

The sole purpose of this risk assessment is to support schools for all pupils in all year groups to return to school full time from the beginning of the autumn term, **while reducing the risk of coronavirus transmission**

* For the purpose of this risk assessment, the term ‘coronavirus’ to refer to coronavirus disease 2019 (COVID-19).
* Schools must ensure that this risk assessment reflects the local setting and context of the school.
* Staff and unions must be consulted with regard to this risk assessment.
* This risk assessment is not exhaustive and some of the controls will be dynamic. This is issued to schools as a template to assist in the production of a comprehensive document that covers the particular circumstance of the setting – **as such, the risks and risk controls should be deleted/ amended/ added-to to reflect the school**.
* This should be viewed alongside relevant advice and guidance from the Department of Education and reflect any additional subsequent guidance issued to schools.
* When implemented in line with a revised risk assessment, these measures create an inherently safer environment for children and staff where the risk of transmission of infection is substantially reduced.

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| **Coronavirus (COVID-19): Risk Assessment Action Plan for Full opening of schools from the beginning of the Autumn Term (Phase 2)** **For Sir Alexander Fleming Primary School** |
| Assessment conducted by: Katy Tomlinson | Job title: Headteacher | Covered by this assessment: |
| Date of assessment: 13.7.20 | Date of next review: 1.9.20 | This document was written on 13.7.20 and you must ensure you are completing the newest format  |

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| **Key:** |  |
| Level of risk prior to control | Identifies the risk before any steps to reduce the risk have been taken |
| Risk Description: | Outlines the area of concern. This list is not exhaustive, and schools should add/amend/delete where appropriate e.g. risks for pupils with complex needs. |
| Risk Controls: | The measures that will be taken to minimise the risk. These are generic and should be adapted for the school context. Add <additional information> |
| Impact: | Could be L/M/H or numeric, depending on what is used in the school setting. |
| Likelihood: | Could be L/M/H or numeric, depending on what is used in the school setting. NB IF IMPACT AND LIKELIHOOD ARE BOTH HIGH, THEN THE ACTIVITY SHOLD BE STOPPED UNTIL ADDITIONAL CONTROL MEASURES ARE PUT IN PLACE. |
| Responsible person: | The identified staff member(s) responsible for implementing the risk controlsHead Teacher Sign: Catheine Tomlinson Date:17.08.2020Chair of Governors sign: Simon Taylor Date 17.08.2020 (I have a PDF of the front page showing ST signature) |
| Completion Date: | The date by which required plans for controls will be in place: 1st September 2020 |
| Line Manager Check: | Sign off to ensure that the risk has been minimised as far as possible. |
| **Risk Description/Area of Concern** | **Level of risk prior to control****<>** | **Risk Controls** | **Level of risk is now****<>**  | **Likelihood****<>** | **Responsible person** | **Planned completion Date** | **Line Manager Check** |
| The school lapses in following national guidelines and advice, putting everyone at risk  | High | To ensure that all relevant guidance is followed and communicated:The school to keep up-to-date with advice issued by, but not limited to, DfE, NHS, Department of Health and Social Care, PHE, Telford & Wrekin Council advice and review its risk assessment accordingly.Information on the school website is updated regularly to keep parents up-to-date with changes / expectations / protocol / policiesPupils updated via face-to- face with children and parents / seesaw / school website / email / Parent Mail / newslettersAny change in information to be shared with Chair of Governors (15.7.20), consulted with employees directly (email / meeting on 17.7.20 **all** staff) and passed on to parents by website / newsletter / Social Media / email on 17.7.20.As a result, the school has the most recent information from the government, and this is distributed throughout the school community. | Low | Low | Katy TomlinsonClaire KillickLiz Hullin | Ongoing based on regular updated guidance |  |
| Poor communication with parents and other stakeholders | High | **Follow Master Risk Assessment for Return to school – phase one and review all controls you previously applied to ensure they are still effective*** All staff/pupils aware of current actions and requirements and reminded frequently using school communication systems – email, daily whiteboard
* Head teacher to share risk assessment with all staff 17.7.20 – will be sent via email / given out at consultation meeting prior to this with other/any amended policies (Infection Control, Medical, First Aid, Behaviour)
* Staff will need to sign to say they have read and fully understood all policies and ‘Our reopening strategy’)
* Parents notified of risk assessment plan and shared with parents via website – 17.7.20

As a result, all pupils and all staff working with pupils are adhering to current advice.  | Low | Low | Katy Tomlinson | First day of full reopening: 2.9.20 |  |
| Lack of awareness of policies and procedures | High | **Follow Master Risk Assessment for return to school – phase one and review all controls you previously applied to ensure they are still effective.*** School leaders will ensure that all policies impacted on by coronavirus controls are updated and shared with all staff on reopening on 2.9.20
* All staff, pupils and volunteers will make themselves aware of all relevant policies and procedures on their return to work day. They will need to sign to say they have read and understood all documentation before entering class bases. This is including, but not limited to, the following:
* Health and Safety Policy
* Infection Control Policy
* First Aid Policy
* Intimate care policy
* Behaviour policy
* All staff have regard to all relevant guidance and legislation including, but not limited to, the following: Displayed in our staffroom on the HS board
* The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013
* The Health Protection (Notification) Regulations 2010
* Public Health England (PHE) (2017) ‘Health protection in schools and other childcare facilities’
* DfE and PHE (2020) ‘COVID-19: guidance for educational settings’
* The relevant staff receive any necessary training that helps minimise the spread of infection, e.g. infection control training.
* A comprehensive and current list of key staff members available each day – displayed in staffroom
* Staff are made aware of the school’s infection control procedures in relation to coronavirus via email / displayed in school

* Parents are made aware of the school’s infection control procedures in relation to coronavirus via letter/social media/poster at entrance to school – they are informed that they must contact the school as soon as possible if they believe their child has been exposed to coronavirus
* Pupils are made aware of the school’s infection control procedures in relation to coronavirus via a coordinated programme of delivery from staff on the morning of the 2.9.20. All are informed that they must tell a member of staff if they begin to feel unwell
* Daily electronic briefing issued to staff via email on daily whiteboard

As a result, all staff and pupils are aware of the policies and procedures in place to keep themselves safe in school. | Low | Low | Katy Tomlinson | First day of full reopening: 2.9.20 |  |
| Extremely clinically vulnerable (High risk) individuals | High | * Individual risk assessment to be completed for staff in high risk category exposure to Coronavirus (COVID – 19) GUIDANCE SET TO CHANGE ON 1ST AUGUST
* Completed on 17.7.20 with HS Lead an HT
* protective measures will be put in place for staff and pupils, as far as is possible, to ensure that the risk of transmission is reduced
* Ask for a letter from Doctor / consultant stating that it is safe for staff to return to work
* Advise that all staff can wear face coverings in school if they will feel safer.
 | Medium | Low | Katy Tomlinson | 17.7.20 |  |
| Clinically Vulnerable staff and pupils | High | * Individual risk assessment to be completed for vulnerable staff and pupils – CF children Completed on 17.7.20 with HS Lead an HT
* protective measures will be put in place for staff and pupils, as far as is possible, to ensure that the risk of transmission is reduced
* Advise that all staff can wear face coverings in school if they will feel safer.
 | Low | Low | Katy Tomlinson | 17.7.20 |  |
| Poor hygiene practice in school - **General** | High | **Follow master Risk Assessment: for return to school – phase one and review all controls you previously applied to ensure they are still effective.*** Pupils and staff to wash hands on entry to school using Hand sanitisers by the entrance
* The ‘catch it, bin it, kill it’ approach continues to be very important, so schools must ensure that they have enough tissues and bins available in the school to support pupils and staff to follow this routine
* Posters are displayed at the entrance to the school, around school and in every classroom reminding staff, pupils, parents and visitors of the hygiene practice required in school (e.g. washing hands before entering and leaving school)

* Pupils to wash their hands with soap / use newly fitted hand sanitizers on entry to school, before and after break times and lunchtimes for no less than 20 seconds
* School to use the E-Bug material as first day practice and procedures with the children
* Teachers to reiterate key messages in class-time
* Additional alcohol-based sanitiser (that contains no less than 60 percent alcohol) and tissues to be provided for the school reception area, dining hall, classrooms and other key locations for staff, pupils and visitors
* Infection control procedures are adhered to as far as possible in accordance with the DfE and PHE’s guidance
* Sufficient amounts of soap (or hand sanitiser where applicable), clean water, paper towels and waste disposal bins are supplied in all toilets and kitchen areas
* Hand washing facilities are supervised by staff when pupils are washing their hands to avoid overcrowding in hand washing areas
* Pupils and staff do not share cutlery, cups or food. Staff to bring in their own cups and utensils from home and to take responsibility for cleaning and drying these using disposable towels.
* Cleaners are employed by the school to carry out additional cleaning. Door handles, doors and toilets are cleaned during the day (cleaner on site 10-5pm) and paper/hand towels are refilled regularly (twice a day in the first instance) bins emptied (twice a day) Signing sheet on doors to show when cleaned.
* Weekly cleaning meeting with LP / KT to discuss any issues / concerns

•Follow T&W cleaning in school guidanceAs a result, all pupils and staff are adhering to high standards of hygiene to minimise risk of transmission. | Medium | Medium | Katy TomlinsonLorraine Pilgrim | 2.9.20 |  |
| Hand Hygiene | High | 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
* before and after eating.

Regular and thorough hand cleaning is going to be needed for the foreseeable future. Points to consider and implement:* hand washing or hand sanitiser ‘stations’ available at all entrances / exits to school 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
* building these routines into school culture, supported by behaviour expectations and helping ensure younger children and those with complex needs understand the need to follow them
* First day of return to school (2.9.20) all classes will run through routines (hand washing)
 | Medium | Medium | All staff in school | 2.9.20 |  |
| Poor hygiene practice – **specific – school entrance**  | High | **Follow master Risk Assessment: for return to school – phase one and review all controls you previously applied to ensure they are still effective.*** Clear signage in place regarding social distancing
* Barriers/screens/glass panel to be used by reception staff when dealing with parents/visitors/contractors
* Anything handed to Admin will be in a basket and sprayed with anti-bacterial spray prior to touching.
* Remove screen signing system, receptionist to have a written log of visitors/contractors
* Areas touched to be wiped down
* Discourage parents from entering the school building – in Parent Protocols that will be issued to parents prior to the start day.
* Only one person can access the reception area at any one time – sign on the door / Parent Protocols
* Rearrange/remove furniture in reception area to facilitate social distancing.
* Provide alcohol-based sanitiser (that contains no less than 60 percent alcohol) at the school reception area
* Assess the schools ability to follow T&W cleaning in school guidance, if unable to complete notify the Local Authority

As a result, reception staff are protected. | Medium | Medium | Katy Tomlinson | 2.9.20 |  |
| Poor hygiene practice – **specific – office spaces.** ***Katy Tomlinson******Lorraine Pilgrim******Karen Davies******Jane Hullin******Teresa Adams******Clare O’Donnell******Lisa Pigg******Tanya Atkins******All teachers to clean own desk***  |  | **Follow Master Risk Assessment for return to school – phase one and review all controls you previously applied to ensure they are still effective**.* Start and end times for administrative staff are staggered to support social distancing – 8am / 8.30am and 2.00pm / 4.00pm
* Ensure distancing is maintained between desks
* Tissues/hand sanitiser to be available in office locations
* Staff to wash hands on arrival at school and throughout the day
* Each individual is responsible for wiping down their own work area before and after use – desk, keyboards, mouse, phone etc
* Each individual is responsible for wiping down equipment such as printers, keyboards, staplers etc
* Assess the schools ability to follow T&W cleaning in school guidance, if unable to complete notify the Local Authority

As a result, office practice in office spaces limits the risk of the spread of any infection. | Medium | Medium | Katy TomlinsonSee list | 2.9.2020 |  |
| System of Controls - **Prevention** | High | **1) minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school****2) clean hands thoroughly more often than usual****3) ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach****4) introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach**5) minimise contact between individuals and maintain social distancing wherever possible6) where necessary, wear appropriate personal protective equipment (PPE)**Numbers 1 to 4 must be and are in place in school, all the time.****Number 5 must be properly considered and schools must put in place measures that suit their particular circumstances.****Number 6 applies in specific circumstances.** | Medium | Medium | Katy TomlinsonAll staff must be responsible and consider the safety of others as well as themselves | 2.9.2020 |  |
| System of Control **- Responsive** | High | 7) Engage with the Health Protection Hub at Telford & Wrekin Following the process that has been provided to schools and use the notification form provided to advise of any confirmed or suspected cases of staff or pupils within the school 8) manage confirmed cases of coronavirus (COVID-19) amongst the school community9) contain any outbreak by following health protection hub and PHE advice**Numbers 7 to 9 must be followed in every case where they are relevant** | Medium | Medium | Katy TomlinsonClaire KillickLiz Hullin | 2.9.2020 |  |
| Poor hygiene practice – **specific -** **spread of potential infection at the start of the school day.** | High | **Follow Master Risk Assessment for return to school – phase one and review all controls you previously applied to ensure they are still effective.**In line with government advice:* Issue information to young people, parents, carers and visitors not to enter the school if they display any symptoms of coronavirus – Parent Protocols issued prior to start date, poster on front door / front gate / website / Social Media / email to all parents
* Issue information to parents about arrival and departure procedures, including safe drop-off and pick-up – website / individual emails
* Inform each year group and their parents of their allocated times for the beginning and end of their school day. Staggered start and finish times have been sent to parents individually via website pages, email, social media and phone calls.

Week 1All families (1 parent) bring children to school and enter through the front gate and walk around the one way system. Parents are to exit via the school carpark gate. 8:30am – 3:00pm: Year 1, Year 4, Year 68:45am – 3:15pm: Year 2, Year 5, Year 3Access to classrooms will be from the external doors except for Miss Killick, Mrs Lane, Miss Pound and Miss Walters’ classes, who will enter from the Key Stage Two door (the door closest to the exit gate).Children should be collected from their external classroom doors.For parents with children in more than one year group, they should drop off at the earliest start time and children can enter into their normal classrooms. They should collect at the later finish time.* Inform each year group and their parents of the allocated entrance and exit points to school and where they should go on arrival

Enter school via front gate, walk around to classroom external doorAll entry and exit points will be manned by members of the SLT who will enforce the one-way system. Exit points for all parents is via the school car park gate.* Pupils to be supervised in accessing hand-washing facilities on arrival, ensuring that pupils queue while maintaining social distancing as they wait for facilities – supervised by TAs / Teachers on doors
* All staff to wash hands on arrival in school –
	+ hand sanitizers by all entrance points for staff
* Make it clear to parents and pupils that they cannot congregate at the front of school prior to the start of the school day – letters on website, emails, phonecalls, HT, inclusion team to stand on front gate, exit gate
* Make parents and pupils aware of government recommendations with regard to transport.
* Issue information to pupils in relation to restrictions on their movement around the site

– as part of first day back procedures and daily reminders to pupils* Sufficient supplies of hand-washing supplies should be provided to accommodate this procedure at the start of the day – monitored and refilled by site manager
* Assess the schools ability to follow T&W cleaning in school guidance, if unable to complete notify the Local Authority

 As a result, the risk of infection is reduced as pupils and staff arrive at school.  | Medium | Medium | Katy TomlinsonSLTAll staff | No completion date as this will be ongoing and reviewed weekly |  |
| Poor hygiene practice **– specific – toilet/changing facilities.** | High | **Follow Master Risk Assessment for return to school – phase one and review all controls you previously applied to ensure they are still effective.*** Staff to wear additional PPE when supporting pupils with toileting routines – mask, gloves, apron (see PPE guidance for schools) for urine / we are not providing intimate care for children – any accidents involving faeces will require parents to be contacted immediately.
* All changing surfaces to be cleaned before and after each use
* Nappies/soiled items to be disposed of in yellow bags (if needed to)
* Staff to follow specific intimate care procedures
* If a child within your group has a toileting accident, then there is PPE (gloves, aprons and masks) available.
* If a child has a urine accident – they can be encouraged to clean themselves, wipe themselves down, redress themselves.
* If a child has an excretion accident and needs support from their parents rather than school staff, they will be contacted.
* Sickness – cleaned up by the adult within the room, wearing PPE and the child is sent home immediately.
* Any soiled clothes are put into a plastic bag (double bagged) and sent home.
* Restrict numbers of children (4) using the toilets to ensure 1m+ social distancing is maintained
* Provide paper towels instead of blow dryers

paper towels replenished twice a day* Prop doors open where possible to reduce hand contact surfaces
* Assess the schools ability to follow T&W cleaning in school guidance, if unable to complete notify the Local Authority

As a result, safe practices are followed and the risk of infection is reduced for staff and pupils.  | Low | Low | Katy TomlinsonSLTAll staffParents | Ongoing |  |
| Poor hygiene practice – **specific - end of the school day.** | High | **Follow Master Risk Assessment for return to school – phase one and review all controls you previously applied to ensure they are still effective.**Issue information to parents about collection procedures, including safe pick-up On first day, Headteacher/SLT to stand on the front gate at home time and direct parents to the exit point/external door for their children.Inform pupils and parents of their allocated times for the end of their school day8:30am – 3:00pm: Year 1, Year 4, Year 68:45am – 3:15pm: Year 2, Year 5, Year 3Inform pupils and their parents of the allocated exit points Make it clear to parents and pupils that they cannot congregate at the front of school/in the playground prior to the end of the school day. If waiting to collect pupils, parents are to remain in cars and park safelyAssess the schools ability to follow T&W cleaning in school guidance, if unable to complete notify the Local AuthorityAs a result, the risk of infection is reduced as pupils and staff leave school. | Low | Low | Katy TomlinsonClass teachers | Daily reminders shared with parents |  |
| Ill health in school. | High | **Follow Master Risk Assessment for return to school – phase one and review all controls you previously applied to ensure they are still effective.**Staff are informed of the symptoms of possible coronavirus infection,* A high temperature – this means they feel hot to touch on their chest or back (they do not need to measure their temperature however we have 3 thermoscan thermometers in school)
* A new continuous dry cough – this means coughing a lot for more than an hour, or 3 or more coughing episodes in 24 hours (if they usually have a cough, it may be worse than usual)
* A change to their normal sense of taste or smell (anosmia)
* Children may also display gastrointestinal symptoms and you should follow advice on the flow chart provided by the Health Protection Hub

They must be sent home and advised to follow ‘[stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance)’, which sets out that they must self-isolate for at least 7 days and should [arrange to have a test](https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested) to see if they have coronavirus (COVID-19). Other members of their household (including any siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms. Complete the school notification form and send to HealthProtectionHub@telford.gov.ukAppropriate PPE is sourced and guidance on its location (first aid room – KT office /ISOLATION ROOM IN PPA room) , use and disposal issued to staff in line with government guidance on what to do if a pupil or staff member becomes unwell (see PPE guidance for schools) • All staff are informed of the procedure in school relating a pupil becoming unwell in school – contained in this document / Infection control, signs in Isolation room and classes that explain the protocol• Any pupil who displays signs of being unwell is immediately referred to SLT, parents will be contacted immediately, isolated within PPA room• Any staff member who displays signs of being unwell immediately refers themselves to SLT (KT, CK, LH) and is sent home • Where the named person is unavailable, staff ensure that any unwell pupils are moved to the PPA/Isolation room whilst they wait for their parent to collect them. School admin team to contact parents. Parents advised to follow the COVID-19: Guidance for households, including accessing testing• If a pupil needs to use the bathroom, they should use a separate bathroom (disabled toilet) which will be deep-cleaned after use. Member of staff dealing with child to alert cleaner.• Pupils displaying symptoms of coronavirus do not come in to contact with other pupils and as few staff as possible, whilst still ensuring the pupil is safe. A facemask should be worn by the supervising adult if a distance of 2 metres cannot be maintained (facemasks in PPA room)• If contact with a child or young person is necessary, then gloves, an apron and a face-mask should be worn by the supervising adult. If there is a risk of splashing, eye protection should also be worn• The relevant member of staff calls for emergency assistance immediately if the pupil’s symptoms worsen• Unwell pupils who are waiting to go home are supervised in PPA / Isolation room where they can be at least two metres away from others • Areas used by unwell pupils who need to go home are identified as out of bounds, thoroughly cleaned and disinfected once vacated.Assess the schools ability to follow T&W cleaning in school guidance, if unable to complete notify the Local AuthorityAs a result, any member of the school community who becomes unwell, is isolated quickly and appropriate action is taken to minimise the risk of infection. | Medium | Medium | Katy Tomlinson | ongoing |  |
| Poor management of pupil numbers reduces the ability of pupils and staff to practice social distancing. | High | **Follow Master Risk Assessment for return to school – phase one and review all controls you previously applied to ensure they are still effective.**Schools must do everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum.The overarching principle to apply is reducing the number of contacts between children and staff. This can be achieved through keeping groups separate (in ‘bubbles’) and through maintaining distance between individuals. These are not alternative options and both measures will help, but the balance between them will change depending on:* 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)

Leaders to identify and communicate clearly to parents and pupils who is to attend and the times they are to attend – emails will be sent to parents on 17.7.20 and then before children are due to return to school, updated emails will go to parents WC: 24 August 2020Unlike older children and adults, early years and primary age children cannot be expected to remain 2 metres apart from each other and staff. In deciding to bring more children back to early years and schools, we are taking this into account. Schools should therefore work through the hierarchy of measures set out; Avoiding contact with anyone with symptoms Frequent hand cleaning and good respiratory hygiene practices Regular cleaning of settings Minimising contact and mixingIt is still important to reduce contact between people as much as possible, and we can achieve that and reduce transmission risk by ensuring children, young people and staff where possible, only mix in a small, consistent group and that small group stays away from other people and groups.Where possible, pupil movement to be limited to make social distancing easier and specialist teachers to move between allocated classroomsAs a result, staff and pupils are clear about where they should be, the times that they should be there and what they are delivering. | Low | Low | Katy TomlinsonSLT |  |  |
| Mental Health and Wellbeing for pupils | High | **Follow Master Risk Assessment for return to school – phase one and review all controls you previously applied to ensure they are still effective.**Where year groups are returning to school we would expect leaders and teachers to;* consider their pupils’ mental health and wellbeing and identify any pupil who may need additional support so they are ready to learn – **Recovery Curriculum focusing on individual needs of the children, physical activity, outdoor learning, learning to learn, nurture provision, 1:1 sessions, SEMH groups led by LP and TA**
* assess where pupils are in their learning, and hence what adjustments to their curriculum may be needed over the coming weeks
* identify and plan how best to support the education of high needs groups, including disadvantaged pupils, and SEND and vulnerable pupils
 | Medium | Medium | Class teachersKaty TomlinsonSLTNurture team | Daily |  |
| A pupil is tested and has a confirmed case of coronavirus.  | High | In line with government advice:* Follow guidance from the Test and Trace team in the Health Protection Hub
 | Medium | Medium | Katy TomlinsonSLT | As and when it occurs |  |
| Insufficient staff to run face-to-face sessions for pupils.Supply teachers and temporary staff | High | * Minimise contact with staff and pupils
* Maintain social distancing

Follow Master Risk Assessment for return to school – phase one and review all controls you previously applied to ensure they are still effectiveLeaders to ensure that they have a complete list of available staff for their school* Protocols for staff to inform leaders if they need to self-isolate are clearly in place
* Leaders ensure there is a rota in place for cover in the instance that staff have to self-isolate.

As a result, sufficient staff cover in place to provide the face-to-face support sessions for pupils. | Low | Low  | Katy TomlinsonSLT | ongoing |  |
| Pupil movement between lesson, at breaktime and lunchtime increases the risk of infection. | High | * Staggered starts to be put in place for break time

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| **YEAR** | **BreakTime** | **Play Area** |
| **Nursery** | N/A |   |
| **Reception** | N/A |   |
| **Year 1** | 10.00am  | Top Playground |
| **Year 2** | 10.00am | Bottom Playground |
| **Year 3** | 10.15am | Top Playground |
| **Year 4** | 10.15am | Bottom Playground |
| **Year 5** | 10.30am | Top Playground |
| **Year 6** | 10.30am | Bottom Playground |

* Floor markings and arrows where possible have been put in place for pupils arriving and leaving – corridors
* Allocated outdoor areas for each year group to be identified for break time and lunchtime
* Lunchtime to be staggered for different year groups with zoned areas on the playground

* Pupils advised not to play contact games at break time or lunchtime. Equipment can be used but must be cleaned at the end of each break time
* Pupils to be supervised in washing hands before and after lunch
* Children will eat within classrooms – food will be collected and delivered to children (Hot / cold options on alternative days) To be reviewed to allow Y5/6 children in hall – 14.9.20
* Touch terminals/cashless catering is not used. Till operator searches for pupils by name on the electronic system (rather than using fingerprint recognition)
* Tables in rooms to be cleaned prior to use for eating, between year groups and at the end of session
* Catering staff to maintain strict levels of hygiene in food preparation areas and follow whole staff guidance in reporting illness – issued to all staff
* Assess the schools ability to follow T&W cleaning in school guidance, if unable to complete notify the Local Authority

As a result, the risk of infection during unstructured time is reduced. | Low | Low  | Katy TomlinsonSLT | ongoing |  |
| Spread of infection in classrooms/shared areas. | High | **Follow Master Risk Assessment for return to school phase one and review all controls you previously applied to ensure they are still effective.*** Bubbles will be up to the size of a class (30 children + 3 adults) for Week 1 and Week 2 extending to year group bubbles from 14.9.20 or where possible try to keep the bubbles as small as practicable.
* Where possible seat pupils side by side, but where tables are grouped then allow for a 1m+ distance between children
* Stagger movement around classroom
* **Staff to maintain social distancing**
* Individual equipment such as pens and pencils allocated for each pupil
* Allocate items such as books/toys to bubbles, to avoid mix use
* Shared equipment such as PE, art, science etc should be cleaned in between use and where possible isolated for 48-72 hours
* Ideally, adults should maintain 2 metre distance from each other, and from children. This may not always be possible with younger children or children with complex needs
* 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 (30 +3)
* avoid large gatherings such as assemblies
* adapt timetables to avoid creating busy corridors
* Pupils to be directed to specific seats in classrooms and to maintain in during the day as far as possible
* Tissues and hand sanitiser to be located in each classroom/learning space
* Bins to be emptied at least twice daily in classrooms – lidded bins have been purchased for all rooms.
* Contact with communal surfaces, such as door handles etc to be minimised. Doors to be kept open
* Where possible, windows to be opened to provide ventilation and doors to be kept open
* Inform all the pupils that they must not bring anything to school. All required equipment will be given to children to keep at their desks (stationery, calculators etc) to reduce the risk of infection
* Pupils/staff to clean IT equipment (esp keyboards) with anti-bacterial wipes before and after each use
* Shared telephone handsets to be cleaned with anti-bacterial wipes before and after each use
* Shared teaching resources to be cleaned prior to and after use
* If any bodily fluids come into contact with classroom equipment, ensure that gloves are worn to remove the piece of equipment before it is thoroughly cleaned
* Guidance issued to staff on the use of the staff room and staff toilet area, including maximum numbers at any one time
* Staff to be reminded to adhere to social distancing at all times in school
* Hand sanitiser to be in place at photocopiers/shared keyboards/telephones etc
* Staff must wash and dry their own cups, plates and utensils, using disposable towels – **no tea towels**
 | Low as long as all staff adhere to the rules | Low | Katy TomlinsonSLTTeachers TAs**ALL STAFF TO TAKE RESPONSIBILITY FOR THEIR OWN ACTIONS AND CLEANLINESS** | DAILY  |  |
| Music Lessons | High | Schools should note that there may be an additional risk of infection in environments where you or others are singing, chanting, playing wind or brass instruments or shouting. This applies even if individuals are at a distance.* Play/sing outdoors where possible
* Limit group sizes to no more than 15
* Position pupils back to back or side to side
 | Low  | Low | Katy Tomlinson | DAILY  |  |
| Physical Activities | High | * Outdoor sports should be prioritised
* Scrupulous attention to cleaning and hygiene

Schools should refer to the following advice:* [guidance on the phased return of sport and recreation](https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sport-and-recreation) and guidance from [Sport England](https://www.sportengland.org/how-we-can-help/coronavirus) for grass root sport
* advice from organisations such as the [Association for Physical Education](https://www.afpe.org.uk/physical-education/wp-content/uploads/COVID-19-Interpreting-the-Government-Guidance-in-a-PESSPA-Context-FINAL.pdf.) and the [Youth Sport Trust](https://www.youthsporttrust.org/coronavirus-support-schools)
 | Low  | Low | Katy TomlinsonPE coaches | DAILY  |  |
| Breakfast club/After school provisions | High | * Where possible keep to school bubbles
* If not smaller consistent groups
* Limit number of wraparound providers
* No contact sport

We are only providing Breakfast Club provision for a small group of working parents. They will need to apply for their place and have this screened by SLT.  | Low  | Low | Katy TomlinsonSLTBreakfast Club staff | DAILY  |  |
| Poor pupil behaviour increases the risk of the spread of the infection. | High | **Follow Master Risk Assessment for return to school phase one and review all controls you previously applied to ensure they are still effective.*** Pupils are reminded of the behaviour policy on their return to school – updated version available on the website and ratified by Governors
* Sanctions (and how they will be applied in the context of social distancing) are clearly communicated to pupils and parents. Behaviour policy is adjusted as a consequence
* Pupils’ individual behaviour plans are reviewed and specific control measures identified and shared with pupils and staff where necessary.
* Parents will be spoken with by teachers, then behaviour mentors
* Nurture provisions are put in place within school
* Follow T&W PPE guidance

As a result, pupils and staff understand the behaviour policy/individual plans in context. | Medium | Medium | PupilsClass teachersTAsBehaviour MentorsKT | onging |  |
| Pupils with complex needs are not adequately prepared for a return to school or safely supported. | Medium | * Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, we expect schools to be able to immediately offer them access to remote education. Schools should monitor engagement with this activity
 | Low | Low | Katy Tomlinson | As and when this occurs |  |
| Vulnerable pupils and pupils with SEND do not receive appropriate support. | High | * Appropriate planning is in place to support the mental health of pupils returning to school
* Agree what returning support is available to pupils with SEND in conjunction with families and other agencies.

As a result, pupils with SEND and those concerned about returning to school are well supported.  | Low | Low | Lisa Pigg | Ongoing |  |
| Increased number of safeguarding concerns reported after lockdown. | High | **Follow Master Risk Assessment for return to school – phase one and review all controls you previously applied to ensure they are still effective.*** Agree safeguarding provision to be put in place to support returning pupils
* Ensure that key staff (DSL and deputies) have capacity to deal with any arising concerns
* Follow up any referrals made by staff swiftly, while maintaining social distancing.

Safeguarding update in September 2020. | Medium | Medium | Katy TomlinsonDSLsSLT | Daily |  |
| Emergency evacuation due to fire etc. | High | **Follow Master Risk Assessment for return to school – phase one and review all controls you previously applied to ensure they are still effective**.* Lockdown, fire and emergency evacuation procedures to be reviewed so that social distancing can be maintained – planned evacuation drill emailed to all staff, practise drill planned for the third week
* Leaders to communicate procedures to all staff

RB has emailed out to all staff * Staff to communicate emergency evacuation procedures to pupils at the beginning of each day

As a result, social distancing is maintained in the event of an emergency evacuation. | Medium | Medium | Katy TomlinsonRoss BroderickAll staff | Daily |  |
| Cleaning is not sufficiently comprehensive. | High | **Follow Master Risk Assessment for return to school – phase one and review all controls you previously applied to ensure they are still effective.**Introduce enhanced cleaning schedule, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach. Cleaning lead LP to email Cleaning Requirements to all cleaners.* A nominated member of staff monitors the standards of cleaning in school and identifies any additional cleaning measures – Katy Tomlinson / Lorraine Pilgrim

Points to consider and implement:* putting in place a cleaning schedule that ensures cleaning is generally enhanced and includes:
* 2 cleaners on site daily from 10am – 5pm
* More frequent cleaning of rooms / shared areas that are used by different groups
* frequently touched surfaces being cleaned more often than normal
* 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 – toilet schedule on doors for cleaners to sign and date

By the end of the summer term, Public Health England will publish revised guidance for cleaning non-healthcare settings to advise on general cleaning required in addition to the current advice on [COVID-19: cleaning of non-healthcare settings guidance](https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings). | Medium | Medium | Katy TomlinsonLorraine PilgrimSLTCleaning team | Daily |  |
| Contractors, deliveries and visitors increase the risk of infection. | High  | **Follow Master Risk Assessment for return to school – phase one and review all controls you previously applied to ensure they are still effective.*** All contractors to be checked to ensure that they are essential visitors prior to entry to the school
* Agree arrival and departure times with contractors to ensure that there is no contact with staff or pupils
* All contractors/visitors to wash hands either prior to or on entry to the school site
* Contractors and visitors are directed to specific/designated handwashing facilities
* All areas in which contractors work are cleaned in line with government guidance
* Contractors to bring own food, drink and utensils onto site.
* Staff who receive deliveries to the school to wash hands in line with government guidance after handling
* Where possible, staff to identify safe/designated place for delivery without need for contact with staff. Drivers are not permitted to enter the school premises when making deliveries
* If drivers have to enter school site, ensure that they are asked to maintain social distancing and use hand sanitiser before entering the building
* Surfaces to be cleaned after any deliveries have been made.
 | Low | Low | Katy TomlinsonSLTLorraine Pilgrim | Where possible no visitors will be entering school |  |
| Professional Visitors | High | **Follow Master Risk Assessment for return to school – phase one and review all controls you previously applied to ensure they are still effective.*** All visitors to be checked to ensure that they are essential visitors prior to entry to the school
* All professional visitors to wash hands on entry to the school site
* Agree arrival and departure times with professional visitor to ensure that there is no contact with staff or pupils
* Ensure there is a room for working available for the visitors – accompanied by member of staff they are visiting
* If visitors need to speak with children, then the member of staff needs to collect the child(ren), wash their hands and ensure they are 1m+ away from visitor
* Professional visitors are directed to specific/designated handwashing facilities
* All areas in which Professional visitor work are cleaned in line with government guidance
* Professional visitors to bring own food, drink and utensils onto site.
* Professional visitors to be responsible for cleaning their own equipment and personal belongings

As a result, any professional visitors are kept safe and the risk to other members of the school is minimised.  | Low | Low | Katy TomlinsonSLTLorraine PilgrimAdults who have arranged the visitors | Where possible no visitors will be entering school – only for educational / safeguarding purposes |  |
| Transport | High | Follow the transport guidance | N/A |  |  |  |  |
| Educational Visits | High | * No overnight or overseas educational visits
* Non-overnight domestic educational visits can resume
* Pupils to be kept to the school bubbles
* Destination should be COVID-secure
 | Low | Low | Katy TomlinsonSLTLorraine Pilgrim | January 2021 |  |

* Guidance for full opening of school: <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>
* Guidance for full opening: Special schools and other specialist settings: <https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings?utm_source=02a881e2-265a-4b6d-a67d-38470d12440a&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate>
* Action for early years and childcare providers during coronavirus (COVID-19) outbreak: <https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings?utm_source=02a881e2-265a-4b6d-a67d-38470d12440a&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate>
* Actions for school a during the coronavirus outbreak: <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak?utm_source=572d62e4-ce85-4056-8338-e87b1cbaf0c5&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate>
* Protective measures for holiday or after school clubs and other out of school settings for children during coronavirus: <https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak?utm_source=4b581021-d798-4565-8fa0-579175be88cb&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate>
* Providing free school meals during coronavirus: <https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance?utm_source=17707caa-1f12-4a5e-b1dc-611eb591a116&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate>