

**Barnsley Metropolitan Borough Council**  
**Risk Assessment Form (RA3)**



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

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/999689/Schools\\_guidance\\_Step\\_4\\_update\\_FINAL.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/999689/Schools_guidance_Step_4_update_FINAL.pdf)

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| Directorate:        | <b>Schools</b>                         | Date of Assessment:  | <b>Reviewed 12th July 2021(LA)/<br/>2.8.21 – school/ updated by LA 25.8.21</b> |
| Business Unit:      |  | Manager Responsible for Basic Activity:  | Karen Gray   |
| Service / Function: | <b>Primary &amp; Secondary Schools</b> | 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 PB LS  |

| <b>Hazard</b>   | <b>Risks</b>  | <b>Control Measures</b>  | <b>Actions Required</b>  | <b>Person Responsible and Target Date</b>                                       |
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| Schools Premise | Personal injury<br>Fire<br>Legionella<br>Infection of coronavirus | <ul style="list-style-type: none"> <li>Undertake a workplace inspection to ensure adequate working environment, equipment, fire safety and emergency arrangements are in place.</li> <li>Fire Risk Assessment to be reviewed and the Fire log-book is up to date.</li> </ul> | In place already – RT daily inspection.<br><br>Prop open doors not classed as fire doors to reduce need to touch handles. Ensure staff aware of which doors can be propped open.<br><br>Emergency evacuation procedures in place to ensure compliance with social distancing rules. Temporary fire escape routes agreed to minimise contact between groups – | KG/RT ongoing<br><br>KG/ RT ongoing<br><br>Share with staff on INSET day 1.9.21 |

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|             |                                       | <ul style="list-style-type: none"> <li>Legionella checks are to be up to date.</li> <li>Electrical, gas and ventilation systems checks are up to date.</li> <li>Increased cleaning regime.</li> </ul>   | <p>keep in place for return in September. Review following return. Fire practice in first half term.</p> <p>In place</p> <p>Thorough cleaning nightly – C and D. Lunchtime clean scheduled daily – staff member(s) allocated. Focus on frequently touched surfaces e.g door handles/ light switches. Cleaning of shared spaces at lunchtime. <b>(see separate section)</b></p>   | <p>KG/RT</p> <p>KG<br/>1.9.21</p> |
| Ventilation | Concentration of the virus in the air | <ul style="list-style-type: none"> <li>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.</li> <li>When school is in operation, it is important to ensure it is well ventilated and a comfortable teaching environment is maintained</li> <li>These can be achieved by: <ul style="list-style-type: none"> <li><b>mechanical ventilation systems</b> – 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 should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply</li> <li><b>natural ventilation</b> – opening windows (in cooler weather windows should be opened just enough to provide constant background ventilation and opened more fully</li> </ul> </li> </ul> | <p>Staff to ensure windows open in classrooms.</p> <p>RT ensure central areas – staffroom/ IT suite/ Reception.</p> <p>Ensure staff aware which doors can be propped open. Not able to prop open fire doors – signage displayed ‘fire door keep shut’.</p> <p>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>DFE to issue CO2 monitors – use to monitor ventilation in classrooms/ shared spaces.</p> | <p>KG<br/>1.9.21</p>              |

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|                   |  | <p>during breaks to purge the air in the space). Opening internal doors can also assist with creating a throughput of air</p> <ul style="list-style-type: none"> <li>- <b>natural ventilation</b> – if necessary external opening doors may also be used (as long as they are not fire doors and where safe to do so)</li> </ul> <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"> <li>• opening high level windows in colder weather in preference to low level to reduce draughts</li> <li>• increasing the ventilation while spaces are unoccupied (for example, between classes, during break and lunch, when a room is unused)</li> <li>• providing flexibility to allow additional, suitable indoor clothing</li> <li>• rearranging furniture where possible to avoid direct draughts</li> </ul> <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 sneezing/coughing) and indirect</p> | <ul style="list-style-type: none"> <li>• Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms do not attend school.</li> </ul> <p>Close contacts will now be identified via NHS Test and Trace and education settings will no longer be expected to undertake contact tracing.</p>  | <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. Ensure that staff members and parents/carers understand that they will need to be ready and willing to:</p> | <p>KG- Weekly reminders of procedures via newsletter – 1.9.21 ongoing</p> |

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|  | transmission (e.g. touching contaminated surfaces) | <p>As with positive cases in any other setting, NHS Test and Trace will work with the positive case and/or their parent to identify close contacts.</p> <p>Contacts from a school setting will only be traced by NHS Test and Trace where the positive case and/or their parent specifically identifies the individual as being a close contact. This is likely to be a small number of individuals who would be most at risk of contracting COVID-19 due to the nature of the close contact.</p> <p>School may be contacted in exceptional cases to help with identifying close contacts, as currently happens in managing other infectious diseases.</p> <p>Individuals are not required to self-isolate if they live in the same household as someone with COVID-19, or are a close contact of someone with COVID-19, and any of the following apply:</p> <ul style="list-style-type: none"> <li>• they are fully vaccinated</li> <li>• they are below the age of 18 years and 6 months</li> <li>• they have taken part in or are currently part of an approved COVID-19 vaccine trial</li> <li>• they are not able to get vaccinated for medical reasons</li> </ul> <p>Instead, individuals will be contacted by NHS Test and Trace, informed they have been in close contact with a positive case and advised to take a <u>PCR test</u>. We would encourage all individuals to take a PCR test if advised to do so.</p> <p>Staff who do not need to isolate, and children and young people aged under 18 years 6 months who usually attend school, and have been identified as a close contact, should continue to attend school as normal. They do not need to wear a face covering within the school, but it is expected</p> | <ul style="list-style-type: none"> <li>• 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.</li> <li>• provide details of anyone they have been in close contact with to NHS Test and Trace if they were to test positive for coronavirus (COVID-19) (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)</li> </ul> <p>-Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test.</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 to parents/ staff.</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"> <li>• if someone tests negative, if they feel well and no longer have</li> </ul> |  |
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|  |  | <p>and recommended that these are worn when travelling on public or dedicated transport.</p> <p>18-year-olds will be treated in the same way as children until 6 months after their 18th birthday, to allow them the opportunity to get fully vaccinated. At which point, they will be subject to the same rules as adults and so if they choose not to get vaccinated, they will need to self-isolate if identified as a close contact.</p> <p>Schools will continue to have a role in working with health protection teams in the case of a local outbreak. If there is a substantial increase in the number of positive cases in a setting (see <u>Stepping measures up and down</u> section for more information) or if central government offers the area an enhanced response package, a director of public health might advise a setting to temporarily reintroduce some control measures.</p> | <p>symptoms similar to coronavirus (COVID-19), they can stop self-isolating.</p> <ul style="list-style-type: none"> <li>•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 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.</li> </ul> <p>If identified as a contact, ensure follow instructions given by NHS test and trace. (pupils do not have to isolate from 16<sup>th</sup> August/ fully vaccinated staff).</p> <p>Refer to Business Continuity Plan/ LA guidance if high staff absence impacts on ability to open fully to all pupils.</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"> <li>• 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</li> <li>• School to have sufficient hand washing or hand sanitiser 'stations' available so that all pupils and staff can clean their hands regularly.</li> <li>• 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.</li> <li>• Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach.</li> <li>• 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.</li> </ul> | <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>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 – potentially increased risks due to touching faces more often/ use of tissues: ensure seating in well ventilated space (ie near open</p> | <p>KG/RT/AD/KT<br/>Ongoing</p> <p>In place</p> <p>In place</p> |
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|                   |  |   | <p>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>   |  |
| 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"> <li>• Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach.</li> <li>• School to put in place a cleaning schedule that ensures cleaning is generally enhanced and includes: <ul style="list-style-type: none"> <li>▪ more frequent cleaning of rooms/ shared areas that are used by different groups</li> <li>▪ frequently touched surfaces being cleaned more often than normal</li> </ul> </li> </ul> <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>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 (lunchtime clean)</p> <p>Class 5 – own toilets</p> <p>IT suite – use for class accessing area. Toilets cleaned between classes/ groups use.</p> |  |

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|  |  | <ul style="list-style-type: none"> <li>• Cleaning of play / outdoor equipment between groups;</li> <li>• Cleaning of other equipment for practical lessons between groups;</li> <li>• Removal of unnecessary items from learning environments;</li> <li>• Removal of soft furnishings, soft toys and toys that are hard to clean.</li> </ul><br><ul style="list-style-type: none"> <li>• Additional protocols, including provision of PPE, will be followed for cleaning any area where a person with possible or confirmed coronavirus has spent time;</li> </ul> <p>Regular checks on cleaning carried out by identified person on site each day.</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>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 (playtime) equipment.</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 –</p> <p>Wash hands before and after use of area.</p> <p>Only used by one group. No mixing.</p> <p>C and D staff aware.</p> <p>RT to conduct checks pm/ am.<br/>Inform KG/MR of any issues.</p> |  |
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| <p>Child/staff member becomes unwell at school with coronavirus symptoms, or have someone in their household</p> | <p>Transmission of coronavirus</p> | <ul style="list-style-type: none"> <li>• Ensure that pupils, staff and other adults do not come into the school if they have <b>coronavirus (COVID-19) symptoms</b>, or have tested positive in the last 10 days, and ensuring anyone developing those symptoms during the school day is sent home.</li> <li>• 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 '<u>stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection</u>', which sets out that they must self-isolate and should <u>arrange to have a test</u> 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 – NB change from 16<sup>th</sup> August) from when the symptomatic person first had symptoms.</li> <li>• 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 <a href="https://www.gov.uk/uk-border-control/self-isolating-when-you-arrive">https://www.gov.uk/uk-border-control/self-isolating-when-you-arrive</a></li> <li>• Individuals must immediately cease to attend and not attend for at least 10 days from the day after: <ul style="list-style-type: none"> <li>- the start of their symptoms</li> <li>- 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</li> </ul> </li> <li>• 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</li> </ul> | <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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 <u>COVID-19:</u></li> </ul> | <p>KG<br/>In place</p> |
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|  |  | <p>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.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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 <u>safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE)</u> guidance.</li> </ul> | <p><u>cleaning of non-healthcare settings guidance.</u></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• PPE for staff supervising child kept in classroom base/ office if required.</li> <li>• 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).</li> <li>• Infra red thermometer and forehead strips in school to check temperatures of pupils suspected to be symptomatic with a fever.</li> <li>• Update and reissue guidance to staff and parents.</li> <li>• Display posters to inform parents/ pupils/ visitors that they mustn't enter school if displaying symptoms.</li> <li>• Staff – book tests via NHS website.</li> </ul> |  |
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|                               |  |  | <ul style="list-style-type: none"> <li>Ensure parents understand procedures – include in updated weekly newsletters/ website guidance</li> </ul>  |              |
| Bubbles/ consistent groups    | Supress the virus  | <p>At Step 4 it is no longer recommended that it is necessary to keep children in consistent groups ('bubbles').</p> <p>As well as enabling flexibility in curriculum delivery, this means that assemblies can resume, and no longer need to make alternative arrangements to avoid mixing at lunch.</p> <p>You should make sure your outbreak management plans cover the possibility that in some local areas it may become necessary to reintroduce 'bubbles' for a temporary period, to reduce mixing between groups.</p> | <p>Class size group maintained where appropriate (for majority of classroom time). Where needed for learning e.g phonics/ comprehension lessons, mixing across classes in place. Do not need to keep children to separate areas at these times.</p> <p>Whole school assemblies in hall – ensure classes well-spaced.</p> <p>Share assembly rota with staff.</p> <p>Friday assembly – without parents initially. Review following start of new term.</p> <p>Lunchtime – whole school access outside space. Wipe down tables between classes.</p> <p>Playtime – morning break – separate KS1 and 2 breaks (to provide additional space for play/ physical activity)</p> <p>PM – KS1 only. KS2 classes – daily mile in afternoon.</p> <p>Any decision to recommend the reintroduction of 'bubbles' would not be taken lightly and would need to take account of the detrimental impact they can have on the delivery of education.</p> | KG<br>1.9.21 |
| Drop off and pick up routines | Transmission of the coronavirus between parents/children | <ul style="list-style-type: none"> <li>No longer necessary to have staggered starts/ finishes.</li> </ul>  | Communicate timings/ arrangements for drop off/ pick up with parents. Arrival/ departure  | KG<br>1.9.21 |

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|                      |                    | <ul style="list-style-type: none"> <li>Schools to communicate arrangements 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.</li> <li>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.</li> </ul> <p>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 <a href="#">safe working in education, childcare and children's social care</a> provides more advice</p> | <p>window to be used – 10 minute period to reduce need to wait/ avoid congestion.</p> <p>One way system to remain in place.</p> <p>Class 5 to continue to use side entrance from lane to enter/ arrive at school.</p> <p>Wearing of masks on site outdoors not compulsory – individual choice.</p> <p>KG on playground in morning/ evenings to supervise arrangements for drop off/ pick up</p> <p>Wrap around care – Child's Play – review procedures (timings outside main protocols).</p> <p>School Bus – see separate section</p> |                    |
| Asymptomatic testing | Suppress the virus | <p>Rapid testing using Lateral Flow Devices (LFD)s will support the return to face-to-face education by helping to identify people who are infectious but do not have any coronavirus (COVID-19) symptoms.</p> <ul style="list-style-type: none"> <li>Staff should undertake twice weekly home tests whenever they are on site until the end of September, when this will also be reviewed.</li> <li>Secondary schools should also retain a small asymptomatic testing site (ATS) on-site until further</li> </ul>   | <p>Begin issuing LFD tests to staff again at start of autumn term.</p> <p>Ensure all staff are provided with opportunity to take part.</p>  | KG/AD/KT<br>1.9.21 |

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|           |                   | <p>notice so they can offer testing to pupils who are unable to test themselves at home.</p> <ul style="list-style-type: none"> <li>There is no need for primary age pupils (those in year 6 and below) to test over the summer period. They will be offered the 2 tests at an ATS at the beginning of the autumn term when they start at their secondary school as a new year 7. Schools may choose, however, to start testing year 6 pupils earlier, including in summer schools, depending on their local circumstances.</li> </ul> <p>As in summer term, primary age pupils will not be tested with LFDs. Public Health England have advised there are currently limited public health benefits attached to testing primary pupils with lateral flow devices.</p> <p>Primary age pupils may find the LFD testing process unpleasant and are unable to self-swab.</p>  |  |  |
| PCR Tests | Supress the virus | <ul style="list-style-type: none"> <li>Staff and pupils with a positive LFD test result should self-isolate in line with the stay at home guidance. They will also need to get a free PCR test to check if they have COVID19.</li> <li>Whilst awaiting the PCR result, the individual should continue to self-isolate. If the PCR test is taken within 2 days of the positive lateral flow test, and is negative, it overrides the self-test LFD test and the pupil can return to school, as long as the individual doesn't have COVID-19 symptoms.</li> <li>Additional information on PCR test kits for schools and further education providers is available:<br/> <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-test-kits-for-schools-and-fe-providers/coronavirus-covid-19-home-test-kits-for-schools-and-fe-providers">www.gov.uk/government/publications/coronavirus-covid-19-test-kits-for-schools-and-fe-providers/coronavirus-covid-19-home-test-kits-for-schools-and-fe-providers</a> </li> </ul> | <p>In most cases, parents and carers will agree that a pupil with symptoms should not attend the school, given the potential risk to others. If a parent or carer insists on a pupil attending your school, you can take the decision to refuse the pupil if, in your reasonable judgement, it is necessary to protect other pupils and staff from possible infection with COVID-19. Your decision would need to be carefully considered in light of all the circumstances and current public health advice.</p> |  |

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| Face Coverings | <p data-bbox="409 92 640 156">Spread of infection (coronavirus)</p> <p data-bbox="409 1201 611 1305">Correct and safe wearing of face coverings</p> | <ul data-bbox="696 92 1422 1465" style="list-style-type: none"> <li>• Face coverings are no longer advised for pupils, staff and visitors either in classrooms or in communal areas. The government has removed the requirement to wear face coverings in law but expects and recommends that they are worn in enclosed and crowded spaces where you may come into contact with people you don't normally meet. This includes public transport and dedicated transport to school or college.</li> <li>• You can find more information on the use of face coverings including when to wear one, exemptions and how to make your own.</li> <li>• Face coverings are also no longer recommended to be worn on dedicated transport to school or college and are no longer legally required on public transport.</li> <li>• In circumstances where face coverings are recommended If you have an outbreak in your school, a director of public health might advise you that face coverings should temporarily be worn in communal areas or classrooms (by pupils, staff and visitors, unless exempt).</li> <li>• School should make sure the outbreak management plans cover this possibility. In these circumstances, transparent face coverings, which may assist communication with someone who relies on lip reading, clear sound or facial expression to communicate, can also be worn.</li> <li>• Transparent face coverings may be effective in reducing the spread of COVID-19. However, the evidence to support this is currently very limited.</li> <li>• Face coverings (whether transparent or cloth) should fit securely around the face to cover the nose and mouth</li> </ul> | <p data-bbox="1444 116 1892 292">School policy: In first half of autumn term, masks for staff/ visitors <i>advisory</i> (not compulsory) in communal areas. To be reviewed 31.10.21.</p> |  |
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|  | Face visors, shields and/or transparent face coverings | <p>and be made with a breathable material capable of filtering airborne particles.</p> <ul style="list-style-type: none"> <li>• The main benefit from a transparent face covering is that they can aid communication, for example enabling lip-reading or allowing for the full visibility of facial expressions, but this should be considered alongside the comfort and breathability of a face covering that contains plastic, which may mean that the face covering is less breathable than layers of cloth.</li> <li>• Face visors or shields can be worn by those exempt from wearing a face covering but they are not an equivalent alternative in terms of source control of virus transmission. They may protect the wearer against droplet spread in specific circumstances but are unlikely to be effective in preventing the escape of smaller respiratory particles when used without an additional face covering.</li> <li>• They should only be used after carrying out a risk assessment for the specific situation and should always be cleaned appropriately.</li> <li>• The use of face coverings may have a particular impact on those who rely on visual signals for communication. Those who communicate with or provide support to those who do, are exempt from any recommendation to wear face coverings in education and childcare settings. You have a duty to make reasonable adjustments for disabled pupils to support them to access education successfully.</li> <li>• Where appropriate, you should discuss with pupils and parents the types of reasonable adjustments that are being considered to support an individual. No pupil or student should be denied education on the grounds of whether they are, or are not, wearing a face covering.</li> </ul> | Staff may continue to choose to wear in classrooms/offices where face coverings not required if they wish to. Aware of need to clean appropriately. |  |
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| Personal Protective Equipment (PPE) | Spread of infection (coronavirus) | <ul style="list-style-type: none"> <li>PPE is used in a limited number of settings to protect wearers against hazards and risks, such as surgical masks or respirators used in medical and industrial settings. A face covering is a covering of any type that covers your nose and mouth.</li> <li>Most staff in education, childcare and children's social care settings will not require PPE beyond what they would normally need for their work, even if they are not always able to maintain a distance of 2 metres from others.</li> <li>If a child, young person, or student already has routine intimate care needs that involve the use of PPE, the same PPE should continue to be used.</li> </ul> <p>During the coronavirus (COVID-19) outbreak, additional PPE is only required in a very limited number of scenarios:</p> <ul style="list-style-type: none"> <li>if an individual child, young person or student becomes ill with coronavirus (COVID-19) symptoms and only then if a distance of 2 metres cannot be maintained</li> <li>when performing <u>aerosol generating procedures (AGPs)</u></li> </ul> | <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.<br/>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<br>In place |
| Remote Learning                     | Spread of infection               | <ul style="list-style-type: none"> <li>Not all people with COVID-19 have symptoms. Where appropriate, you should support those who need to self-isolate because they have tested positive to work or learn from home if they are well enough to do so.</li> <li>Schools subject to the remote education temporary continuity direction are required to provide remote education to pupils covered by the direction where their</li> </ul>   | Class teachers to provide remote education via Purple Mash/ Seesaw for any pupils who need to self-isolate. (See remote learning statement on website)   | KG<br>In place |



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|                                     |   | <p>attendance would be contrary to government guidance or legislation around COVID-19.</p> <ul style="list-style-type: none"> <li>You should maintain your capacity to deliver high quality remote education for next academic year, including for pupils who are abroad, and facing challenges to return due to COVID-19 travel restrictions, for the period they are abroad.</li> </ul>   |   |                      |
| Dedicated School & Public Transport | Spread of infection   | <ul style="list-style-type: none"> <li>On dedicated transport, it is no longer recommended that children and young people aged 11 and over wear a face covering, but they may wear one if they wish</li> <li>Maximising distancing and minimising mixing, but unnecessary risks such as overcrowding should be minimised.</li> </ul>  | <p>School Bus in operation.</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>KG<br/>1.9.21</p> |
| Equipment                           | Spread of infection (coronavirus) via use of shared equipment | <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> </ul> | <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>Class 1 play area will be in use – solely used by 1 group.</p> | <p>KG<br/>1.9.21</p> |

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|  |                                       |   | <p>Each class provided with own outdoor equipment for playtimes.</p> <p>Trim trails – old trim trail in use (ensure pupils wash hands before and after playtimes).</p> <p>New trim trail – rota in place (adult supervision needed).</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> |                 |
| Pupils with education, health and care plans or on SEN support | Spread of infection (coronavirus)     | <ul style="list-style-type: none"> <li>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.</li> <li>Teachers and special educational needs coordinators are to plan to meet these needs.</li> </ul> | <p>Individual Risk assessments reviewed.</p> <p>Transition booklets provided before summer for identified pupils.</p>  | JD/KG<br>1.9.21 |
| Clinically extremely vulnerable pupils                         | Increased susceptibility of infection | <ul style="list-style-type: none"> <li>Clinically Extremely Vulnerable children and young people should attend their education setting unless they are one of the very small number of children and young</li> </ul>  |  | KG 1.9.21       |

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| Clinically Vulnerable staff |  | <p>people under paediatric or other specialist care who have been advised by their GP or clinician not to attend.</p> <ul style="list-style-type: none"> <li>• Further information is available in the guidance on supporting pupils at school with medical conditions. You should ensure that key contractors are aware of the school's control measures and ways of working.</li> <li>• Clinically vulnerable staff can continue to attend school. While in school they should follow the sector-specific measures in this document to minimise the risks of transmission.</li> <li>• 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 section 6 of the 'prevention' section of this guidance. 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.</li> <li>• Pregnant women are in the 'clinically vulnerable' category and are generally advised to follow the above advice, which applies to all staff in schools.</li> <li>• 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.</li> </ul> | Review risk assessments for staff in clinically vulnerable groups. Discuss outcomes. |  |
| New and Expectant Mothers   |  |  |  |  |

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|  |   | <ul style="list-style-type: none"> <li>• A new and expectant mothers 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.</li> <li>• 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).</li> <li>• 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).</li> </ul> <p>Read more <a href="#"><u>guidance and advice on coronavirus (COVID-19) and pregnancy from the Royal College of Gynaecologists</u></a>.</p> |  |              |
| Supply teachers, peripatetic teachers and or temporary staff | Movement around schools - spread of infection (coronavirus) | <ul style="list-style-type: none"> <li>• Supply teachers, peripatetic teachers and/or other temporary staff can move between schools.</li> <li>• 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.</li> </ul>   | Ensure school procedures shared with any supply staff/ peripatetic teachers. | KG<br>1.9.21 |

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|   |                                   | <ul style="list-style-type: none"> <li>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.</li> <li>A record is to be kept of all visitors.</li> </ul>  |  |              |
| Outdoor playground equipment  | Spread of infection (coronavirus) | <ul style="list-style-type: none"> <li>Outdoor playground equipment to be more frequently cleaned.</li> <li>After use of equipment children are to clean hands thoroughly.</li> </ul>  | <p>Shared equipment on field – rota introduced for new trim trail.</p> <p>Ensure handwashing before and after playtimes.</p> <p>Class 1 playground structure in use – sole use by Class 1.</p> <p>Hand sanitiser station provided outside in Class 1 area.</p>               | KG<br>1.9.21 |
| Extra-curricular provision e.g. breakfast/after-school clubs, holiday clubs etc | Spread of infection (coronavirus) | <ul style="list-style-type: none"> <li>School to consider resuming any breakfast and after-school provision, from the start of the autumn term.</li> <li>For further information on summer holiday clubs, see <u>Protective measures for out-of-school settings during the coronavirus (COVID-19) outbreak</u> in order to plan extra-curricular provision.</li> </ul>   | <p>Programme of after school clubs introduced from start of autumn term:</p> <p>Separate KS1 and KS2 sporting clubs</p> <p>Where mixed indoor clubs (classes/ key stages) seat children in separate groups where possible.</p> <p>Ensure handwashing before/ after club.</p> | KG<br>1.9.21 |
| Educational visits and journeys   | Transmission of infection         | <ul style="list-style-type: none"> <li>Given the likely gap in COVID-19 related cancellation insurance, if you are considering booking a new visit, whether domestic or international, you are advised to ensure that any new bookings have adequate financial protection in place.</li> <li>From the start of the new school term schools can go on international visits that have previously been deferred or postponed and organise new international visits for the future.</li> </ul> | <p>Approval of GB needed for any planned visits.</p> <p>Residential visit January 2022 booked – agreement in place re cancellation/ rescheduling if whole group/ individual isolations due to covid-19.</p>  | KG<br>1.9.21 |

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|                      |   | <ul style="list-style-type: none"> <li>Schools should be aware that the travel list (and broader international travel policy) is subject to change and green list countries may be moved into amber or red. The travel lists may change during a visit and schools must comply with international travel legislation and should have contingency plans in place to account for these changes.</li> <li>Schools should speak to either their visit provider, commercial insurance company, or the Risk Protection Arrangement (RPA) to assess the protection available. Independent advice on insurance cover and options can be sought from the British Insurance Brokers' Association (BIBA) or Association of British Insurers (ABI).</li> <li>Any school holding ATOL or ABTA refund credit notes may use these credit notes to rebook educational or international visits.</li> <li>School should undertake full and thorough risk assessments in relation to all educational visits and ensure that any public health advice, such as hygiene and ventilation requirements, is included as part of that risk assessment. General guidance about educational visits is available and is supported by specialist advice from the Outdoor Education Advisory Panel (OEAP).</li> </ul> |  |                      |
| Contractors/Visitors | Transmission of infection (coronavirus) | <p><b>Contractors working on site</b></p> <ul style="list-style-type: none"> <li>Obtain Contractor's Covid-19 Risk Assessment</li> </ul>  | <p>Use of visitors' book – ensures able to provide necessary information to Track and Trace.</p> <p>Visitors/ Deliveries only allowed on site via approval of office staff and</p> | <p>KG<br/>1.9.21</p> |

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|  |                              | <ul style="list-style-type: none"> <li>• Ensure any Contractor's work is organised where there is minimum/no contact to both staff/pupils e.g. out of school hours</li> <li>• Ensure Contractor signs in/out of the premises</li> <li>• Adequate control measures in place to ensure social distancing/barrier off system</li> <li>• Allocated welfare facilities (where required) and increase of cleaning regime</li> </ul> <p><b>Visitors</b></p> <p>Where possible arrange to meet visitors via on-line system (e.g. Teams, Zoom etc)</p>   | <p>according to rotas for playground/ arrivals and departures of pupils. Avoid contractors within settings with children where possible – arrange outside times children present.</p> <p>Parents not invited to Celebration Assemblies first half term – review at end of first half term.</p> <p>KS1 parents to drop off children at gate from playground and not enter classrooms – review at October half-term.</p> |                                   |
| Maintaining social distancing in school office and communal spaces | Infection of the coronavirus | <p><b>Continue with existing measures:</b></p> <p>Office:</p> <ul style="list-style-type: none"> <li>• IT workstations in use simultaneously are distanced at least 2 metres apart;</li> <li>• Staff work back-to-back or side-to-side (rather than face-to-face) if 2-metre distance is not possible;</li> <li>• Staff required not to share workstations, telephones, radios or other equipment unless properly sanitised between users;</li> <li>• Reception / meeting areas reassessed to observe social distancing rules; additional chairs removed and signage installed;</li> <li>• Reception staff instructed on how to deal with deliveries safely.</li> </ul> <p>Staffroom:</p> | <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> |

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|   |                              | <p>Removal of excess furniture so appropriate social distancing within staff room. Staff to consider social distancing when using staffroom– seat/ stand 2m from other staff.</p> <p>Staff to wipe down surfaces/ kettle etc. after use.</p> <p>Photocopier – ensure social distancing and wipe down after use.</p>  |  |                                     |
| Control measures not in place/ consistent | Infection of the coronavirus | <p>Monitoring:</p> <p>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 /RT</p> <p>Ongoing 1.9.21</p> |
| Stepping Measures Up and Down             | Outbreak of Covid-19         | <p>School should have contingency plans (sometimes called outbreak management plans) outlining what school would do if children, pupils, students or staff test positive for COVID-19, or how it would operate if school were advised to take extra measures to help break chains of transmission.</p> <p>Given the detrimental impact that restrictions on education can have on children and young people, any measures in schools should only ever be considered as a last resort, kept to the minimum number of schools or groups possible, and for the shortest amount of time possible.</p> <p>For most settings it will make sense to think about taking extra action if the number of positive cases substantially increases. Information on what circumstances might lead you to consider taking additional action, and the steps you should work through, can be found in the <a href="#"><u>contingency framework</u></a>.</p> <p>The contingency framework describes the principles of managing local outbreaks of COVID-19 in education and childcare settings. Local authorities, directors of public health (DsPH) and PHE health protection teams (HPTs) can recommend measures described in the contingency</p> | <p>Central government may offer local areas of particular concern an enhanced response package to help limit increases in transmission.</p> <p>See separate contingency plan.</p> <p>Follow LA guidance.</p> | <p>KG</p> <p>1.9.21</p>             |



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|                |   | framework in individual education and childcare settings – or a small cluster of settings – as part of their outbreak management responsibilities.  |   |                                      |
| 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. This means the usual rules on school attendance will apply, including:</p> <ul style="list-style-type: none"> <li>•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;</li> <li>•schools' responsibilities to record attendance and follow up absence</li> <li>•the availability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct</li> </ul> <p>Where a child is required to self-isolate or quarantine because of COVID-19 in accordance with relevant legislation or guidance published by PHE or the DHSC they should be recorded as code X (not attending in circumstances related to coronavirus). Where they are unable to attend because they have a confirmed case of COVID-19 they should be recorded as code I (illness).</p> <p>For pupils abroad who are unable to return, code X is unlikely to apply. In some specific cases, code Y (unable to attend due to exceptional circumstances) will apply. Further guidance about the use of codes is provided in the <a href="#">school attendance guidance</a>.</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"> <li>• self-isolating</li> <li>• shielding</li> <li>• vulnerable</li> </ul> <p>When a vulnerable pupil is required to self-isolate, procedures in place to:</p> <ul style="list-style-type: none"> <li>• check if a vulnerable pupil is able to access remote education support</li> </ul> | <p>KG<br/>1.9.21</p> <p>In place</p> |

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|   |   |  | <ul style="list-style-type: none"> <li>• support them to access it (as far as possible)</li> <li>• regularly check if they are accessing remote education</li> </ul>  |   |
| Not meeting the educational needs of children | Inappropriate education provision does not enable pupils to catch up. | <ul style="list-style-type: none"> <li>• 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.</li> <li>• Use existing flexibilities to create time to cover the most important content in which pupils are not yet secure.</li> <li>• 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.</li> </ul> | <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 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</p> | <p>Ongoing from 8.3.21</p> <p>Review in light of end of summer term assessments: KG 1.9.21</p> <p>Ongoing from 8.3.21</p> <p>Class teachers/ KG</p> <p>Review in light of end of summer term assessments: KG 1.9.21</p> |

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|           |   | <p>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<br/>In place</p> <p>KG In place</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> <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.</p> |  |
| Behaviour | Pupil's poor behaviour increases risks of transmission of coronavirus | <p>Schools should set out clearly 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>Review behaviour policy including appendix for Covid-19 in line with most recent guidance.</p> <p>Share updated policy with parents.</p> <p>KG<br/>1.9.21</p> |

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|  |   | <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.  |                     |
| 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 | <p>All TAs and KG first aid trained (FAW – 1 day training course)</p> <p>SP – full paediatric first aid training – in school 3 days a week (Wed- Friday)</p> <p>JB – full paediatric training</p> <p>SC (TA) – full paediatric training (expired end of Sept 2020)</p> <p>MR/ KG – completed emergency online paediatric first aid training.</p>  | <ul style="list-style-type: none"> <li>First aider available highlighted on duty rotas – not limited to classes from September.</li> </ul>                                       | KG<br>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"> <li>-opportunities provided for children to talk about their experiences of the lockdown period</li> <li>-opportunities for one-to-one conversations with trusted adults where this may be supportive</li> <li>-some refocussed lessons on relevant topics, for example, mental wellbeing or staying safe</li> <li>-pastoral activity, such as positive opportunities to renew and develop friendships and peer groups</li> <li>-other enriching developmental activities</li> <li>- more focused pastoral support where issues are identified that individual pupils may need help with, drawing on external support where necessary and possible.</li> <li>- working with school nursing services to support the health and wellbeing of pupils;</li> <li>-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</li> </ul> | <p>Ensure pupil well being assessed on return in September – impact of move away from bubbles/ other controls.</p> <p>Staff report any concerns via safeguarding procedures.</p> | All staff<br>1.9.21 |

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|  |                                     | to respond to the wellbeing and mental health needs of children and young people as a result of coronavirus (COVID-19).  |  |  |
| Overall hazard identified  |                                     | Stress and anxiety relating to coronavirus   |  |  |
| Additional work pressures relating to operating under coronavirus restrictions / stress of continued cases of virus. | Stress reaction or anxiety of staff | <p>Sufficient rest breaks:</p> <ul style="list-style-type: none"> <li>• Revised timetabling to build in identified breaks during the day for staff;</li> <li>• Staff encouraged to take breaks outdoors where practical, maintaining social distancing.</li> <li>• Staff encouraged to maintain relationships with each other, ensuring take account of social distancing within this.</li> </ul>  | Agree timetable which facilitates breaks (comfort/ lunch) for staff. | KG<br>In place                               |
|  |                                     | <p>Regular contact with all staff by line managers:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Provision of a weekly update email from school leaders ensuring that all staff are well informed of key messages and reminded about wellbeing issues.</li> </ul> <p>Chair of Governors ensure regular contact with HT to check well being of SLT and wider staff.</p>  | Ensure in place.   | KG ongoing<br><br>Chair of Governors ongoing |
|  |                                     | <ul style="list-style-type: none"> <li>• Staff encouraged to come forward confidentially with any concerns they have about workload or wellbeing.</li> </ul> <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                                   |

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| <b>Manager's Assessment Acceptance Statement</b>   |  |
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| 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  | <b>K.L.Gray</b>                            |
| Date   | <b>2.8.21/ updated 27.8.21 (LA update)</b> |
| Date of planned review (not to exceed 12 months)   | <b>31.12.21</b>                            |
| Date of planned full re-assessment (not to exceed 24 months)   | <b>2.8.23</b>                              |