronavirus (COVID-19). • All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable. This will be particularly important for secondary schools. Where staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults. • This may not be possible with younger children and teachers in primary schools and therefore can still work across groups if that is needed to enable a full educational offer. • Try to minimise the number of interactions or changes wherever possible. 	<p>Class 1 Class 2 Class 3 Class 4 Class 5 Within classes, pupils allocated fixed seating where possible (classes 2-5). At points during the day, mixing across 2 bubbles required due to staffing constraints and learning requirements. Phonics teaching (daily)/ Comprehension lesson (weekly)– form smaller groups across Class 1 and 2. Use staffing from within Class 1 and 2. (Phonics lessons R – C1 base/ Y1 – IT suite base/ Y2 – C2 base/ Y2 support grp – Reception <i>consider table arrangement</i>) Comprehension teaching – Year group provision across Class 4 and 5 (IT suite to be used for Y5 teaching base – children from separate classes to be seated on different blocks)</p> <p>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. Larger groups (3 larger bubbles) to support organisation/ staffing constraints: Class 1 and 2 Class 3 Class 4 and 5</p>	
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			<p>NB larger groups remain same for learning/ playtime contexts – do not cross other groups. (Maximum size – 50 pupils). At playtimes/ in dining room individual classes are zoned to avoid mixing.</p> <p>Staffing – consider minimising movement across classes as far as possible when allocating staffing e.g consider how many classes HLTAs work in. (see separate staff allocation rota)</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> <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>	
Groups/bubbles	Spread of infection (coronavirus)	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.	Class size group maintained where appropriate (for majority of classroom time)	KG 8.3.21

		<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>No whole school assemblies in hall. KS1/ KS2 assembly weekly via Teams. Celebration Assembly via Teams. PB assemblies – video assemblies/ use of Teams.</p> <p>Timetable for lunches/ breaks to ensure different groups avoiding contact.</p> <p>Hall timetable for PE – 1 afternoon per week allocated to each class to minimise need to clean area. Cleaning between groups following the COVID-19: cleaning of non-healthcare settings guidance.</p> <p>IT timetable – 1 afternoon per week allocated to each class to minimise need to clean area. Cleaning between groups following the COVID-19: cleaning of non-healthcare settings guidance. 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. Rota in place. Rota for photocopier formed to minimise staff contact. Wipe down after use.</p>	<p>(in line with sept. protocols)</p>
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			Removal of excess furniture so appropriate social distancing within staff room. Staff to wipe down surfaces/ kettle etc. after use.	
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 space does not allow. Schools doing this where they can, and even doing this some of the time, will help. • 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 	<p>Designated areas marked at the front of classrooms to separate teacher from pupils when teaching.</p> <p>Adults to ensure socially distance from other adults within classrooms/ other areas wherever possible.</p> <p>Classes 2-5 – desks arranged facing forwards. Pupils seated side by side. Teacher organises seating plan to facilitate teaching from front/ maintaining distance with groups within class where possible. Suggested use of classroom seating plans to help with self-isolation measures</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.</p>	KG 8.3.21 (in line with sept. protocols)

		<p>face to face or side on, and might include moving unnecessary furniture out of classrooms to make more space.</p> <ul style="list-style-type: none"> 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>Provision of additional support to children as necessary to follow these measures – behaviour policy to include protocols; share with pupils;</p> <p>Unnecessary furniture removed – stored in garage to ensure as much space as possible in classrooms.</p> <p>Class size group maintained where appropriate (for majority of classroom time)</p> <p>Class 1 – not arranged with forward facing desks as need to be able to facilitate play based provision. Need to minimise contact with other groups.</p> <p>Phonics groups – seat Y1 pupils within class groups (IT suite) where possible in line with learning needs.</p>	
Drop off and pick up routines	Transmission of the coronavirus between parents/children	<ul style="list-style-type: none"> School to consider staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave school. Staggered start and finish times should not reduce the amount of overall teaching time. 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. 	<p>Reinstate arrival/departure procedures in place prior to January lockdown - safe practices for arriving/ departing from school and moving around building:</p> <p>Introduction of drop-off / pick-up protocols that minimise contact between children and also adults; Clear communication of these to staff and parents.</p> <p>If protocols not adhered to, staff to alert KG to reinforce/ follow up.</p>	KG 8.3.21

		<ul style="list-style-type: none"> 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 school gates and otherwise coming onto the site without an appointment is not allowed. School to have a process for removing face coverings when pupils and staff who use them arrive at school and communicate it clearly to them. Pupils must be instructed not to touch the front of their face covering during use or when removing them. They must wash their hands immediately on arrival (as is the case for all pupils), dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom. Guidance on safe working in education, childcare and children's social care provides more advice 	<p>KG on playground in morning/ evenings to supervise arrangements for drop off/ pick up (particularly at start of wider return)</p> <p>Wrap around care – Child's Play – review procedures (timings outside main protocols).</p> <p>School Bus – see separate section</p>	
Dedicated School Transport	Spread of infection	<p>Pupils on dedicated school services do not mix with the general public on those journeys and pupil groups will tend to be consistent under return to school measures. Therefore, wider transmission risks are likely to be lower.</p> <p>From the autumn term, local authorities will not be required to uniformly apply the social distancing guidelines for public transport, on dedicated school or college transport. However, distancing should still be put in place within vehicles wherever possible. This will help to both minimise disease transmission risks and maintain consistent reinforcement of public health messaging to children and staff, particularly at the point where they are leaving school and heading back into the community each day.</p> <p>The approach to dedicated transport should align wherever possible with the principles underpinning the system of controls</p>	<p>School Bus – reinstated on wider reopening</p> <p>Consider seating plan on bus to keep children from different groups separate.</p> <p>Ensure use of hand sanitiser upon boarding and/or disembarking</p> <p>Supervision of queuing and boarding by school staff member</p> <p>Ensure distancing within vehicle wherever possible</p>	KG 8.3.21

Public Transport	Spread of infection	<p>set out in this document and with the approach being adopted for your school. It is important, wherever it is possible, that:</p> <ul style="list-style-type: none"> • social distancing should be maximised within vehicles • children either sit with their 'bubble' on school transport, or with the same constant group of children each day • children should clean their hands before boarding transport and again on disembarking • additional cleaning of vehicles is put in place • organised queuing and boarding is put in place • through ventilation of fresh air (from outside the vehicle) is maximised, particularly through opening windows and ceiling vents <p>Children must not board home to school transport if they, or a member of their household, has symptoms of coronavirus (COVID-19).</p> <p>In accordance with advice from PHE, from the autumn term, it is advised that children and young people aged 11 and over to wear a face covering when travelling on dedicated transport. This does not apply to people who are exempt from wearing a face covering on public transport. More information on this can be found at the safer travel guidance for passengers.</p> <p>A face covering is a covering of any type which covers your nose and mouth. It is not the same as the surgical masks or respirators used by healthcare and other workers as part of personal protective equipment (PPE).</p> <p>It will be necessary to take steps to both depress the demand for public transport and to increase capacity within the system. Both will require action at a national and local level. Schools have a critical role to play in supporting collaboration between all parties - providers, local authorities, parents and pupils. Further information on managing capacity and demand</p>		
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		<p>on public transport is set out in the transport to school and other places of education: autumn term 2020 guidance.</p> <p>Schools where possible should work with partners to consider staggered start times to enable more journeys to take place outside of peak hours.</p> <p>Schools should encourage parents, staff and pupils to walk or cycle to school if at all possible. Schools may want to consider using ‘walking buses’ (a supervised group of children being walked to, or from, school) or working with their local authority to promote safe cycling routes.</p> <p>Families using public transport should refer to the safer travel guidance for passengers.</p> <p>People aged 11 and over must wear a face covering when travelling on public transport. In accordance with advice from PHE. People who are exempt do not need to wear a face covering.</p>		
Equipment	Spread of infection (coronavirus) via use of shared equipment	<ul style="list-style-type: none"> 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 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 	<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>Ensure resources for activities such as painting, sticking, cutting, small world play, indoor and</p>	KG In place

		<p>rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.</p> <ul style="list-style-type: none"> 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>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 48 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> <p>Review homework guidelines/ expectations – consider use of IT to reduce need to take books/ resources home where possible.</p>	
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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. Teachers and special educational needs coordinators are to plan to meet these needs. 	<p>SENCO phone calls to parents of identified SEN pupils to discuss concerns.</p> <p>Use of social stories if necessary.</p> <p>Individual risk assessments reviewed and consideration of reintegration into school.</p>	JD/KG w/c 1.3.21
<p>Staff and children who have previously been required to shield</p> <p>Clinically extremely vulnerable staff/pupils</p>	Increased susceptibility of infection	<ul style="list-style-type: none"> 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). Everyone in England, including those who are clinically extremely vulnerable, is required to follow the national Tier restrictions, which have been set out by the government and apply to the whole population. These restrictions: <ul style="list-style-type: none"> require people to stay at home, except for specific purposes prevent people gathering with those they do not live with, except for specific purposes close certain businesses and venues <p>People who are defined as clinically extremely vulnerable are at very high risk of severe illness from COVID-19. There are 2 ways you may be identified as clinically extremely vulnerable:</p> <ol style="list-style-type: none"> You have one or more of the conditions listed on the below link, or Your hospital clinician or GP has added you to the Shielded patients list because, based on their clinical judgement, they deem you to be at higher risk of serious illness if you catch the virus. 	<p>No members of staff in extremely vulnerable category.</p> <p>Update risk assessments for staff in clinically vulnerable groups. Discuss outcomes.</p> <p>Where a pupil is unable to attend school because they are complying with clinical or public health advice, schools to immediately offer them access to remote education. Schools should keep a record of, and monitor engagement with, this activity but this does not need to be formally recorded in the attendance register.</p> <p>For pupils who are self-isolating, or shielding and are within our</p>	<p>KG</p> <p>8.3.21</p> <p>w/c 1.3.21</p>

Clinically Vulnerable staff		<ul style="list-style-type: none"> • Read the current advice on shielding • CEV staff are advised not to attend the workplace. Staff who are CEV will previously have received a letter from the NHS or their GP telling them this (no new letter is required), and there is guidance for everyone in this group. It provides advice on what additional measures individuals in this group can take. • Employers should talk to their staff about how they will be supported, including to work from home. • Those living with someone who is CEV can still attend work where home-working is not possible and should ensure they maintain good prevention practice in the workplace and home settings. • Some pupils no longer required to shield but who generally remain under the care of a specialist health professional may need to discuss their care with their health professional before returning to school (usually at their next planned clinical appointment). You can find more advice from the Royal College of Paediatrics and Child Health at COVID-19 - 'shielding' guidance for children and young people • CV staff can continue to attend school. While in school they must follow the system of controls to minimise the risks of transmission. <ul style="list-style-type: none"> • Staff who live with those who are CV can attend the workplace but should ensure they maintain good prevention practice in the workplace and at home. • This includes taking particular care to observe good hand and respiratory hygiene, minimising contact and maintaining social distancing. • Pregnant women are in the 'clinically vulnerable' category and are generally advised to follow the above advice, which applies to all staff in schools. 	<p>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>Where children are not able to attend school, as they are following clinical or public health advice related to coronavirus (COVID-19), the absence will not be penalised.</p> <p>Consult with parents of pupils with identified medical conditions to ensure no further measures required. Follow any advice provided.</p>	
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New and Expectant Mothers		<ul style="list-style-type: none"> 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 to minimise the risks of transmission. A new and expectant mother's risk assessment should be carried out to consider any risks (for example, from working conditions, or the use of physical, chemical or biological agents). Any risks identified must be included and managed as part of the 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. Employers should be aware that pregnant women from 28 weeks' gestation, or with underlying health conditions at any gestation, may be at greater risk of severe illness from coronavirus (COVID-19). This is because, although pregnant women of any gestation are at no more risk of contracting the virus than any other non-pregnant person who is in similar health, for those women who are 28 weeks pregnant and beyond there is an increased risk of becoming severely ill, and of pre-term birth, should they contract coronavirus (COVID-19). This is also the case for pregnant women with underlying health conditions that place them at greater risk of severe illness from coronavirus (COVID-19). <p>Read more guidance and advice on coronavirus (COVID-19) and pregnancy from the Royal College of Gynaecologists.</p>		
Supply teachers, peripatetic teachers and or temporary staff	Movement around schools - spread of infection (coronavirus)	<ul style="list-style-type: none"> Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. They should ensure they minimise contact and maintain as much distance as possible from other staff. Specialists, 	Ensure school procedures shared with any supply staff/ peripatetic teachers.	KG 8.3.21

		<p>therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual.</p> <ul style="list-style-type: none"> 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. A record is to be kept of all visitors. 		
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 initially. When introduced ensure wiped down after break/ lunchtime use if change of groups.</p> <p>Class 1 playground structure in use – sole use by Class 1 bubble. Hand sanitiser station provided outside in Class 1 area.</p>	KG 8.3.21 ongoing
Extra-curricular provision e.g. breakfast/after-school clubs, holiday clubs etc	Spread of infection (coronavirus)	<p>School to consider resuming any breakfast and after-school provision, where this provision is necessary to support parents to work, attend education and access medical care, and is as part of pupil's wider education and training.</p> <ul style="list-style-type: none"> School to consider how they can make such provision work alongside their wider protective measures, including keeping children within their year groups or bubbles where possible. If it is not possible to maintain bubbles being used during the school day then school should use small, consistent groups. Where parents are using external childcare providers or out of school extra-curricular activities for their children to be advised: <ul style="list-style-type: none"> to limit their use of multiple out-of-school settings providers, and to only use one out-of-school setting in addition to school as far as possible. 	<p>No clubs for rest of Easter term</p> <p>Review introduction summer term (after Easter holidays).</p> <p>When introducing clubs consider KS1 / KS2 clubs to minimise contacts.</p> <p>Review arrangements for wrap around child care provided by Child's Play.</p>	KG 8.3.21

		<ul style="list-style-type: none"> - encourage them to check providers have put in place their own protective measures - Refer them to the guidance for parents and carers https://www.gov.uk/government/publications/guidance-for-parents-and-carers-of-children-attending-out-of-school-settings-during-the-coronavirus-covid-19-outbreak/guidance-for-parents-and-carers-of-children-attending-out-of-school-settings-during-the-coronavirus-covid-19-outbreak 		
Physical activity in school	Spread of infection (coronavirus) through contact	<ul style="list-style-type: none"> • Pupils to be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided. • PE lessons can be held indoors, including those that involve activities related to team sports, for example practising specific techniques, within system of controls. • Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene (<i>this is particularly important in a sports setting because of the way in which people breathe during exercise</i>). • External facilities to be also used in line with government guidance for the use of, and travel to and from, those facilities. <p>Schools should refer to the following advice:</p> <ul style="list-style-type: none"> • guidance on the phased return of sport and recreation and guidance from Sport England for grassroots sport • advice from organisations such as the Association for Physical Education and the Youth Sport Trust 	<p>Hall allocation whole afternoon once a week to reduce cleaning demands.</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.</p> <p>Consider clothing requirements for PE – ensure communicate with parents.</p>	KG/ MR 8.3.21

		<ul style="list-style-type: none"> • guidance from Swim England on school swimming and water safety lessons available at returning to pools guidance documents https://www.swimming.org/swimengland/pool-return-guidance-documents/ • Where considering team sports should 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. https://www.gov.uk/guidance/coronavirus-covid-19-grassroots-sports-guidance-for-safe-provision-including-team-sport-contact-combat-sport-and-organised-sport-events • School is able to work with external coaches, clubs and organisations for curricular and extra-curricular activities where they are satisfied that this is safe to do so. Schools should consider carefully how such arrangements can operate within their wider protective measures. • 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>Consider introduction of sports clubs from after Easter.</p> <p>Consider KS1/ KS2 clubs to minimise contacts/ mixing.</p> <p>External coach (lunchtimes) – outside; maintaining social distancing; timetabled on rota basis weekly; separate equipment for each group.</p> <p>Timetable daily mile for each class.</p>	
Music/ dance and drama provision	Increased risk of spread of infection in environments where there's singing, chanting, playing wind or brass instruments or shouting.	<p>Schools should continue teaching music, dance and drama as part of school curriculum. There may, however, be an additional risk of infection in environments where singing, chanting, playing wind or brass instruments, dance or drama takes place. Singing, wind and brass instrument playing can be undertaken in line with guidance, including guidance provided by the DCMS for professionals and non-professionals: https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/performing-arts</p> <p>Singing, wind and brass playing should not take place in larger groups such as choirs and ensembles, or assemblies unless</p>	No choir club.	<p>KG 8.3.21</p> <p>KG 8.3.21</p>

		<p>significant space, natural airflow and strict social distancing and mitigation can be maintained.</p> <p>Playing instruments and singing in groups should take place outdoors wherever possible. If indoors, consider limiting the numbers in relation to the space.</p> <p>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, limit the numbers to account for ventilation of the space and the ability to social distance.</p> <p>Pupils should be positioned back-to-back or side-to-side when playing or singing (rather than face-to-face) whenever possible. Position wind and brass players so that the air from their instrument does not blow into another player.</p> <p>Schools can continue to engage peripatetic teachers during this period, including staff from music education hubs.</p> <p>Schools that offer specialist, elite provision in music, dance and drama should also consider this guidance alongside the DCMS guidance on the performing arts. Specialist provision delivered by further education (FE) providers or higher education (HE) providers should consider the respective DfE guidance for these sectors.</p> <p>Minimising contacts within such provision is important: The overarching objective should be to reduce the number of contacts amongst pupils, and between pupils and staff, including for rehearsal and performance. As set out in the system of controls, this can be achieved through keeping groups separate (in bubbles) and through maintaining social distance between individuals. These are not alternative options. Both measures will help, but the balance between them will change depending on the age of pupils, the layout of the building, and the feasibility of keeping groups separate from each other while offering a broad curriculum.</p>	<p>Woodwind/ guitar lessons in place on return in line with current advice – smaller groups within class bubbles not across. Children socially distanced and forward facing/ side to side. Teacher socially distanced from pupils. Hand sanitiser before and after lesson.</p>	
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		<p>If staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults. 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.</p> <p>Additionally, any background or accompanying music should be kept to levels which do not encourage teachers or other performers to raise their voices unduly. If possible, use microphones to reduce the need for shouting or prolonged periods of loud speaking or singing. If possible, do not share microphones. If they are shared, follow the guidance on handling equipment and instruments – handwashing before and after use/ disinfect regularly (including any packing cases, handles, props, chairs, microphones and music stands) and always between users</p> <p>Instruments should be cleaned by the pupils playing them, where possible.</p> <p>Limit handling of music scores, parts and scripts to the individual using them.</p> <p>Performances</p> <p>Schools should not host any performances with an audience. Consider alternatives such as live streaming and recording performances, subject to the usual safeguarding considerations and parental permission.</p>	<p>Video performances and share via private you tube channel (in line with parent consents).</p>	
Catering/School meal provision	Safe provision of food to children at home and in school – infection control	<p>Review meal delivery approach to ensure social distancing can be maintained during mealtimes.</p>	<p>Agree with catering providers catering provision</p> <p>Agree suitable food options – hot meals.</p> <p>Inform parents of offer</p> <p>Introduce sittings in hall to ensure minimising contacts between groups of pupils e.g:</p>	<p>KG In place</p>

		<p>Ensure KS1 snack is managed effectively and supply of snack is planned for in advance.</p>	<p>Sitting 1: 11:30-12:00 (Class 1 and 2) Sitting 2: 12:05-12:35 (Class 4 and 5) Sitting 3: 12:40 – 1:10 (Class 3)</p> <p>All pupils (dinners 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>Ensure handwashing prior to snack.</p>	
Contractors/Visitors	Transmission of infection (coronavirus)	<p>Contractors working on site</p> <ul style="list-style-type: none"> Obtain Contractor's Covid-19 Risk Assessment 		

		<ul style="list-style-type: none"> • Ensure any Contractor's work is organised where there is minimum/no contact to both staff/pupils e.g. out of school hours • Ensure Contractor signs in/out of the premises using the Track and Trace system • Adequate control measures in place to ensure social distancing/barrier off system • Allocated welfare facilities (where required) and increase of cleaning regime • Contractor to wear face coverings whilst moving around the school premise <p>Visitors</p> <ul style="list-style-type: none"> • Where possible arrange to meet visitors via on-line system (e.g. Teams, Zoom etc) • If not possible ensure the visitor signs in/out of school and uses the Track and Trace system • Both the employee and visitor must wear a face covering at all times and social distance 	<p>Use of visitors' book – ensures able to provide necessary information to Track and Trace. Visitors/ Deliveries only allowed on site via approval of office staff and according to rotas for playground/ arrivals and departures of pupils.</p>	
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; • 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). Printer positioned so HT can access safely maintaining social distancing.</p> <p>Posters displayed.</p> <p>Use of secure lobby for deliveries.</p>	<p>KG ongoing</p> <p>In place</p>

Control measures not in place/consistent	Infection of the coronavirus	Monitoring: Checks to be undertaken each day on the control measures in place and reported back to the headteacher; Staff encouraged to report any breaches of health and safety protocol they have witnessed.	Staff to email KG. Any issues addressed.	KG /RT Ongoing 8.3.21
Overall Hazard	Pupils academic and well being needs unmet			
Non-attendance	Parental anxiety results in pupil non-attendance which impacts on children's` education, wellbeing and wider development.	<p>School attendance mandatory again from 8th March. This means from that point, the usual rules on school attendance will apply, including:</p> <ul style="list-style-type: none"> •parents' duty to secure that their child attends regularly at school where the child is a registered pupil at school and they are of compulsory school age; •schools' responsibilities to record attendance and follow up absence •the availability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct <ul style="list-style-type: none"> • A small number of pupils will still be unable to attend in line with public health advice to self-isolate because they: • have symptoms or have had a positive test result • live with someone who has symptoms or has tested positive and are a household contact • are a close contact of someone who has coronavirus (COVID-19) <p>The advice for pupils who have been confirmed as clinically extremely vulnerable is to shield and stay at home as much as possible until further notice. They are advised not to attend school while shielding advice applies nationally. Schools are able to request from parents a copy of the shielding letter sent to CEV children, to confirm that they are advised not to attend school or other educational settings whilst shielding guidance is in place.</p>	<p>Ensure expectations around attendance communicated clearly to parents.</p> <p>HT to contact parents where parent/ pupil anxiety about return to school and provide necessary support. Involve EWO where appropriate – supportive role initially (using purchased time via school SLA). Develop plans for ensuring reengagement.</p> <p>Provide remote education to pupils who are unable to attend school because they are complying with government guidance or legislation around coronavirus (COVID-19), in the circumstances provided for in the Remote Education Temporary Continuity Direction. Offer pastoral support to pupils who are:</p> <ul style="list-style-type: none"> • self-isolating 	<p>KG 8/3/21</p> <p>In place from 8/3/21</p>

		Where pupils are not able to attend school, as they are following clinical or public health advice related to coronavirus (COVID-19), the absence will not be penalised.	<ul style="list-style-type: none"> • shielding • vulnerable <p>When a vulnerable pupil is required to self-isolate, procedures in place to:</p> <ul style="list-style-type: none"> • check if a vulnerable pupil is able to access remote education support • support them to access it (as far as possible) • regularly check if they are accessing remote education 	
Not meeting the educational needs of children	Inappropriate education provision does not enable pupils to catch up.	<ul style="list-style-type: none"> • Teach an ambitious and broad curriculum in all subjects. Where appropriate, teaching time should be prioritised to address the most significant gaps in pupils' knowledge. Ensure that curriculum planning is informed both by an assessment of pupils' starting points and gaps in their knowledge, and an understanding of what is the most critical content for progression. Where necessary make substantial modifications to curriculum and make effective use of regular formative assessment while avoiding the introduction of unnecessary tracking systems. • Use existing flexibilities to create time to cover the most important content in which pupils are not yet secure. • If appropriate consider suspending some subjects for some pupils in exceptional circumstances. Up to and including Key Stage 3, prioritisation within subjects of the most important components for progression is likely to be more effective than removing subjects, which may deprive pupils of the knowledge and cultural capital they need to succeed in life. 	<p>For pupils in Reception, teachers should focus more on the prime areas of learning in the EYFS, including communication and language, personal, social and emotional development, and physical development. Teachers should also assess and address gaps in language, early reading and mathematics, particularly ensuring children's acquisition of phonic knowledge and extending their vocabulary.</p> <p>Reception, consider how all groups of children can be given equal opportunities for outdoor learning.</p> <p>For pupils in key stages 1 and 2, school leaders are expected to prioritise identifying gaps and re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying</p>	<p>Ongoing from 8.3.21 JB/ KG</p> <p>Ongoing from 8.3.21 Class teachers/ KG</p>

		<p>opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary. The curriculum should remain broad, so that the majority of pupils are taught a full range of subjects over the year, including sciences, humanities, the arts, physical education/sport, religious education and relationships and health education.</p> <p>Review and update plans to use catch up funding/ tutoring fund to support pupils to catch up on missed learning.</p> <p>Continue use of seesaw platform for any remote learning needs.</p>	<p>KG From 8.3.21</p> <p>KG In place from 8.3.21</p> <p>KG 8.3.21</p>
	<p>•Develop remote education so that it is integrated into school curriculum planning: Remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown. All schools are therefore expected to plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress.</p> <p>Relationships and health education (RHE) for primary aged pupils and relationships, sex and health education (RSHE) for secondary aged pupils becomes compulsory from September 2020, and schools are expected to start teaching by at least the start of the summer term 2021.</p> <p>Consider choosing to focus this year's RSHE teaching on the immediate needs of pupils, such as health education, introducing a more comprehensive RSHE programme in September 2021.</p>		

		Consider prioritising RSHE content based on the needs of your pupils, with particular attention to the importance of positive relationships, as well as mental and physical health.		
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>	<p>Review behaviour policy including appendix for Covid-19. Share updated policy with parents.</p> <p>Ensure staff consistent in following whole school policy.</p>	KG In place
Safeguarding	All pupils within school are effectively safeguarded	<p>There should be a designated safeguarding lead on site at all times.</p> <p>Schools should consider revising their child protection policy to reflect the return of more pupils. 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>Designated safeguarding leads (and deputies) should be provided with more time, especially in the first few weeks of term, to help them provide support to staff and children regarding any new safeguarding and welfare concerns and the handling of referrals to children's social care and other agencies where these are appropriate, and agencies and services should prepare to work together to actively look for signs of harm.</p>	<ul style="list-style-type: none"> MR/ KG available – in school every day. <p>Review safeguarding policy in light of full school opening.</p> <ul style="list-style-type: none"> KG time allocated as required. 	KG In place

		Communication with school nurses is important for safeguarding and supporting wellbeing, as they have 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 and KG first aid trained (FAW – 1 day training course) SP – full paediatric first aid training – in school 3 days a week (Wed- Friday) JB – full paediatric training SC (TA) – full paediatric training (expired end of Sept 2020) MR/ KG – completed emergency online paediatric first aid training.	<ul style="list-style-type: none"> Establish plans for first aid for groups where trained first aider not part of staffing; aim to minimise cross contamination of groups where possible. 	KG In place
Stress and anxiety	Pupils suffering from health and well-being issues	<p>Planned provision for pupils returning to school focussed on pupil wellbeing:</p> <ul style="list-style-type: none"> -opportunities provided for children to talk about their experiences of the lockdown period -opportunities for one-to-one conversations with trusted adults where this may be supportive -some refocussed lessons on relevant topics, for example, mental wellbeing or staying safe -pastoral activity, such as positive opportunities to renew and develop friendships and peer groups -other enriching developmental activities - more focused pastoral support where issues are identified that individual pupils may need help with, drawing on external support where necessary and possible. - working with school nursing services to support the health and wellbeing of pupils; -The government has recently launched the Wellbeing for Education Return programme, which will provide training and resources for teachers and staff in all state-funded schools to respond to the wellbeing and mental health needs of children and young people as a result of coronavirus (COVID-19). 	Ensure pupil well being assessed on return. Staff report any concerns via safeguarding procedures.	All staff From 8.3.21

Overall hazard identified		Stress and anxiety relating to coronavirus		
Additional work pressures relating to operating under coronavirus restrictions	Stress reaction or anxiety of staff	<p>Sufficient rest breaks:</p> <ul style="list-style-type: none"> • Revised timetabling to build in identified breaks during the day for staff; • Staff encouraged to take breaks outdoors where practical, maintaining social distancing. • Staff encouraged to maintain relationships with each other, ensuring take account of social distancing within this. 	Agree timetable which facilitates breaks (comfort/ lunch) for staff.	KG In place
		<p>Regular contact with all staff by line managers:</p> <ul style="list-style-type: none"> • 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. <p>Chair of Governors ensure regular contact with HT to check well being of SLT and wider staff.</p>	Ensure in place.	KG 8.3.21 ongoing Chair of Governors ongoing
		<ul style="list-style-type: none"> • Staff encouraged to come forward confidentially with any concerns they have about workload or wellbeing. <p>Support/ resources signposted to staff as required/appropriate.</p> <p>e.g The Education Support Partnership provides a free helpline for school staff and targeted support for mental health and wellbeing.</p> <p>Teachers can access the free MindEd learning platform for professionals, which contains materials on peer support, stress, fear and trauma, and bereavement. MindEd have also developed a coronavirus (COVID-19) staff resilience hub with advice and tips for frontline staff</p>	Regularly remind staff via communications.	KG ongoing

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	K.L.Gray
Date	26.02.21
Date of planned review (not to exceed 12 months)	26.03.21
Date of planned full re-assessment (not to exceed 24 months)	26.02.24