

ECUTC Opening & Operating - Coronavirus (Covid-19) Pandemic Risk Assessment V2



From 08/03/21, this replaces the temporary Risk Assessment that was in place during the National Lockdown.

This risk assessment should be read in conjunction with the [Schools coronavirus \(COVID-19\) operational guidance](#), [Actions for Early years and childcare providers](#) and [Additional operational guidance for special schools, special post-16 institutions and alternative provision](#). Schools should use their existing resources to make arrangements for the education of all children. Schools should not put in place rotas. In line with the [Contingency framework: education and childcare settings](#) any restrictions on education would only be as a last resort and may only be initiated following a ministerial decision. In the very unlikely event that evidence supports limiting attendance in primary schools or early years settings, DfE may advise that only vulnerable children and children of critical workers should be allowed to attend schools. In secondary schools, this may also include students in Yrs 11 & 13 and those taking exams this academic year. In special schools, where the contingency framework is implemented, all students should continue to attend and whilst attendance is encouraged, it will not be mandatory, and parents will not be penalised if their child does not attend. While the aim is to have all students back at school, every school will also need to have plans in place to ensure continuity of education.

The control measures listed in the following risk assessment are divided into 2 parts:

- **Part 1** - Staff and student management issues to support full opening of the school;
- **Part 2** - Premises and maintenance issues required prior to and during full opening (*although much of this will have been completed prior to full opening in September and should have been ongoing during the National Lockdown*).

This Risk Assessment will be reviewed WEEKLY.

Last update: 14/5/21

If you have any questions, queries or concerns, please do not hesitate to contact:

- Cherry Tingle – Principal
- Kath Lee – Business Director
- Joe Richardson – Health and Safety Coordinator
- Mike Fox – NASUWT Union Rep

Opening & Operating Schools/Settings - Coronavirus (Covid-19) Pandemic Risk Assessment V5, V6, V7



Activity:	Opening & Operating Schools/Settings during Coronavirus (Covid-19) Pandemic			Location:	
Assessor:	MJR	Ref No.:		Distribution:	All staff
Date:	14/5/21	Proposed Review Date:	21/5/21	Signed:	MJR
Individuals at Risk	All employees, students, visitors, contractors, members of the public, the people they live with and their other close contacts, in particular, vulnerable children (as classified by DfE or LA guidance or school), vulnerable adults, anyone who is Black, Asian, Minority Ethnic (BAME), young/ inexperienced workers, new/ expectant mothers, anyone experiencing ill-health or who has pre-existing medical conditions, and first aiders/nurses/intimate care providers.				
Risks	COVID-19 or the novel coronavirus (Covid-19) is a new, highly infectious and serious respiratory illness that can cause death, critical illness, and other serious and potentially long-term health complications we are still learning about. The virus can be transmitted by contact with a bodily fluid containing it, most commonly saliva droplets dispersed into the air (aerosols) through talking, coughing, sneezing, and the performance of some healthcare tasks, which are then breathed in by other people nearby or the droplets land on surfaces that others touch, getting into their body when they then touch their face, especially their own mouth, nose and eyes. This may lead to anxiety and other wellbeing issues amongst staff, students and parents. Risks arising from lack of building/equipment particularly during periods of partial or full closure. The ability to effectively implement fire and other emergency procedures may be compromised due to reduced staff numbers for example.				

All students, in all year groups are expected return to school from 08/03/21. The [Schools coronavirus \(COVID-19\) operational guidance](#) is intended to support schools, both mainstream and alternative provision. Independent schools are expected to follow the control measures set out in the guidance in the same way. Separate guidance is also available for [Early years and childcare providers](#) and [Special schools, special post-16 institutions and alternative provision](#). The Risk Assessment is divided into 2 distinct parts (& will equally apply to schools/settings delivering face-to-face summer schools):

- **Part 1** - Staff and student management issues to support full opening of the school;
- **Part 2** - Premises and maintenance issues required prior to and during full opening (*although much of this will have been completed prior to full opening in September and should have been ongoing during the National Lockdown*).

Separate Risk Assessments are available on the KAHSC website for [Cleaning Schools during Covid-19](#), [Catering Operations during Covid-19](#), [Collecting/delivering lunch parcels](#), [Home to school transport \(school commissioned\) during Covid-19](#), [Provision of Paediatric First Aid during Covid-19](#) and [Home Visits during Covid-19](#).

ASYMPTOMATIC TESTING

Testing remains voluntary but is strongly encouraged.

Additionally, the households, childcare and support bubbles of students, students and staff of schools, nurseries and colleges can get [twice weekly rapid asymptomatic lateral flow tests](#). This is now available to adults working in the wider school community and includes drivers and passenger assistants on school transport.

Secondary schools:

Schools should retain a small on-site ATS on site so they can offer testing to students who are unable or unwilling to test themselves at home. Both students and staff in secondary schools will be supplied with LFD test kits to self-swab and test themselves twice a week at home (3-4 days apart). Staff and students must report their result to NHS Test and Trace as soon as the test is completed either online or by telephone as per the instructions in the home test kit. Staff and students should also share their result, whether void, positive or negative, with their school to help with contact tracing. Students aged 18 and over should self-test and report the result, with assistance if needed. Adolescents aged 12 to 17 should self-test and report with adult supervision. The adult may conduct the test if necessary. Children aged 11 attending a secondary school should be tested at home by an adult. Staff or students with a positive LFD test result must self-isolate in line with the stay-at-home guidance. They will also need to arrange a lab-based polymerase chain reaction (PCR) test to confirm the result if the test was done at home **and now also if the test was done on site**. If an LFD test is taken first, and a PCR test is then taken within 2 days of the positive lateral flow test, and is negative, it overrides the LFD test and the student can return to school (as long as long as the individual does not have Covid-19 symptoms). Those with a negative LFD test result can continue to attend school and use protective measures.

Refer to: [Mass asymptomatic testing: schools and colleges](#), [Rapid asymptomatic testing in specialist settings](#) and [Coronavirus \(COVID-19\) asymptomatic testing for staff in primary schools and nurseries](#). Separate Risk Assessments are available on the KAHSC website: [Lateral Flow Device \(LFD\) testing in Secondary/Special Schools](#) and [LFD testing in primary and maintained nursery schools](#).

PART 1 – STAFF AND STUDENT MANAGEMENT ISSUES TO SUPPORT FULL OPENING OF THE SCHOOL/SETTING

Hazards & Associated Risks	Risk Rating	Control Measures What are we doing now?	Notes/Additional Control Measures What more do we need to explain/do?	Residual Risk
Contact with individuals who are unwell	High	<ul style="list-style-type: none"> <input type="checkbox"/> Ensure that students, staff and other adults do not come into school if they have one or more coronavirus (COVID-19) symptoms (a new continual cough, a temperature in excess of 37.8°C or a loss of, or change in their normal sense of taste or smell (anosmia) *), a member of their household (including someone in their support bubble or childcare bubble if they have one) has coronavirus symptoms or have tested positive, they are legally required to quarantine having recently visited countries outside the Common Travel Area, they have had a positive test, they have been in close contact with someone who tests positive for coronavirus (COVID-19) for at least 10 full days from the day after the start of their symptoms, the test date, if they did not have any symptoms but had a positive LFD or PCR test. Staff in all settings and students in Year 7 and above with a positive LFD test result will also need to arrange a lab-based polymerase chain reaction (PCR) test to confirm the result (regardless of whether the LFD test was done at home or in school). <input type="checkbox"/> If anyone in the school becomes unwell with coronavirus symptoms, they must be sent home and advised to follow the above Stay at home guidance, which sets out that they must self-isolate for that day and the following full 10 days and should arrange to have a test or the test date if they were asymptomatic but had a positive test (lateral flow device or polymerase chain reaction test). Other members of their household including any siblings should self-isolate. Their isolation period includes the day symptoms started for the first person in their household, or the day their test was taken if they did not have symptoms, whether this was an LFD or PCR test, and the next 10 full days. It remains essential that anyone who gets a positive result from an LFD result self-isolates immediately, as must other members of their household, while they get a confirmatory PCR test. <input type="checkbox"/> If someone in a child or staff member's support bubble or childcare bubble is showing coronavirus symptoms, or otherwise self-isolating, everyone in that support bubble should stay home. If the child/staff member or a member of their support bubble is contacted as part of the NHS Test and Trace programme, the 	<p>Ensure all staff and parents are made aware.</p> <p>* In addition, if any of our staff or students test positive for COVID-19, public health may advise us to ask students to get tested and isolate with a wider range of symptoms, including: headache, diarrhoea, severe fatigue and sore throat.</p> <p>Public Health England has advised that routinely taking the temperature of students is not recommended as this is an unreliable method for identifying coronavirus (Covid-19).</p> <p>Essential workers, which includes anyone involved in education or childcare, have priority access to testing.</p>	Low

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		<p>individual contacted should stay at home. If the individual becomes symptomatic, everyone in the support bubble should then isolate.</p> <ul style="list-style-type: none"> <input type="checkbox"/> If a child is awaiting collection, they will be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age and needs of the child, with appropriate adult supervision if required. If it is safe to do so, a window should be opened for ventilation. If it is not possible to isolate them, we will move them to an area which is at least 2 metres away from other people. <input type="checkbox"/> If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom will be cleaned and disinfected using standard cleaning products before use by anyone else. <input type="checkbox"/> If a child needs direct personal care until they can return home, a fluid-resistant surgical face mask will be worn by the supervising adult if a distance of 2m cannot be maintained. If contact with the child is necessary, then disposable gloves and a disposable apron will also be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, e.g. from coughing, spitting, or vomiting, then eye protection will also be worn. Refer to safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE) <input type="checkbox"/> In an emergency, call 999 if someone is seriously ill, injured or their life is at risk. <input type="checkbox"/> Any member of staff who has provided close contact care to someone with symptoms, even while wearing PPE, and all other members of staff or students who have been in close contact with that person with symptoms, even if wearing a face covering, do not need to go home to self-isolate unless the symptomatic person subsequently tests positive; they develop symptoms themselves (in which case, they should self-isolate immediately and arrange a test); they have been requested to do so by NHS Test & Trace or the PHE advice service or they have tested positive from a LFD test. <input type="checkbox"/> 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 disinfectant after they have left to reduce the risk of passing the infection on to other people. Refer to COVID-19: cleaning in non-healthcare settings outside the home. 	<p>A small supply of fluid-resistant surgical face masks should be purchased e.g. https://www.medisave.co.uk/surgical-face-masks-type-iir-x-50.html</p> <p>Anyone with coronavirus (Covid-19) symptoms should not visit the GP, pharmacy, urgent care centre or a hospital unless advised to do so.</p>	

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		<p><input type="checkbox"/> If a child starts displaying coronavirus symptoms while at their school or setting they must be sent home. We will contact the parent or carer who should make arrangements for the child or young person to journey home as soon as possible. They may walk or cycle if it is possible for them to do so and they are able to wear a face covering and keep a safe distance from others. They must not travel on public transport or in a taxi or private hire vehicle. In exceptional circumstances, where this is not possible, and the setting needs to take responsibility for transporting them home we will do one of the following:</p> <ul style="list-style-type: none"> - use a vehicle with a bulkhead or partition; - the driver and passenger should maintain a distance of 2m from each other; - the driver should use PPE, and the passenger should wear a face mask if they are old enough and able to do so. 		
Poor response to an infection	High	<p><input type="checkbox"/> We will ensure all staff and parents understand the NHS Test and Trace process used to test symptomatic people (using a ‘polymerase chain reaction (PCR) test’).</p> <p><input type="checkbox"/> We will promote and engage in asymptomatic testing and will follow the guidance: Mass asymptomatic testing: schools and colleges, Rapid asymptomatic testing in specialist settings and Coronavirus (COVID-19) asymptomatic testing for staff in primary schools and nurseries.</p> <p><input type="checkbox"/> We will ensure that staff and parents/carers understand that they will need to:</p> <ul style="list-style-type: none"> - book a test if they or their child are displaying symptoms (or order via Tel No. 119); - self-isolate immediately and not come to school if they develop symptoms, have been in close contact (within the previous 2 days) with someone who tests positive for Covid-19, anyone in their household or support or childcare bubble develops coronavirus (Covid-19) symptoms, they are required to quarantine having recently visited countries from outside the common travel area or have been advised by NHS test and trace or the PHE local health team, which is a legal obligation; - provide details of anyone they have been in close contact with if they were to test positive for coronavirus (Covid-19) or if asked by NHS Test & Trace. 	<p>Cumbrian Schools: Telephone the Cumbria Covid-19 Call Centre if we have a positive case of coronavirus in school (staff or students). Do NOT give this Tel No. to parents/non-staff. Any queries about a suspected case to be emailed to: EducationIPC@cumbria.gov.uk (inbox monitored by CCC Public Health team Monday to Friday). Refer also to CCC Public Health COVID-19 flowchart for suspected or confirmed cases in schools</p> <p>Report confirmed cases of COVID-19 through the online attendance form daily return and also continue to inform the LA of any confirmed cases (How to complete the educational setting status form).</p> <p>If any individual with symptoms is believed to have contracted the Covid-19 virus</p>	Low

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		<ul style="list-style-type: none"> <input type="checkbox"/> Those with a negative LFD test result can continue to attend the setting unless they have individually been advised otherwise by NHS Test and Trace or Public Health professionals e.g., as a close contact. They should continue to apply the measures in the system of controls to themselves and the setting. <input type="checkbox"/> We will assist the Test and Trace service by keeping a temporary record of staff shift patterns for 21 days and assist NHS Test and Trace with requests for that data if needed. Refer to Maintaining records to support NHS Test & Trace. <input type="checkbox"/> We will ask parents and staff to inform us immediately of the results of a test and follow this guidance: <ul style="list-style-type: none"> - if a child or member of staff tests negative, then they should stay at home until they are recovered as usual from their illness but can safely return thereafter. Other members of their household can stop self-isolating. The only exception to return following a negative test result is where an individual is separately identified as a close contact of a confirmed case, when they will need to self-isolate for 10 full days from the day after that contact, or if other members of their household are symptomatic. - if a child or member of staff with symptoms 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 from the day of onset of their symptoms and for the following 10 full days and then return to school only if they do not have a temperature (a cough or anosmia can last for several weeks once the infection has gone). The period of isolation starts from the day they became symptomatic and the following 10 full days. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal. Other members of their household should all self-isolate starting from the day the individual's symptoms started and the next 10 full days. - If a child or member of staff is not experiencing symptoms but has tested positive for Covid-19, they must self-isolate starting from the day the test was taken and the next 10 full days. If symptoms develop during this isolation period, then they must restart the 10 day isolation from the day after symptoms developed. Others in the household must self-isolate for 10 days from the from the day after contact with the individual who tested positive. 	<p>'whilst at work', the relevant information must be reported to the HSE under RIDDOR legislation.</p> <p>In the sad event of the death of a worker in children's services from coronavirus (COVID-19) follow: Actions for employers and providers following a coronavirus (COVID-19) related death of a carer or colleague across children's services</p> <p>Cumbrian Schools: <i>Identifying siblings in other schools</i> - As bubbles close, and members of the same family are affected, albeit attending different schools, this can pose a challenge for Head teachers where intelligence about incidents in siblings' schools are not known about. To that end, the LA will share a summary of schools affected through our CASH or PHA representative, so we can have access to the most recent, live data in relation to incidents locally.</p>	

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		<ul style="list-style-type: none"> <input type="checkbox"/> At this stage, all those who have been in close contact (within the previous 2 days) with the student or member of staff in their group or bubble will be asked to self-isolate for 10 days from the day after contact with the individual who tested positive. <input type="checkbox"/> If a further child who is self-isolating develops symptoms, they should be tested for Covid-19. If this result is positive, they will begin the 10 day isolation from the day they became ill. All those in the second child's household will need to self-isolate for 10 days from the day after the onset of the symptoms. If the result is negative, the second child will continue with their 10 day isolation period as a result of being in contact with the first child. <input type="checkbox"/> In the majority of cases, school and parents will be in agreement that a child with symptoms should not attend school, given the potential risk to others. In the event that a parent or guardian insists on a child attending school, school can take the decision to refuse the child if in our reasonable judgement it is necessary to protect our students and staff from possible infection with Covid-19). Any such decision will be carefully considered in light of all the circumstances and the current public health advice. <p>Polymerase Chain Reaction (PCR) tests contingency supply</p> <ul style="list-style-type: none"> <input type="checkbox"/> Separate to the asymptomatic testing regime, all schools have been provided with a small number of home testing PCR kits. Kits are suitable for people of all ages. Kits should not be given directly to children - only to adults over the age of 18 or a child's parent or carer. Parents and carers will be required to administer the test to those under 11. <input type="checkbox"/> Full instructions on how to administer the test and what to do next are provided within each kit. Schools will not be expected to administer testing, and testing should not take place on site (with the exception of residential settings). <input type="checkbox"/> As with students, we may consider offering kits to members of staff who become symptomatic on site if we do not think that they will be able to access testing by the usual routes. <input type="checkbox"/> Any additional kits allocated and provided in this way should be used in line with test kits for schools at our discretion to minimise the impact of the virus on the education of our students. This includes ensuring access to testing for symptomatic staff who are vital to the running of our education setting. 	<p>Refer to Test kits for schools</p> <p>PCR test kits should only be offered in the exceptional circumstance an individual becomes symptomatic and you believe they may have barriers to accessing testing elsewhere.</p> <p>Our approach to this app can be found in the Covid-19 Addendum to the Online Safety Policy which makes clear that use of the NHS Covid-19 app is a limited exception to our normal policy on mobile phones being off and Bluetooth being disabled. For further guidance see Use of the NHS COVID-19 app in schools and FE colleges</p>	

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		<p>NHS Test and Trace App</p> <ul style="list-style-type: none"> <input type="checkbox"/> The national NHS Test and Trace App is now available. All staff/volunteers and students aged 16 and over will be encouraged to download the app to their smartphones (available on the Google Play Store and Apple App Store). <input type="checkbox"/> The app will be used alongside traditional contact tracing to notify users if they come into contact with someone who later tests positive for coronavirus. <input type="checkbox"/> The app complements, rather than replaces, existing processes. <input type="checkbox"/> Refer also to 'Lettings' below. 		
There is a confirmed case of coronavirus amongst the school community	High	<ul style="list-style-type: none"> <input type="checkbox"/> We will take swift action when we become aware that someone who has attended has tested positive for coronavirus (Covid-19) having developed symptoms and taken a PRC test outside of school. <input type="checkbox"/> If someone who uses dedicated transport tests positive, we will work with the LA to identify close contacts. <input type="checkbox"/> The health protection team will carry out a rapid risk assessment to confirm who has been in close contact with the person during the period that they were infectious, and ensure they are asked to self-isolate. <input type="checkbox"/> The health protection team will work with us in this situation to guide us through the actions we need to take. Based on the advice from the health protection team, we must send home those people who have been in close contact with the person who has tested positive. 'A contact' is a person who has been close to someone who has tested positive for coronavirus (COVID-19) with a Polymerase Chain Reaction (PCR) test. You can be a contact anytime from 2 days before the person who tested positive developed their symptoms, and up to 10 days after, as this is when they can pass the infection on to others. <input type="checkbox"/> A risk assessment may be undertaken to determine this, but a close contact can be anyone who: <ul style="list-style-type: none"> - lives in the same household as someone with COVID-19 symptoms or who has tested positive for Covid-19; - has had any of the following types of contact with someone who has tested positive for Covid-19 with either a PCR or LFD test (if a confirmatory PCR test is negative, provided it was taken within two days of the positive LFD and as 		Med

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		<p>long as long as the individual does not have Covid-19 symptoms, it overrides the lateral flow test and close contacts can stop self-isolating):</p> <ul style="list-style-type: none"> - face-to-face contact including being coughed on or having a face-to-face conversation within 1m; - been within 1m for 1 minute or longer without face-to-face contact; - been within 2m of someone for more than 15 minutes (either as a one-off contact or added up together over 1 day); - travelled in the same vehicle or a plane. <p><input type="checkbox"/> Whilst awaiting the confirmatory PCR result, students, staff and close contacts should continue to self-isolate.</p> <p><input type="checkbox"/> If someone who uses transport tests positive, the risk assessment is likely to take account of factors such as:</p> <ul style="list-style-type: none"> - vehicle size; - degree of face-to-face contact; - length of time in close proximity; - whether a Perspex screen is in place. <p><input type="checkbox"/> The health protection team will provide definitive advice on who must be sent home and asked to self-isolate. To support them, we will keep a record of students and staff in each group, and any close contact that takes places between children and staff in different groups. This will be a proportionate recording process - we do not need to ask students to record everyone they have spent time with each day or ask staff to keep definitive records in a way that is overly burdensome.</p> <p><input type="checkbox"/> A template letter has been provided to us to send to parents of children asked to self-isolate. This can also be used for staff if needed. It is important that this letter is shared promptly with all parents of children that have been asked to self-isolate as this letter allows parents who are on a low income and unable to work from home to apply to the LA for financial support under the Test and Trace Support Payment scheme. They will not be able to make an application without</p>	<p>We will ensure our privacy notices for both parents/students and staff are updated accordingly.</p>	

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		<p>providing this letter as supporting evidence. We will not share the names or details of people with coronavirus (Covid-19) unless essential to protect others.</p> <p><input type="checkbox"/> Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms unless they have been told to self-isolate by NHS Test and Trace or their public health protection team, in which case they must self-isolate; this is a legal obligation. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within the 10-days from the day after contact with the individual who tested positive they should follow 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection'. They should get a test, and:</p> <ul style="list-style-type: none"> - if the test delivers a negative result, they should remain in isolation for the remainder of the 10-day isolation period. This is because they could still develop the coronavirus (Covid-19) within the remaining days; - if the test result is positive, they should inform school immediately, and must isolate from the day of onset of their symptoms and at least the following 10 full days (which could mean the self-isolation ends before or after the original 10-day isolation period). Their household should self-isolate starting from when the symptomatic person first had symptoms and the next 10 full days, following stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection. <p><input type="checkbox"/> We will not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation.</p> <p><input type="checkbox"/> The asymptomatic testing programme in secondary schools initially included offering those who came into close contact with a positive case in secondary schools and colleges the option of 7 days of daily contact testing (with self-isolation if a subsequent test was positive) as an alternative to self-isolation. PHE and NHS Test and Trace have now reviewed their initial advice and have concluded that changes in the virus warrant further evaluation work and that daily contact testing in place of self-isolation has been paused until this evaluation has taken place.</p>	<p>The DHSC has launched the Self-Isolation Service Hub, Tel: 020 3743 6715 (7 days a week, 8am to 8pm), allowing schools to provide contact details of any staff who have been asked to self-isolate and are likely to be eligible for the Test and Trace Support Payment or discretionary payment.</p>	

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		<p><input type="checkbox"/> Some school staff, parents and carers who are on a low income, unable to work from home and losing income as a result may be eligible for a one-off Test and Trace Support Payment of £500, payable as a lump sum from the LA.</p>		
Poor containment of an outbreak by not following local health protection team advice	High	<p><input type="checkbox"/> If we have 2 or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (Covid-19) is suspected, we may have an outbreak, and will continue to work with the local health protection team who will advise if additional action is required.</p> <p><input type="checkbox"/> In some cases, health protection teams may recommend that a larger number of other students self-isolate at home as a precautionary measure – perhaps the whole site or year group. If we implement the controls from this risk assessment, whole school closure based on cases within the school will not generally be necessary and should not be considered except on the advice of health protection teams.</p>		Low
Clinically vulnerable or extremely clinically vulnerable persons returning to school	High	<p>Shielding guidance was paused nationally from 31/03/21. Clinically extremely vulnerable (CEV) people are no longer advised to shield. CEV people must continue to follow the national restrictions that are in place for everyone.</p> <p>Students</p> <p><i>Students who are clinically extremely vulnerable (CEV)</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> From 01/04/21, all CEV children should attend early years provision, school, college, wraparound childcare and out-of-school settings, unless they are one of the very small number of children under paediatric or other specialist care and have been advised by their GP or clinician not to attend. <input type="checkbox"/> CEV students who are enrolled in practical, or practice-based (including creative arts) courses should return to in-person teaching. <input type="checkbox"/> Some students, parents and households may be reluctant or anxious about attending school. This may include students who: <ul style="list-style-type: none"> - have themselves been shielding previously but have been advised they no longer need to shield; - live in a household where someone is clinically vulnerable or clinically extremely vulnerable (including young carers); - are concerned about the possible increased risks from coronavirus (COVID-19) such as those who have certain medical conditions. 	<p>Refer to RCPCH COVID-19 - 'shielding' guidance for children and young people</p> <p>Where children are self-isolating or quarantining because of Covid-19 absence will be recorded as Code 'X' – see Recording attendance in relation to Covid-19.</p>	Low

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		<ul style="list-style-type: none"> <input type="checkbox"/> We will discuss any concerns with parents and provide reassurance about the measures we are putting in place to reduce any risks including the system of controls and testing. We will discuss with individual parents other specific accommodations that can be put in place to ensure that the student can regularly attend and emphasise the benefits of regular attendance. Each student's EHCP will be updated to include any additional protective measures being put in place. We will be clear with parents that students of compulsory school age must be in school unless a statutory reason applies. <input type="checkbox"/> Children who live with those who are clinically extremely vulnerable can attend school and out of school settings. <input type="checkbox"/> We will provide remote education to students who are following public health advice. <p>Immunisation</p> <ul style="list-style-type: none"> <input type="checkbox"/> As normal, we will engage with our local immunisation providers to provide routine immunisation programmes on site, ensuring these will be delivered in keeping with the school's control measures. <p>School workforce</p> <ul style="list-style-type: none"> <input type="checkbox"/> School leaders are best placed to determine the workforce that is required in school, taking into account the advice set out below for those staff who are CEV. Some roles, such as some administrative roles, may be conducive to home working, and we will consider what is feasible and appropriate. <input type="checkbox"/> We will explain to staff the measures the school is putting in place to reduce risks and discuss any changes. We anticipate adherence to the measures in this Risk Assessment will provide the necessary reassurance for staff to return to schools. <input type="checkbox"/> We will discuss any concerns individuals including those who may be clinically vulnerable, clinically extremely vulnerable or at increased comparative risk from coronavirus, may have around their particular circumstances, reassure staff about the protective measures in place and carry out a specific Individual Risk Assessment with them. <p>Staff who are extremely clinically vulnerable</p> <ul style="list-style-type: none"> <input type="checkbox"/> CEV staff are advised to continue to work from home where possible, but if they cannot work from home, they can attend the workplace. They should continue 	Where necessary, we will provide equipment for people to work at home safely and effectively, e.g. remote access to work systems and provide guidance on how to work safely at home – refer to the ACAS Home Working Guide , ACAS Example checklist for setting up homeworking and the HSE: protect home workers	

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		<p>to take the extra precautions set out in the Schools coronavirus (COVID-19) operational guidance and this Risk Assessment to help protect themselves. Adults should maintain a 2m distance from others. Where this is not possible, they should avoid close face-to-face contact and minimise time spent within 1m 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.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Where staff are anxious about attendance, we will speak to them about their concerns and discuss the protective measures that have been put in place to reduce the risk and any additional measures that could be put in place and carry out a risk assessment with them (as above). <input type="checkbox"/> People who live with those who are clinically extremely vulnerable can attend the workplace where home-working is not possible and should ensure they maintain good prevention practice in the workplace and home settings. <p>Staff who are clinically vulnerable</p> <ul style="list-style-type: none"> <input type="checkbox"/> Staff who are clinically vulnerable or have underlying health conditions but are not clinically extremely vulnerable, can continue to attend school. While in school they should follow the specific measures in this Risk Assessment to minimise the risks of transmission. We will carry out an individual risk assessment with them (as above). <input type="checkbox"/> This includes taking particular care to observe good hand and respiratory hygiene, minimising contact and maintaining social distancing. This provides that ideally, adults should maintain 2m distance from others, and where this is not possible avoid close face to face contact and minimise time spent within 1 metre of others. Adults should continue to take care to socially distance from other adults including older children/adolescents. <input type="checkbox"/> People who live with those who are clinically vulnerable can attend school but should ensure they maintain good prevention practice in the workplace and at home. <p>Staff who are pregnant</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pregnant women are in the ‘clinically vulnerable’ category, and are advised to follow the above advice, which applies to all staff in schools. 	<p>Refer to Guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19 and NHS: information available on who is at higher risk from coronavirus</p> <p>See also Coronavirus (COVID-19): advice for pregnant employees, RCOG FAQ's for</p>	

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		<ul style="list-style-type: none"> <input type="checkbox"/> In some cases, pregnant women may also have other health conditions that mean they are considered CEV, where the advice for clinically extremely vulnerable staff will apply. <input type="checkbox"/> We will conduct a risk assessment for new and expectant mothers in line with the Management of Health and Safety at Work Regulations 1999 (MHSW). Any risks identified at that point, or later during the pregnancy, in the first 6 months after birth, or while the employee is still breastfeeding, will be included and managed as part of the general workplace risk assessment. We will take appropriate sensible action to reduce, remove or control the risks. As part of our risk assessment, we will consider whether adapting duties and/or facilitating home working may be appropriate to mitigate risks. <input type="checkbox"/> The Royal College of Obstetricians and Gynaecology (RCOG) guidance includes advice for women from 28 weeks gestation or with underlying health conditions who may be at greater risk. We will follow this advice and continue to monitor for future updates to it. <input type="checkbox"/> All pregnant women will be advised to practise frequent, thorough hand washing, and cleaning of frequently touched areas in their home or workspace. <input type="checkbox"/> We will ensure pregnant women are able to adhere to any active national guidance on social distancing and/or advice for pregnant women considered to be CEV. <p><i>Staff who may otherwise be at increased risk from coronavirus</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Some people may be at comparatively increased risk from coronavirus (Covid-19). Staff who feel they may be at increased risk but who have not been identified as CEV can return to school as long as the system of controls set out in School operational guidance and this Risk Assessment are in place. We will continue with an equitable approach to risk management, recognising that staff may have a variety of baseline risks. We will carry out an individual risk assessment with them (as above). <input type="checkbox"/> People who live with those who have comparatively increased risk from coronavirus (Covid-19) can attend school where it is not possible to work from home. 	pregnant women and COVID-19 vaccination: a guide for women of childbearing age, pregnant or breastfeeding contains vaccination advice Refer to COVID-19: review of disparities in risks and outcomes report , Schools and COVID-19: guidance for Black, Asian and minority ethnic (BAME) staff and their employers in school settings and NHS: information available on who is at higher risk from coronavirus	

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Inadequate hand and respiratory hygiene leading to spread of Covid-19 virus	High	<ul style="list-style-type: none"> <input type="checkbox"/> Everyone will be reminded to wash their hands before leaving home, on arrival at school, on return from breaks, when they change rooms and before and after handling cleaning chemicals, eating/drinking, using the toilet, sports activities, using public transport and after coughing or sneezing and not to touch face (eyes, mouth, nose) with hands that are not clean. <input type="checkbox"/> Wash with liquid soap & water for a minimum of 20 seconds (see hand wash guidance). Alcohol based hand cleansers/gels (containing at least 60% alcohol) can be used if soap and water are not available or practical. We will ensure there are sufficient hand washing or hand sanitiser 'stations' available throughout school for staff and students and at the main entrance and dining hall entrance. <input type="checkbox"/> We will ensure supervision of hand sanitiser use given the risks around ingestion. Small children and students with complex needs will continue to be helped to clean their hands properly. Skin friendly skin cleaning wipes can be used as an alternative. <input type="checkbox"/> Hands must be dried properly to prevent infection and drying out. Pat dry rather than rub to avoid discomfort. Supplies of hand cream (aqueous cream or similar) will be made available to help prevent soreness. <input type="checkbox"/> Ensure suitable hand washing facilities are available including running water, liquid soap and paper towels. <input type="checkbox"/> Hand dryers in toilets will be taken out of use. Disposable paper towels and bins will be provided. <input type="checkbox"/> Where in place, toilet lids should be closed prior to flushing and remain closed after use. Where not in place, staff and children will be instructed to move away from the toilet as soon as it has been flushed, more frequent cleaning of the toilets and most importantly, ensuring that strict hand hygiene measures are observed following every visit to the toilet. <input type="checkbox"/> If the site allows it, we will allocate different groups their own toilet blocks. Toilets will be cleaned regularly and students encouraged to clean their hands thoroughly after using the toilet. <input type="checkbox"/> The 'catch it, bin it, kill it' approach will continue. Everyone will be reminded to sneeze into a tissue or sleeve NEVER into hands and to wash hands immediately after (as above). 'Catch it, bin it, kill it' posters to be displayed in relevant areas. 	<p>Ensure all attending understand how to wash hands correctly - Posters around the school as appropriate.</p> <p>Ensure all sinks have necessary stock & restock as necessary. HSE have issued guidance on Choosing the right hand sanitisers and surface disinfectants</p> <p>Songs and rhymes will be used to encourage hand washing in early years</p> <p>We will build these routines into school culture, supported by behaviour expectations and help ensure younger children and those with complex needs understand the need to follow them.</p> <p>We will ensure there are enough tissues and bins available to support students and staff to follow the 'Catch it, bin it, kill it' routine</p> <p>The e-Bug coronavirus (COVID-19) website contains free resources for schools, including materials to encourage good hand and respiratory hygiene</p>	Low

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		<ul style="list-style-type: none"> <input type="checkbox"/> Used tissues will be put in a bin immediately - all waste bins to be lined (they do NOT need to be double lined) and should be lidded and foot operated where possible and emptied regularly. <input type="checkbox"/> As with hand cleaning, we will ensure younger children and those with complex needs are helped to get this right, and all students understand that this is now part of how school operates. <input type="checkbox"/> Some students with complex needs will struggle to maintain as good respiratory hygiene as their peers, e.g. those who spit uncontrollably or use saliva as a sensory stimulant. This will be considered in risk assessments in order to support these students and the staff working with them and is not a reason to deny these students face to face education. <input type="checkbox"/> Where it is necessary for first aid to be administered in close proximity, treating any casualty properly should be the first concern. Those administering it should pay particular attention to sanitation measures immediately afterwards, including washing hands. 	Refer to HSE: First aid during Covid-19	
Inadequate personal protection & PPE & spread of Covid-19 virus	High	<p>PPE</p> <ul style="list-style-type: none"> <input type="checkbox"/> We will review tasks in school which require PPE like first aid, intimate care, cleaning, food preparation etc. and identify where we need extra equipment (like visors where splashing to the eyes is a new significant risk) or more of it (because we change it more often) and we used Covid-19: Personal Protective Equipment (PPE) to help us decide. Where PPE is required, staff will be trained in and must scrupulously follow the guidance how to put PPE on and take it off safely to reduce cross and self-contamination. <input type="checkbox"/> The majority of staff will not require PPE beyond what they would normally need for their work. PPE is only needed in a very small number of cases, including: <ul style="list-style-type: none"> - where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at school, and only then if a distance of 2m cannot be maintained - where a child or young person already has routine intimate care needs that involve the use of PPE, in which case the same PPE should continue to be used – disposable apron and disposable gloves. 	<p>Ensure adequate bins (lidded and foot operated where possible) and tissues are made available. Ensure school has a stock of rubber gloves and if needed, disposable gloves/aprons/facemasks.</p> <p>Signage as appropriate.</p>	Low

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		<ul style="list-style-type: none"> <input type="checkbox"/> For further information on the use of PPE for supervising a child who has become unwell see section on 'Contact with individuals who are unwell' - page 2 above. <input type="checkbox"/> Staff dealing with children with complex medical needs have an increased risk of transmission through aerosols being transferred from the child to the care giver. Staff performing tracheostomy care and other similar procedures will follow the Public Health advice and refer to the DfE guidance Safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE) which specifically covers Aerosol generating procedures (AGPs), and wear the correct PPE which is: <ul style="list-style-type: none"> - a FFP2/3 respirator (which must be fit-tested) - gloves - a long-sleeved fluid repellent gown - eye protection <input type="checkbox"/> If non-symptomatic children present behaviours which may increase the risk of droplet transmission (such as spitting), they will continue to receive care in the same way, including any existing routine use of PPE. <p>Face Coverings</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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 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. They should only be used after carrying out a risk assessment for the specific situation and should always be cleaned appropriately. <input type="checkbox"/> We have a process for removing face coverings when those who use face coverings arrive and when face coverings are worn within the setting. This process will be communicated clearly to students and staff and allow for adjustments to be made for those children and young people with SEND to support them to access education successfully. <input type="checkbox"/> It is vital that face coverings are worn correctly so clear instructions will be provided to staff, and where appropriate, children and young people on how to 	<p>Further advice on dealing with AGPs is available in the KAHSC Addendum to the First Aid & Intimate Care Procedures/Supporting Students with Medical Conditions Policy</p> <p>Refer to HSE Face Fit Testing Guidance</p> <p>Refer to: Face coverings in Education</p> <p>Some individuals are exempt from wearing face coverings e.g. people who cannot put on, wear or remove a face covering because of a physical or mental illness or impairment, or disability, or if you are speaking to or providing assistance to someone who relies on lip reading, clear sound or facial expression to communicate. The same exemptions will apply in education settings, and we would expect teachers and other staff to be sensitive to those needs. Transparent face coverings,</p>	

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		<p>put on, remove, store and dispose of face coverings (Face coverings: when to wear one and how to make your own) in all of the circumstances above, to avoid inadvertently increasing the risks of transmission.</p> <ul style="list-style-type: none"> - cleaning hands before and after touching face coverings – including to remove or put them on – and the safe storage of them between use (as below); - instructed not to touch the front of their face covering during use or when removing it and they must dispose of temporary face coverings in a 'black bag' waste bin (not recycling bin) or place reusable face coverings in an individual, sealable plastic bag they can take home with them, and then wash their hands again before heading to their classroom/workplace; - where a face covering becomes damp, it should not be worn and the face covering should be replaced carefully. <p class="list-item-l1">□ Face coverings (whether transparent or cloth) should fit securely around the face to cover the nose and mouth and be made with a breathable material capable of filtering airborne particles.</p> <p class="list-item-l1">□ Staff, and where appropriate, children should have access to their own face coverings, however, where anybody is struggling to access a face covering, or where they are unable to use their face covering due to having forgotten it or it having become soiled or unsafe, we will take steps to have a small contingency supply available to meet such needs.</p> <p class="list-item-l1">□ Staff and students will be encouraged to bring a spare face covering to wear if their face covering becomes damp during the day.</p> <p class="list-item-l1">□ It is mandatory to wear a face covering if you need to use public transport or when attending a hospital as a visitor or outpatient</p> <p class="list-item-l1">□ Responsible adults or carers travelling with children on public transport must follow this guidance, wear face coverings, minimise the surfaces they touch and maintain their distance from others, where possible.</p> <p class="list-item-l1">□ Refer also to 'Measures for arriving at and leaving school' and 'Transport' below.</p> <p class="list-item-l1">□ In all schools, it is recommended that face coverings should be worn by staff and adults (including visitors) in situations outside of classrooms where social</p>	<p>which may assist communication with someone who relies on lip reading, clear sound or facial expression to communicate, can be worn</p> <p>Posters in corridors and communal areas may be useful.</p> <p>Ensure there is a small supply of face coverings available in school</p> <p>Also mandatory to wear face coverings in enclosed public spaces along with indoor transport hubs, taxis & private hire vehicles (see exemptions)</p> <p>The reintroduction of face coverings for students, students or staff may be advised</p>	

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		<p>distancing is not possible between adults e.g. when moving around in corridors and communal areas.</p> <ul style="list-style-type: none"> ○ As such, at ECUTC, staff and students will be required to wear face coverings in all communal areas and in workspaces where social distancing cannot be maintained. ○ Face coverings will be removed by students on arrival at class, before sanitising their hands. ○ At the end of the lesson, students will wipe down their desks, replace face masks and sanitise their hands before leaving the classroom. ○ Face coverings may be removed by students in the hall/canteen when eating. ○ To reduce confusion and student non-compliance, students will only be allowed to eat in two designated areas: the canteen (KS5) and the hall (KS4). <ul style="list-style-type: none"> □ Where schools are delivering education and training, including extra-curricular activities and wraparound childcare, in a community setting (e.g. library or community centre), staff and students will be exempt from the legal requirement to wear a face covering if they are in a private room or the premises has been exclusively hired for the sole use of its students and staff. □ Where out-of-school settings (including private sector wraparound childcare providers) are operating in community settings, such as village halls or community centres, they must comply with requirements on the use of face coverings in these premises (and should have regard to relevant COVID-19 sector guidance). 	for a temporary period in response to particular localised outbreaks, including variants of concern. In all cases, any educational drawbacks should be balanced with the benefits of managing transmission. The Local Action Committee structure (bronze/silver/gold) should be used in such circumstances to re-introduce the use of face coverings. Immediate outbreak response (at the level of individual settings or a cluster of settings) remains for local directors of public health to advise on.	
Failure to adequately identify vulnerable students/ safeguarding	High	<ul style="list-style-type: none"> □ We will continue to have regard to statutory guidance Keeping Children Safe in Education. □ We will review/update our child protection policy and addendum (led by the DSL) to reflect the return of more students and that some may require remote education due to self-isolation for example. □ There is no change to local multi-agency safeguarding arrangements, which remain the responsibility of the three safeguarding partners (local authorities, clinical commissioning groups and chief officers of police). All local safeguarding partners will remain vigilant and responsive to all safeguarding threats and ensure 	Refer to the model ' Covid-19 Addendum to the Child Protection Policy ' on the KAHSC website.	Low

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		<p>vulnerable children and young people are safe – particularly as some children and young people will be learning remotely due to self-isolation for example.</p> <ul style="list-style-type: none"> <input type="checkbox"/> In particular, vulnerable children and those with a social worker are expected to attend provision (subject to public health advice), given their safeguarding and welfare needs. Where vulnerable children do not attend, we will follow up with the parent/carer, working with the LA/social worker (where applicable) to explore the reasons for absence, discussing their concerns; focus discussions on the welfare of the child ensuring they are able to access appropriate support whilst at home; keep the situation under review and maintain contact. <input type="checkbox"/> We will take the opportunity to contact all parents to confirm correct emergency numbers and ask for additional emergency contacts where these are available. <input type="checkbox"/> The DSL (and deputies) will be provided with more time to help provide support to staff and children regarding any new safeguarding and welfare concerns and the handling of referrals to children's social care and other agencies where these are appropriate. <input type="checkbox"/> The DSL will be best placed to co-ordinate multi-agency working within a school, including communication with school nurses. <p>Elective Home Education (EHE)</p> <ul style="list-style-type: none"> <input type="checkbox"/> We will encourage parents to send their children to school, particularly those who are vulnerable. EHE does not automatically put children at greater risk of harm. We will consider whether a parent's decision to educate at home gives greater cause for concern compared to remaining in school. <input type="checkbox"/> If we feel there is additional cause for concern, we will follow our own Child Protection policy and refer this to the DSL who will then consider making a referral to the LA in line with existing procedures. This will happen as soon as we become aware of a parent's intention, or decision, to home educate. <input type="checkbox"/> Alerting LAs as soon as possible where needed helps them to check if a child is receiving statutory social care services and notify any relevant social worker to work with the home education team to carry out any further checks or assessments that may be needed. We are expected to support social workers and other agencies following any referrals. We are already aware which children have a social worker assigned to them or their immediate family. 		

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		<ul style="list-style-type: none"> <input type="checkbox"/> We will work with LAs and, where possible, coordinate meetings with parents to seek to ensure EHE is being provided in the best interests of the child. <input type="checkbox"/> We will direct parents to the advice on understanding what EHE is. We are not required to provide any support to parents that have withdrawn their child for EHE. Support provided by LAs is discretionary, including support for a child's special educational needs. <input type="checkbox"/> If a parent wants us to admit their child, we will follow our normal processes for in-year admissions applications or put them in touch with the LA admissions team to discuss how to apply for a school place for their child. 		
Inappropriate arrangements for opening the school to student groups	High	<p>Minimise contact across the site and maintain social distancing wherever possible</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reduce the number of contacts between children and staff. <input type="checkbox"/> Maintain consistent groups or 'bubbles' that do not mix with other bubbles and maintain distance between individuals. These are not alternative options and both measures will help, but the balance between them will change depending on the: <ul style="list-style-type: none"> - student's ability to distance - layout of the building - feasibility of keeping distinct groups separate while offering a broad curriculum. <input type="checkbox"/> Younger students and those with complex needs will not be able to maintain social distancing and it is acceptable for them not to distance within their group. <input type="checkbox"/> Maintaining distance or forming bubbles could be difficult in special settings, particularly given the need for staff to administer care support and provide therapies to the children and young people attending. However, the average number of students or students attending a special school or SPI is much lower than the average number in a mainstream school. This will help to limit the number of contacts for any individual. <input type="checkbox"/> We will ensure: <ul style="list-style-type: none"> - the cleaning and use of shared spaces, such as playgrounds, boarding houses, dining halls and toilets; 	<p>Individuals displaying symptoms of Covid-19 should follow the government guidance COVID-19: guidance for households with possible coronavirus infection)</p> <p>Provide ongoing health and safety information not only to staff through induction, training and regular updates/reminders but also for children and young people and parents/carers where applicable. Induction checklist/staff handbook or code of conduct to be updated in line with Covid-19 risk assessment and information for parents displayed on the school website. The GOV.UK: Staying Covid-19 Secure Poster to be displayed. Consideration must be given to ensuring our plans are communicated to those parents who have English as an additional language and parents of vulnerable children including young carers.</p> <p>Parents will be reminded of the complaints Policy which currently sets out how low level concerns will be resolved.</p>	Low

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		<ul style="list-style-type: none"> - the provision of specialist teaching and therapies. <p class="list-item-l1"><input type="checkbox"/> We will try to implement 'bubbles' of an appropriate size to achieve the greatest reduction in contact and mixing ensuring this will not affect the quality and breadth of teaching or access for support and specialist staff and therapists.</p> <p class="list-item-l1"><input type="checkbox"/> Whatever the size of the group, they will be kept apart from other groups where possible and we will encourage students to keep their distance within groups.</p> <p class="list-item-l1"><input type="checkbox"/> We will try to limit interaction, sharing of rooms and social spaces between groups as much as possible.</p> <p class="list-item-l1"><input type="checkbox"/> We will keep students in their class groups for most of the classroom time, but also allow mixing in wider groups for specialist teaching, wraparound care, transport and boarding students who may be in one group residentially and another during the school day. Siblings may also be in different groups.</p> <p class="list-item-l1"><input type="checkbox"/> All teachers and other staff can operate across different classes and year groups to facilitate the delivery of the timetable and specialist provision. Where staff need to move between groups, they will try and keep their distance from students and other staff as much as they can, ideally 2m from other adults and try to minimise the number of interactions or changes wherever possible.</p> <p>Measures within the classroom</p> <p class="list-item-l1"><input type="checkbox"/> Assemblies will be conducted remotely via Zoom. All students will view the assembly from their form room.</p> <p class="list-item-l1"><input type="checkbox"/> There is no need for class sizes to be adjusted from the usual size.</p> <p class="list-item-l1"><input type="checkbox"/> Staff must maintain distance from students, staying at the front of the class, and away from colleagues where possible. Ideally, adults should maintain 2m distance from each other, and from children, although this will not always be possible with younger children, but if adults can do this when circumstances allow that will help.</p> <p class="list-item-l1"><input type="checkbox"/> Avoid close face to face contact and minimise time spent within 1m of anyone. This will not be possible when working with students who have complex needs or who need close contact care. These students' educational and care support should be provided as normal.</p>	<p>Both the approaches of separating groups and maintaining distance are not 'all or nothing' options and will still bring benefits, even if partially implemented.</p> <p>Refer to the HSE: Ventilation and air conditioning during the coronavirus</p>	

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		<ul style="list-style-type: none"> <input type="checkbox"/> Children old enough, will be supported to maintain distance and not touch staff and their peers where possible. This will not be possible for the youngest children and some children with complex needs. <input type="checkbox"/> We will endeavour to make small adaptations to the classroom to support distancing where possible e.g. seating students side by side and facing forwards, rather than face to face or side on, and moving unnecessary furniture out of classrooms to make more space. <input type="checkbox"/> Spaces used will be well ventilated using natural ventilation where possible. Maximise ventilation by opening windows and propping open doors (bearing in mind safeguarding in particular). <input type="checkbox"/> Doors may be held open to avoid them being touched by those coming and going from the classroom. This will also aid ventilation. This is only permitted where the room is occupied and doors must be closed once the group has left the room. At the end of the day, <u>all doors to all rooms must be closed for fire purposes</u>. <input type="checkbox"/> Wherever possible students will use the same classroom or area of a setting throughout the day, with a thorough cleaning of the rooms at the end of the day. Consideration will be given to seating the students at the same desk each day where possible. <input type="checkbox"/> We will take steps to limit the use of single-use plastic water bottles. <input type="checkbox"/> Seating plans have been created for all lessons, including form time, so that students sit at the same desk each day in each lesson. This will also allow more accurate contact tracing to take place. <input type="checkbox"/> Desks will be wiped down with disinfectant at the end of each lesson <input type="checkbox"/> We will risk assess activities that involve malleable materials for messy play such as sand, mud and water, as part of our regular curriculum planning. The risk assessment will consider whether: <ul style="list-style-type: none"> - materials can be handled by a small, consistent group of children and that no one else outside this group can come into contact with it; - the malleable material for messy play (e.g. sand/water/mud) can be used and cleaned - including being replaced - in accordance with the manufacturer's instructions, where applicable. - children will wash their hands thoroughly before and after messy play 	<p>(COVID-19) pandemic and CIBSE coronavirus (COVID-19) advice</p> <p>Refer to the managing risk in play provision implementation guide</p>	

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		<ul style="list-style-type: none"> - frequently touched surfaces, equipment, tools and resources for messy play will be thoroughly cleaned and dried before they are used by a different group. <p class="list-item-l1"><input type="checkbox"/> In order to facilitate cleaning, remove unnecessary items from learning environments where there is space to store them elsewhere. Public health advice is to remove all soft toys, and any toys that are hard to clean, such as those with intricate parts. Where practicable, remove soft furnishings, for example pillows, bean bags and rugs.</p> <p class="list-item-l1"><input type="checkbox"/> Dressing up clothing and other fabric items can be used if used intermittently – every 48 hours – to reduce the risk of cross contamination or reserved for one class/group.</p> <p class="list-item-l1"><input type="checkbox"/> Where possible (weather permitting) children will make use of outdoor spaces and outdoor equipment. Only one group at a time may use play equipment externally. Again equipment will be kept to a minimum and disinfected with spray after use by each cohort or reserved for one class/group.</p> <p class="list-item-l1"><input type="checkbox"/> Where possible, external doors from classrooms will be used to access outside areas thus reducing the need to use internal areas.</p> <p class="list-item-l1"><input type="checkbox"/> IT suites can be used by students. Disinfection of workstations, keyboard and mouse after each class/bubble use will be necessary. Communal headphones will not be used. Either ask students to bring in their own headphones/earphones or have a supply of cheap earphones which could be sanitised and rotated on a weekly basis.</p> <p class="list-item-l1"><input type="checkbox"/> Practical lessons can go ahead if equipment can be cleaned thoroughly and the classroom or other learning environment is occupied by the same children in one day, or properly cleaned between bubbles – see also ‘Curriculum’ below.</p> <p>Measures for break and lunchtimes</p> <p class="list-item-l1"><input type="checkbox"/> We will stagger student break and lunch times (and time for cleaning surfaces in the dining hall between groups). Where dining halls are used, social distancing will be considered and no mixing of groups must take place.</p> <p class="list-item-l1"><input type="checkbox"/> Separate dining areas will be assigned for each group/bubble and queueing will be kept to a minimum with floor markings designating social distancing.</p>		

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		<ul style="list-style-type: none"> <input type="checkbox"/> Where student numbers do not allow for each group to use the dining facilities, lunches may be served which are 'take-away' to be eaten elsewhere in the school to reduce the need for groups to mix or delivered to each classroom to be eaten at student desks. <input type="checkbox"/> Lunches will be ordered in advance (by staff and students). Alternatively, students may bring their own packed lunch. <input type="checkbox"/> Playgrounds will be divided to minimise mixing between groups where possible - where there is more than one group using the outdoor space, the space will be zoned so that groups are kept apart. <input type="checkbox"/> Shared staff spaces will be set up to help staff to distance from each other. Use of staff rooms will be minimised, although staff must still have a break of a reasonable length during the day – staff breaks may need to be staggered. <input type="checkbox"/> Use safe outdoor areas for staff breaks. <input type="checkbox"/> Reconfigure seating and tables in staff room/staff common areas to maintain spacing and reduce face-to-face interactions. <input type="checkbox"/> Encourage staff to remain on-site at lunch time and, when not possible, maintaining social distancing while off-site & wearing face coverings in enclosed public spaces. <input type="checkbox"/> We will continue to provide meal options for all students who are in school. Meals will be available free of charge to all infant students and students who are eligible for benefits-related free school meals who are in school. Meals served should meet the school food standards, and where possible a hot meal should be available. <input type="checkbox"/> We will also continue to provide free school meal support to students who are eligible for benefits related free school meals and who are self-isolating and learning from home during term time by providing good quality lunch parcels - Providing school meals during the coronavirus (COVID-19) outbreak. <p>Measures for break-times and before morning registration.</p> <ul style="list-style-type: none"> <input type="checkbox"/> KS5 students are to sit down in the canteen if eating <input type="checkbox"/> KS4 students are to sit down in the hall if eating 	<p>For 'catering activities and school meal provision including support for students who have to stay at home/food parcels, refer to the separate model Covid-19: Risk assessment for School Catering Operations and Model risk assessment for collecting/delivering lunch parcels to vulnerable families on the KAHSC website.</p> <p>Arrows can be used to indicate left and right.</p> <p>Different coloured tape can be used for up and down on the top and bottom few steps.</p>	

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		<p>Face coverings should be replaced by students as soon as they have finished eating.</p> <p>Measures for lunchtimes</p> <ul style="list-style-type: none"> <input type="checkbox"/> While queuing for the canteen face coverings should be worn at all times and at all other times inside the building, unless eating in their designated area. <input type="checkbox"/> At social times students should be in the following places. <ul style="list-style-type: none"> ○ <u>Year 10 and 11</u> – in the hall on individual tables, upstairs or outside on the MUGA. ○ <u>Year 12 and 13</u> – in the canteen on individual tables, in the 6 form common room or work area, or outside the main hall between the grass and the building. <input type="checkbox"/> Seating plans are in place for students in the hall at lunchtime. Consequence system to be used if students are not sitting in the correct seats. <input type="checkbox"/> Social distancing must be maintained as much as practicable during social times. <input type="checkbox"/> Lunchtimes will be split: This means only two year groups will be on their lunchtime at any time with the remaining students in their timetabled form classrooms. <input type="checkbox"/> Students will be able to access the school canteen for the lunchtime menu using the marked out queuing area, make a quick choice from the self service area and then eat their food in the separate areas marked out for each year group. <ul style="list-style-type: none"> ○ First lunch – Year 10 in the hall, year 13 in the canteen ○ Second lunch – year 11 in the hall, year 12 in the canteen <input type="checkbox"/> Tables will be cleaned between lunch sittings. 		

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		<p><input type="checkbox"/> Students will be able to spend break-time in separate areas of the school or outside, as at break, with Year 10 upstairs or on the field, and 13 downstairs or on the paved area outside the hall (first lunch) and year 11 upstairs or on the field, year 12 downstairs or on the paved area outside the hall (second lunch). Students may also use the toilets appropriate to their year group. At no point are students to congregate in groups of any size either in the building or outdoors, as social distancing measures are in place to minimise contact at all times.</p> <p>Measures elsewhere</p> <ul style="list-style-type: none"> <input type="checkbox"/> Groups will be kept apart – we will avoid large gatherings such as assemblies with more than one group. <input type="checkbox"/> When timetabling, groups will be kept apart and movement around the school site kept to a minimum. While passing briefly in the corridor or playground is low risk, we will avoid creating busy corridors, entrances and exits. <input type="checkbox"/> To reduce movement around the building, wherever possible, groups/classes will remain in the same classroom(s) as much as possible with teachers moving between classes rather than students. <input type="checkbox"/> Where considered wide enough to do so, corridors will be marked with tape showing the direction of travel on each side. We may introduce marked one way systems in corridors that are already narrow. <input type="checkbox"/> Where there are multiple stairways to upper floors, these will be allocated and marked-signed as an ‘up stairway’ and a ‘down stairway’ where practical. <input type="checkbox"/> Floor marking tape will also be used where queues may develop. <input type="checkbox"/> Lockers will be brought back into use but not shared unless by students in the same group. <input type="checkbox"/> Normal shielding will be used for reception staff – where this is not in place, an area will be marked over which any visitors will be informed not to cross. <input type="checkbox"/> Maintain social distancing between people who work in one place such as office or reception staff. <input type="checkbox"/> Office staff to work in separate offices where possible. 		

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		<ul style="list-style-type: none"> <input type="checkbox"/> Desks/workstations should allow staff to maintain social distancing wherever possible. <input type="checkbox"/> If it is not possible to keep workstations 2m (or 1m with risk mitigation where 2m is not viable, is acceptable) apart, take all mitigating actions possible to reduce the risk of transmission: <ul style="list-style-type: none"> - review layouts and processes to allow staff to work further apart from each other; - use floor tape or paint to mark areas to help workers keep to a 2m (or 1m with risk mitigation where 2m is not viable, is acceptable) distance; - only where it is not possible to move workstations further apart, arrange people to work side by side or facing away from each other rather than face-to-face; - only where it is not possible to move workstations further apart, use screens to separate people from each other; - use a consistent pairing system if workers have to be in close proximity; - manage occupancy levels to enable social distancing; - workstations should be assigned to an individual as much as possible. If they need to be shared, they should be shared by the smallest possible number of people and establish cleaning rules after each use of another's workstation; - avoid use of hot desks and spaces and, where not possible, clean and sanitise workstations between different occupants including shared equipment. <input type="checkbox"/> Keep distance between individuals when speaking or sharing a room, regularly wash hands and sanitise surfaces when the individual leaves including telephones, keyboards/mice etc. <input type="checkbox"/> Staff to observe social distancing when using communal equipment such as photocopiers – key pads etc. on copying machines to be wiped with anti-viral wipes after each use OR allow one person only to carry out all photocopying (students NOT to use copiers). <input type="checkbox"/> Ensure that any keypads or electronic entry systems are regularly sanitised throughout the day where different staff/visitors are entering or leaving the school. <input type="checkbox"/> Plan work to minimise contact between staff and avoid skin-to-skin and face-to-face contact. Where possible, staff working together (such as site teams for 	<p>External markings may be used to ensure parents and/or students are social distancing appropriately.</p> <p>Where it is possible to do so, different entrances may be allocated to different cohorts of children i.e. a rear or side gate.</p> <p>If this is not possible, doors should be opened for the students to freely enter the school minimising contact points until they reach their 'base'.</p> <p>Refer to safe working in education, childcare and children's social care including the use of PPE and 'PPE/Face Coverings' above</p>	

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		<p>example) should work side by side or facing away from each other as opposed to face to face. Where face-to-face contact is essential, this must be kept to a minimum. Consideration will be given to wearing face coverings in this situation.</p> <ul style="list-style-type: none"> <input type="checkbox"/> As much as possible, keep groups of staff working together in teams that are as small as possible (cohorting). <input type="checkbox"/> Try to use stairs in preference to lifts. Where lifts must be used (including platform lifts), we will lower their capacity to reduce congestion and contact, and regularly clean touchpoints, such as doors and buttons. <input type="checkbox"/> Where staff are required to sign in/out, use your own pen or where required to use a touch-screen, a supply of anti-viral wipes will be provided to be used by the visitor to clean the screen before/after use. A bin (lidded and foot operated) will be provided for the disposal of the used wipes. <input type="checkbox"/> Reduce transmission through contact with objects that come into school such as post and deliveries and limit those accepting and putting away deliveries. <input type="checkbox"/> Implement cleaning procedures for goods and merchandise entering the site. <input type="checkbox"/> Encourage increased handwashing and introducing more handwashing facilities for staff handling goods and merchandise or providing hand sanitiser where this is not practical. <input type="checkbox"/> Restrict non-business deliveries, e.g. personal deliveries to workers. <input type="checkbox"/> Revise pick-up and drop-off collection points, procedures, signage and markings. <input type="checkbox"/> Consider methods to reduce frequency of deliveries, e.g. by ordering larger quantities less often. <input type="checkbox"/> Minimise contact during payments and exchange of documentation, for example, by using electronic payment methods and electronically signed and exchanged documents. <input type="checkbox"/> Take steps to avoid people needing to unduly raise their voices to each other. This includes, but is not limited to, refraining from playing music or broadcasts that may encourage shouting, including if played at a volume that makes normal conversation difficult. <p>Measures for arriving at and leaving school</p> <p>Measures for arriving at and leaving ECUTC:</p>	<p>Refer to: GOV UK Transport to schools and colleges: 2020 to 2021 academic year - Guidance for Local Authorities and Schools, Coronavirus Covid-19 Safer transport guidance for operators and LA School Transport guidance</p> <p>Children, young people and their families will need to understand who is required to wear face coverings on home-to-school transport unless exempt</p>	

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		<p><input type="checkbox"/> Under no circumstances must anyone displaying symptoms of Covid-19 attempt to enter the school site. This information will be included in the letter to parents, suppliers and contractors prior to the school opening. Notice to be displayed on the main school entrance door. All parents will be asked to confirm this when dropping off their child.</p> <p>When students / staff arrive at the UTC</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students may arrive at the UTC by foot, car, cycle, school bus or public transport and in all cases the advice regarding face coverings and social distancing in each of these circumstances should be followed. Students should follow the current government requirement that face masks must be worn on all modes of public transport, on a school bus and in private taxis. Students using dedicated school transport MUST wear a face covering. <u>Students may be refused travel if face coverings are not worn.</u> <input type="checkbox"/> On arrival at the UTC all students and staff must enter the building through the main front entrance. <input type="checkbox"/> Before students and staff arrive at the front door they will find social distancing queuing markings for them to use leading from the bus layby and the main car park to the front door. Students and staff must use these markings to leave an appropriate distance between them and the next person to enter the building. <input type="checkbox"/> When students or staff enter the building they will find mandatory hand sanitising stations to use before going any further. <input type="checkbox"/> Once students and staff have sanitised their hands and entered the building they will follow the following directions. <input type="checkbox"/> If students wish to have breakfast, they should collect their breakfast from the canteen, following the queuing social distancing markings, and move to one of the separate, forward facing, tables in either the hall (year 10 and 11) or the canteen (year 12 and 13). 	<p>Refer to the KAHSC model Home to school transport during the Covid-19 pandemic Risk Assessment and Protocol for using the School minibus to transport students during the Covid-19 pandemic</p> <p>Refer also to GOV UK Transport to schools and colleges: 2020 to 2021 academic year</p> <p>Face coverings are mandatory in taxis and private hire vehicles along with retail and hospitality venues within transport hubs unless exempt</p>	

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		<ul style="list-style-type: none"> <input type="checkbox"/> While queuing for the canteen face coverings must be worn at all times (some students will be exempt on medical grounds). <input type="checkbox"/> As soon as they have finished eating they should go directly to their allocated key stage area: KS4: hall/upstairs/MUGA; KS5: canteen/downstairs/6th form work room and common room/outside main hall. <input type="checkbox"/> Students should not linger on the corridors or gather in groups of any size. If students do not wish to have breakfast, they should go straight to their designated social area as above. It is possible that, due to the size of the building, some students will be closer than 1m at times. <input type="checkbox"/> We will check details of who is eligible to drop off/collect children – they may be different. <input type="checkbox"/> Parents will be advised that only one parent should bring the child/ren to school where children cannot attend unaccompanied. Parents of unaccompanied children will be informed of the entrance their child must use. <input type="checkbox"/> Parents will be informed and, if necessary, regularly reminded that they must maintain social distancing from the next adult or child at all times when bringing their child to or collecting them from school. We will inform parents of the processes we have in place for drop-off and collection, and in particular, will not allow gathering at the school gates. <input type="checkbox"/> Where possible, we will consider separate entrance/exit gates or one-way systems. <input type="checkbox"/> Children will be collected from the school entrance gate by staff at the beginning of their allotted session. Parents will then be asked to leave immediately. Parents may only enter the site with agreement by the Head teacher and appointments must be made prior to the visit. Parents may, however, telephone the school at any time should they have any concerns or issues of which the school need to be informed. <input type="checkbox"/> At the end of the allotted session, parents may collect their children from the same entrance area where they will be supervised by staff. 	<p>Refer to supporting students and students with SEND</p> <p>DfE Supporting Students at School with Medical Conditions remains in place</p> <p>Refer to COVID-19 Guidance for Supply Agencies, Head teachers and Supply Staff</p>	

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		<ul style="list-style-type: none"> <input type="checkbox"/> Where possible, once the cohort of students has arrived, they will enter the school via an external door straight into the class where they will be based for the session. <input type="checkbox"/> Used PPE and any disposable face coverings that staff or children arrive wearing will be placed in a refuse bag and disposed of as normal domestic waste unless the wearer has symptoms of Covid-19 in which case it will be disposed of in accordance with the guidance on cleaning in non-healthcare settings outside of the home. Any non-disposable washable cloth face coverings that staff or children are wearing when they arrive at school must be removed by the wearer and placed into a plastic bag that the wearer has brought with them in order to take it home. The wearer must then wash their hands. Staff, children and parents will be so instructed. <p>Leaving the building</p> <ul style="list-style-type: none"> <input type="checkbox"/> At the end of the school day students will be dismissed from their classroom in an orderly fashion ensuring that the corridors are clear for students to move through safely, this may mean the class teacher will ask students to wait until the corridor is clear. <input type="checkbox"/> When students leave the classroom they will observe the school rules for using the corridors and leave the building through the first available exit, hand sanitising on the way out. This includes making use of fire exits during this period of COVID 19. It is possible that, due to the size of the building, some students will be closer than 1m at times. <input type="checkbox"/> Students will need to wear their face covering while moving through the corridors to exit the school building. <p>Conduct in the corridors</p> <ul style="list-style-type: none"> <input type="checkbox"/> When students are moving round the school building they must follow the school rules that have been put in place to minimise contact between all students and staff, these are to safeguard the health and wellbeing of everyone who uses the building. 	Do not rely on cleaning staff to clean/wipe surfaces when others leave as cleaners may be working less frequently than usual or may not be rostered during the school day - clean and wipe as you go as described.	

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		<ul style="list-style-type: none"> <input type="checkbox"/> This means students must travel between classrooms on their own and not in groups of any size, leaving at least one metre between themselves and the next person, making sure they walk on the left at all times leaving at least one metre between them and someone passing in the opposite direction. <input type="checkbox"/> If there is an obstruction to a student's progress, for example a narrow doorway, then students should queue whilst maintaining at least one metre social distancing until it is their turn, or alternatively seek an alternative route. <input type="checkbox"/> Students should keep their face masks on when transitioning around the building. <p>Transport</p> <p><u>Dedicated school transport, including statutory provision</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> A partnership approach between the LA, school/trust/diocese and others will be required. In particular, it is imperative that we work closely with the LA that have statutory responsibility for 'home to school transport' for many children, as well as a vital role in working with local transport providers to ensure sufficient bus service provision. <input type="checkbox"/> The LA is not required to uniformly apply the social distancing guidelines which are in place for public transport on dedicated school transport, although social distancing should be put in place within vehicles wherever possible. It is important, wherever it is possible, that: <ul style="list-style-type: none"> - Distancing is maximised and mixing of groups is minimised where possible and practical. - Parents and carers are responsible for supporting their child to maintain social distancing whilst queuing at bus stops. - The school will put in place appropriate queuing or other arrangements needed for picking up and dropping off children at school. - Where possible, children should try to sit within their school bubbles on vehicles or with the same constant groups each day. 	<p>Carry out inventory check of cleaning products and stock at regular intervals, restocking as necessary. Ensure contingency plans are in place to respond to any shortages in supply.</p>	

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		<ul style="list-style-type: none"> - All students should wash their hands prior to boarding the bus. Hand sanitiser will be provided on board the vehicle and it should be used by students when getting on and getting off the bus. Child(ren) should also carry their own hand sanitiser. - The wearing of face coverings on dedicated home to school transport is mandatory. Public Health England advises that children aged 11 years and over must wear a face covering when travelling on dedicated transport to school (these will not be provided) unless exempt. Younger children can wear face coverings where the child understands how to wear a mask properly. We will support the LA in promoting the use of face coverings on school transport and help them to resolve any issues of non-compliance where appropriate. - Drivers and passenger assistants should wear a face covering but will not normally require PPE on home to school transport, even if they are not able to maintain a distance from the children and young people on the transport. However, where the care and interventions that a child or young person ordinarily receives on home to school transport requires the use of PPE, that should continue as usual. - Fresh air (from outside the vehicle) through ventilation will be maximised, particularly through opening windows and ceiling vents. - Vehicles will be cleaned and sanitised after each journey. - We will ensure that a clear message is given to students about their general socialising behaviour beyond the school gates i.e. not congregating in large groups etc. <p><u>School commissioned transport (including use of school minibuses)</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Drivers and passenger assistants should wear a face covering but will not normally require PPE even if they are not able to maintain a distance from the children and young people on the transport. However, where the care and interventions that a child or young person ordinarily receives on home to school transport requires the use of PPE, that should continue as usual. <input type="checkbox"/> Distancing is maximised and mixing of groups is minimised where possible and practical. <p><u>Wider public transport</u></p>	<p>Refer to Coronavirus (Covid-19): Disposing of waste</p> <p>Refer to Protective measures for out-of-school settings during the coronavirus (COVID-19) outbreak</p>	

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		<ul style="list-style-type: none"> <input type="checkbox"/> The use of public transport, particularly in peak times, should be kept to a minimum. <input type="checkbox"/> We will work with partners to consider staggered start times to enable more journeys to take place outside of peak hours where possible. <input type="checkbox"/> Children, parents, carers and staff may use public transport where necessary, but we encourage them to walk, cycle or scoot to and from the setting, wherever it is possible and safe to do so. Where children, parents, carers and staff need to use public transport, they should follow the Coronavirus (COVID-19): safer travel guidance for passengers. <input type="checkbox"/> We will consider using 'walking buses' (a supervised group of children being walked to, or from, school), or work with the LA to promote safe cycling routes. Driving children to school will also be an option. <input type="checkbox"/> If it is necessary for a childminder to pick-up or drop-off a child at school, or when taking children on a trip, walking is preferable. If this is not practicable, then a private vehicle for single household use is preferable. <input type="checkbox"/> Students using public transport unaccompanied will be reminded that all passengers must wear a face covering <input type="checkbox"/> Car sharing should be avoided with those outside the household or support bubble unless the journey undertaken is for an exempt reason e.g. if car sharing is reasonably necessary as part of work. (see Safer travel guidance in private cars and other vehicles). Additional mitigations can be put in place if car sharing is necessary. <input type="checkbox"/> Ensure that a clear message is given to students about their general socialising behaviour beyond the school gates i.e. not congregating in large groups etc. <p>Other considerations</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students with SEND will receive specific help with the changes to routine they are experiencing, so teachers and SENCo's will plan to meet these needs, e.g. using social stories. <input type="checkbox"/> Along with the LA and health partners (where applicable), we will work with families to co-produce arrangements for delivering all therapies and support that would normally be in place for children with EHC plans. There may be times when it becomes more difficult to do so than usual, particularly if children and young people are isolating. Decisions will be considered on a case-by-case basis which 		

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		<p>takes account of the needs of, and circumstances specific to, the child or young person, avoiding a ‘one size fits all’ approach. The statutory duties and timescales remain in place for EHC needs assessments and reviews. At all times it is important that these continue to ensure that the child or young person, and their parent and carer, is at the centre of the process and can engage with the process in a meaningful way.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Where children and young people with an EHC plan are in receipt of health provision, we will work collaboratively with the LA, health professionals, regional schools' commissioners and other services to agree appropriate support in view of the latest and current local public health guidance. Therapists and other professionals may continue to visit education settings to provide therapies and support, where this is reasonably necessary. <input type="checkbox"/> Supply teachers, peripatetic teachers and/or other temporary staff along with specialists, therapists, clinicians and other support staff for students with SEND, can move between schools. They should ensure they minimise contact and maintain as much distance as possible from other staff. They should also participate in schools' rapid testing programmes where these have been established. Specialists, therapists, clinicians and other support staff for students with SEND should provide interventions as usual. <input type="checkbox"/> Where a child routinely attends more than one setting on a part time basis, e.g. because they are dual registered at a mainstream school and an alternative provision setting or special school, we will work through the system of controls to the fullest extent collaboratively, enabling us to address any risks identified and allowing us to jointly deliver a broad and balanced curriculum for the child. <input type="checkbox"/> For individual and very frequently used equipment, such as pencils and pens, staff and students should have their own items that are not shared. <input type="checkbox"/> Classroom based resources, such as books, toys and equipment, can be used and shared within consistent groups; these will be cleaned regularly, along with all frequently touched surfaces. <input type="checkbox"/> Resources that are shared between groups, such as sports, art and cooking equipment will be cleaned frequently and meticulously. When sharing equipment between different groups, we will either clean it before it is moved between groups or allow them to be left unused for a period of 48 hours (72 hours for plastics). 	<p>The owners of these shared spaces must continue to meet all existing health and safety obligations with regard to ensuring that their premises are safe for providers to hire and to operate from</p> <p>Refer also to Sport England, Youth Sport Trust and AfPE COVID-19: Interpreting the Government Guidance in a PESSPA Context</p>	

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		<ul style="list-style-type: none"> <input type="checkbox"/> We will assess the ability to clean equipment used in the delivery of therapies, e.g. physiotherapy equipment or sensory equipment and determine whether this equipment can withstand cleaning and disinfecting between each use before it is put back into general use. Where cleaning or disinfecting is not possible or practical, resources will have to be either restricted to one user or left unused for a period of 48 hours (72 hours for plastics) between use by different individuals. <input type="checkbox"/> Outdoor playground equipment will be cleaned more frequently than normal. This also applies to resources used inside and outside by wraparound care and out-of-school setting providers. <input type="checkbox"/> Students should still limit the amount of equipment they bring into school each day to essentials such as lunch boxes, hats, coats, books, sun protection and mobile phones. Bags are allowed. <input type="checkbox"/> Students and teachers can take books and other shared resources home, although unnecessary sharing will be avoided. Similar rules on hand cleaning, cleaning of the resources and rotation will apply to these resources. <input type="checkbox"/> <p>Cleaning throughout the day – non-healthcare settings where no-one has symptoms of, or confirmed Covid-19</p> <p><i>Cleaning and disinfection</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Define a new cleaning schedule that ensures cleaning is generally enhanced and includes more frequent cleaning of rooms / shared areas that are used by different groups, toilets and frequently touched surfaces being cleaned more often than normal. <input type="checkbox"/> Implement a cleaning log to track cleaning frequency for bathrooms, classrooms and communal areas. <input type="checkbox"/> Schedule frequent cleaning of resources (e.g. books, toys) shared within groups. <input type="checkbox"/> Schedule the isolation or cleaning of resources (e.g. books, toys) shared between groups. <input type="checkbox"/> Reduce clutter with only the minimum items left on work and other surfaces. This allows for more intensive cleaning and reduces the risk of the virus landing on multiple surfaces. <input type="checkbox"/> Reduce the number or eliminate soft toys which are more difficult to clean. 	<p>The Government are encouraging all schools to maintain their usual uniform policies</p>	

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		<ul style="list-style-type: none"> <input type="checkbox"/> Increase the frequency of cleaning, using standard cleaning products such as detergents and bleach, paying attention to all surfaces but especially ones that are touched frequently, such as door handles, light switches, work surfaces, remote controls and electronic devices. <input type="checkbox"/> As a minimum, frequently touched surfaces should be wiped down twice a day, and one of these should be at the beginning and at the end of each day, and more frequently depending on: the number of people using the space, whether they are entering and exiting the setting, and access to hand washing and hand-sanitising facilities. Cleaning of frequently touched surfaces is particularly important in bathrooms and communal kitchens. <input type="checkbox"/> When cleaning surfaces, it is not necessary to wear personal protective equipment (PPE) or clothing over and above what would usually be used. <input type="checkbox"/> Regularly check stocks of cleaning supplies and purchase additional supplies as necessary. <input type="checkbox"/> Use disposable cloths or paper roll and disposable mop heads wherever possible, disposing of after use. <input type="checkbox"/> Avoid creating splashes and spray when cleaning. <input type="checkbox"/> Ensure disposable tissues are available in each room for both staff and students. <input type="checkbox"/> For 'cleaning activities including cleaning after an individual with symptoms of or confirmed Covid-19 has left the setting/area', refer to the separate <u>KAHSC Model Cleaning Schools during Coronavirus Pandemic Risk Assessment</u>. <p><i>Laundry</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Items should be washed in accordance with the manufacturer's instructions. <input type="checkbox"/> There is no additional washing requirement above what would normally be carried out. <p><i>Kitchens and communal canteens</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> It is very unlikely that Covid-19 is transmitted through food. However, as a matter of <u>good hygiene practice</u>, anyone handling food should wash their hands often with soap and water for at least 20 seconds before doing so. <input type="checkbox"/> Crockery and eating utensils should not be shared. Clean frequently touched surfaces regularly. <input type="checkbox"/> Food business operators should continue to follow the Food Standard Agency's (FSA) <u>guidance on good hygiene practices in food preparation, Hazard Analysis</u>. 		

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		<p>and Critical Control Point (HACCP) processes and preventative practices (pre-requisite programmes (PRPs)).</p> <ul style="list-style-type: none"> <input type="checkbox"/> For 'catering activities and school meal provision, refer to the separate model Covid-19: Risk assessment for School Catering Operations on the KAHSC website. <p>Bathrooms</p> <ul style="list-style-type: none"> <input type="checkbox"/> Clean frequently touched surfaces regularly. <input type="checkbox"/> Ensure suitable hand washing facilities are available including running water, liquid soap and paper towels. <input type="checkbox"/> Where cloth towels are used, these should be for individual use and laundered in accordance with washing instructions. <p>Waste</p> <ul style="list-style-type: none"> <input type="checkbox"/> Waste does not need to be segregated unless an individual in the setting shows symptoms of or tests positive for Covid-19 (refer to the separate KAHSC Model Cleaning Schools during Coronavirus Pandemic Risk Assessment). <input type="checkbox"/> Dispose of routine waste as normal, placing any used cloths or wipes and used PPE in 'black bag' waste bins. You do not need to put them in an extra bag or store them for a time before throwing them away. Do NOT use recycling bins for the disposal of cloths, wipes or PPE. All bins will be lidded and foot operated where possible. <p>Wraparound care provision, holiday clubs and extra-curricular activity including out-of-school sports provision</p> <ul style="list-style-type: none"> <input type="checkbox"/> All children may access out-of-school settings, wraparound care and extra-curricular provision, without any restrictions on the reasons for which they attend. <input type="checkbox"/> Our provision will ensure they are following the same protective measures being taken by school during the day and work with school to follow our arrangements, such as minimising mixing between children by keeping them in the same bubbles that they are in during the school day as far as possible. <input type="checkbox"/> Activities taking place outdoors can happen in groups of any number. <input type="checkbox"/> If provision is taking place indoors and it is not possible to maintain bubbles being used during the school day then we will use small, consistent groups of no more than 15 children and at least one member of staff, with the same children each time they attend. 		

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		<ul style="list-style-type: none"> <input type="checkbox"/> From 17/05/21, in line with Step 3 of the roadmap, where wraparound and other extra-curricular activities for children are taking place indoors, they will be able to take place in groups of any number. However, it remains important to continue to minimise mixing between children, where possible. This can be achieved by continuing to keep children in consistent groups every time they attend the setting. Smaller groups should be considered when it is not possible to do this. When considering appropriate group sizes it will be important to take into account factors such as the recommended occupancy levels of the premises you are operating from and levels of ventilation e.g. guidance for providers of grassroots sport and sport facilities recommends that the maximum occupancy of an indoor facility should be limited by providing a minimum of 100sqft per person. <input type="checkbox"/> We will review groups to minimise the amount of 'mixing' e.g. when new children register for our provision, we will determine whether they attend the same school or early years setting as other children in our setting and group them together if appropriate. <input type="checkbox"/> To help review our groups, we will keep up-to-date records of the children attending our setting for at least 21 days. These records should include the school or early years setting that they attend and the specific groups and members of staff they have been assigned to in our setting. <input type="checkbox"/> There may be instances where we cannot keep consistent groups, or we need to have smaller groups. Any decisions will be taken with full consideration of any welfare needs and safeguarding concerns. <input type="checkbox"/> When caring for children: <ul style="list-style-type: none"> - both under 5 years and aged 5 years and over, in mixed groups together, follow this guidance and keep children in small consistent groups. <input type="checkbox"/> When operating provision for multiple groups of children throughout the day, we will stagger arrival times, allow enough change over time in between groups for cleaning, and to prevent children and parents or carers waiting in large groups. Multiple groups from the same provider can use the same shared space if necessary, provided that distancing between the groups can be maintained and 		

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		<p>there is adequate ventilation, although, different groups sharing the same space should be avoided where possible.</p> <ul style="list-style-type: none"> <input type="checkbox"/> We will advise parents to limit their use of multiple our-of-school settings providers they access, as far as possible; encourage them to seek assurance that the providers are carefully considering their own protective measures and send them the link to the guidance for parents and carers. <input type="checkbox"/> We will also work closely with any external wraparound/out-of-school providers. <input type="checkbox"/> Toilets will be cleaned thoroughly using detergent and bleach. The frequency of cleaning required will depend on usage, however we expect toilet facilities to be cleaned at least twice a day, and in between use by different groups. <input type="checkbox"/> Children will be encouraged to attend settings close to where they live or go to school if possible. This should, ideally, be within walking or cycling distance. However, where children and young people do attend settings further afield they should follow the Coronavirus (COVID-19): safer travel guidance for passengers. <input type="checkbox"/> Where we operate our setting in a shared space, we will have regard to relevant guidance for operators of shared spaces, such as the guidance for the safe use of multi-purpose community facilities and for places of worship. We will discuss the infection protection and control measures with the owner of the space. <input type="checkbox"/> We will ensure we have enough staff available to meet the required ratios for our setting including at least one person with first aid training, at least one person with up-to-date DSL training (and a deputy DSL to cover if the DSL is unavailable) along with a caretaker or cleaning staff if available. <input type="checkbox"/> We are able to work with external coaches, clubs and organisations for curricular and extra-curricular activities where we are satisfied that it is safe to do so. We will consider carefully how such arrangements can operate within our wider protective measures. <input type="checkbox"/> In out of school settings, particular care will be taken to observe social distancing in the case of a sports setting because of the way in which people breathe more heavily and more rapidly during exercise. <input type="checkbox"/> All indoor and outdoor sports provision can be accessed by all children without restriction on the purposes for which they may attend. <input type="checkbox"/> Outdoor sports will be prioritised where possible, and large indoor spaces used where it is not, maximising natural ventilation flows (through opening windows and doors or using air conditioning systems wherever possible), distancing 		

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		<p>between students and paying scrupulous attention to cleaning and hygiene. External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities.</p> <ul style="list-style-type: none"> <input type="checkbox"/> For team sports we must only consider those sports whose national governing bodies have developed guidance under the principles of the government's guidance on team sport and been approved by the government i.e. Coronavirus (COVID-19): grassroots sports guidance for safe provision including team sport, contact combat sport and organised sport events. <input type="checkbox"/> We will follow the same protective measures as listed under 'Music, Dance and Drama' for these out-of-school activities. <input type="checkbox"/> Refer also to 'Lettings' below and Face Coverings on Page 12. <p>Parental Attendance</p> <ul style="list-style-type: none"> <input type="checkbox"/> Parents and carers should not routinely be present during sessions in out-of-school settings or wraparound childcare provision. Where parents do attend, we will consider the ability to maintain social distancing in line with the current guidance on Covid-19 (coronavirus) restrictions: what you can and cannot do, levels of ventilation, and the recommended occupancy levels of the premises you are operating from e.g. the Working safely during coronavirus (COVID-19): Providers of grassroots sport and sport facilities recommends that the maximum occupancy of an indoor facility should be limited by providing a minimum of 100sqft per person. These factors may mean that we are unable to accommodate or have to limit the number of parents and carers that are present during a session. We will ensure that we have parents' and carers' most up-to-date contact details in case of an emergency. <p>School uniform</p> <ul style="list-style-type: none"> <input type="checkbox"/> It is for the governing body or trust to make decisions regarding school uniform. <input type="checkbox"/> Uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal. <input type="checkbox"/> We will consider how student non-compliance is managed, taking a mindful and considerate approach in relation to parents who may be experiencing financial pressures. <input type="checkbox"/> Increased ventilation may make school buildings cooler than usual over the winter months. While we will want to maintain the benefits of our uniform, we 		

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		may need to consider allowing additional, suitable indoor items of clothing to be worn during the winter period in addition to the school's current uniform. Where this occurs, we will ensure that no extra financial pressure is placed on parents.		
Inappropriate arrangements for managing the curriculum	High	<p>General including Catch-up Support</p> <ul style="list-style-type: none"> <li data-bbox="428 425 1455 520"><input type="checkbox"/> All students – particularly disadvantaged, SEND and vulnerable students must be given the support needed to make good progress. The key principles that underpin curriculum planning are: <ul style="list-style-type: none"> <li data-bbox="473 560 1455 838">- education is not optional: all students receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life; <li data-bbox="473 684 1455 760">- the curriculum remains broad and ambitious: all students continue to be taught a wide range of subjects, maintaining their choices for further study and employment. <li data-bbox="473 762 1455 838">- remote education, where needed, is high quality and aligns as closely as possible with in-school <ul style="list-style-type: none"> <li data-bbox="428 878 1455 1092"><input type="checkbox"/> Informed by these principles, we will meet the following key curriculum expectations: <ul style="list-style-type: none"> <li data-bbox="473 986 1455 1062">- teach an ambitious and broad curriculum in all subjects; <li data-bbox="473 1063 1455 1092">- consider it appropriate to suspend some subjects for some students in exceptional circumstances. <li data-bbox="428 1132 1455 1283"><input type="checkbox"/> The Catch-up Package also includes a National Tutoring Programme to provide additional, targeted support for those children and young people who need the most help. The National Tutoring Programme will continue to offer tuition as normal and we will continue to sign up and engage with the programme. <li data-bbox="428 1284 1455 1383"><input type="checkbox"/> For students in Reception, disapplications of specific EYFS requirements can be used where coronavirus (COVID-19) restrictions prevent settings delivering the EYFS in full. <li data-bbox="428 1384 1455 1445"><input type="checkbox"/> We will consider focusing more on the prime areas of learning in the EYFS, including communication and language, personal, social and emotional 	<p>Refer to the Schools coronavirus (COVID-19) operational guidance for further details</p> <p>Refer to EEF support guide for schools and school planning guide: 2020 to 2021. Additional funding will be available to secondary schools to deliver face-to-face summer schools</p> <p>Refer to Safeguarding children and protecting professionals in early years</p>	Low

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		<p>development, and physical development, if we think this would support our children following time out due to coronavirus (COVID-19). For students in Reception, teachers will also assess and address gaps in language, early reading and mathematics, particularly ensuring children's acquisition of phonic knowledge and extending their vocabulary. For Reception, we will consider how all groups of children can be given equal opportunities for outdoor education.</p> <ul style="list-style-type: none"> <input type="checkbox"/> In EYFS, we will continue to consider what strategies they are using to keep children safe online during this period, including: <ul style="list-style-type: none"> - checking apps, websites and search results before using them with children; - supervising children when accessing the internet. <input type="checkbox"/> Consideration will need to be given to the learning needs and objectives of children with SEND, to ensure, for example, that they receive appropriate preparation for adulthood. <input type="checkbox"/> We will develop remote education so that it is integrated into school curriculum planning. <input type="checkbox"/> In our regular communications with parents we will continue to emphasise and promote online safety for those students who are not attending the school. <p>Physical Education, School Sport and Physical Activity (PESSPA)</p> <ul style="list-style-type: none"> <input type="checkbox"/> We have the flexibility to decide how PESSPA will be provided whilst following the measures in our system of controls. <input type="checkbox"/> Students will be kept in consistent groups and sports equipment thoroughly cleaned between each use by different individual groups. <input type="checkbox"/> We can hold PE lessons indoors, including those that involve activities related to team sports, e.g. practising specific techniques within our own system of controls. However, outdoor sports will be prioritised where possible, and large indoor spaces used where it is not, maximising natural ventilation flows (through opening windows and doors or using air conditioning systems wherever possible), distancing between students and paying scrupulous attention to cleaning and hygiene. External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities. 	<p>settings: online safety guidance for practitioners (also relevant for parents and carers).</p> <p>Refer to the KAHSC model PESSPA during Coronavirus (Covid-19) Pandemic Risk Assessment and:</p> <ul style="list-style-type: none"> • Coronavirus (COVID-19): grassroots sports guidance for safe provision including team sport, contact combat sport and organised sport events • Working safely during coronavirus (COVID-19): Providers of grassroots sport and sport facilities • Sport England for grassroot sport • Youth Sport Trust • AfPE COVID-19: Interpreting the Government Guidance in a PESSPA Context and 'frequently asked questions' for PE staff. • Swim England – for guidance on school swimming • Guidance on using changing rooms and showers safely 	

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		<ul style="list-style-type: none"> <input type="checkbox"/> For team sports we will only consider those sports whose national governing bodies have developed guidance under the principles of the government's guidance on team sport and been approved by the government i.e. Coronavirus (COVID-19): grassroots sports guidance for safe provision including team sport, contact combat sport and organised sport events. <input type="checkbox"/> Indoor and outdoor competition between different schools can now take place. <input type="checkbox"/> We are able to work with external coaches, clubs and organisations for curricular and extra-curricular activities where we are satisfied that this is safe to do so. We will consider carefully how such arrangements can operate within our wider protective measures. <input type="checkbox"/> Activities such as active miles, making break times and lessons active and encouraging active travel help enable students to be physically active while encouraging physical distancing. <input type="checkbox"/> For out of school activities/sports provision, refer to 'Wrap Around Care' on pages 23 – 25. <p>Use of external premises</p> <ul style="list-style-type: none"> <input type="checkbox"/> Some premises are only permitted to open for certain exempt activities. The Covid-19 response: spring-2021 and Reopening businesses and venues in England provide a list of businesses and venues which must remain closed, and those that can open for certain purposes, including registered childcare and supervised activities for children or, where applicable, for education or training. <input type="checkbox"/> Where we use these facilities as part of our normal provision, we will negotiate appropriate access with the facility concerned. <p>Science and D&T</p> <p>For guidance regarding Science and D&T in relation to returning to school and running practical activities, we will refer to the relevant CLEAPSS guidance. Although specific risk assessments will not be required, our existing curricular risk assessments will be reviewed and where necessary updated to reflect altered practices and CLEAPSS Guidance.</p> <p>Commercial Training Environments</p> <ul style="list-style-type: none"> <input type="checkbox"/> Where our setting operates commercial training environments such as hairdressing, barbering and beauty salons, sports and fitness facilities or 	<p>Secondary D&T (CLEAPSS): GL344, GL347, GL348, GL354, GL355, GL356 & GL360</p> <p>Secondary Science (CLEAPSS): GL336, GL338, GL339, GL343, GL345, GL352, GL353 and GL362</p> <p>Refer to Awarding qualifications in summer 2021, Responsibility for Exams , DfE Support Service and Public health guidance to support exams</p>	

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		<p>restaurants, we will comply with relevant sector guidance in Working safely during coronavirus (Covid-19) along with the COVID-19 Response - Spring 2021.</p> <p>Exams, Tests and Assessments</p> <ul style="list-style-type: none"> <input type="checkbox"/> Exams in the summer (GCSEs, A & AS Levels) will now longer go ahead as planned. Students taking GCSE, AS and A levels, will receive grades based on teacher assessment, with teachers supported to reach their judgements by guidance and training from the exam boards. <input type="checkbox"/> Guidance on year 11 to 13 exam cohort attendance and provision for the 2021 summer term can be found in Annex B of the school's operational guidance operational guidance. <input type="checkbox"/> We will continue to use assessment during the summer term to inform teaching, to enable us to give information to parents on their child's attainment in our annual report and to support transition to secondary school, using past test papers if we wish. <p>Transitional, taster and open days</p> <ul style="list-style-type: none"> <input type="checkbox"/> We will complete a thorough risk assessments before running transitional, taster and open days to ensure that they are run in line with our system of controls and align with the advice contained within this guidance and the roadmap out of lockdown. 		
Inadequate contingency plans remote education	High	<ul style="list-style-type: none"> <input type="checkbox"/> Schools affected by the Remote Education Temporary Continuity Direction are still required to provide remote education to students covered by the direction where their attendance would be contrary to government guidance or legislation around coronavirus (COVID-19). This includes, for example, where such guidance means that a class, group or small number of students need to self-isolate or that clinically extremely vulnerable children are to shield. All such students not physically unwell should have access to remote education as soon as reasonably practicable, which may be the next school day. <input type="checkbox"/> Where secondary schools are operating a phased return of students in the week commencing 08/03/21 to allow for testing that week, we will provide remote education for all students not yet expected to attend on-site. <input type="checkbox"/> Independent Schools (not including academies) are not all covered by the remote education temporary continuity direction. However, they are still expected to 	Any decision that there should be local restrictions in any childcare or education settings will be made by central government on a case-by-case basis	Low

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		<p>meet the Independent School Standards in full at all times. This includes the requirement to meet all of the education requirements set out in part 1 of the Independent School Standards.</p> <ul style="list-style-type: none"> <input type="checkbox"/> For individuals or groups of self-isolating students and students who are shielding following government guidance related to coronavirus (COVID-19), remote education plans are in place. <input type="checkbox"/> We will continue to operate as normally as possible. In the event that restrictions in schools are needed to help contain the spread of the virus, we may be asked to revise our delivery models for a short period of time. <p>Remote education expectations</p> <ul style="list-style-type: none"> <input type="checkbox"/> Remote education should be equivalent in length to the core teaching students would receive in school. This will include both recorded or live direct teaching time and time for students to complete tasks and assignments independently, and will be as a minimum: <ul style="list-style-type: none"> - KS1: 3 hours a day, on average, across the school cohort, with less for younger children; - KS2: 4 hours a day; - KS3 & 4: 5 hours a day. <input type="checkbox"/> Online video lessons do not necessarily need to be recorded by teaching staff at the school: Oak National Academy lessons, for example, can be provided in lieu of school-led video content. <input type="checkbox"/> In developing remote education, we will: <ul style="list-style-type: none"> - teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practiced in each subject so that students can progress through the school's curriculum; - select a digital platform for remote education provision that will be used consistently across the school in order to allow interaction, assessment and feedback and make sure staff are trained and confident in its use. If we do not 	<p>The Contingency framework: education and childcare settings outlines how schools should operate in the event of any restrictions</p> <p>Refer to Remote education during Coronavirus (Covid-19), Resources to support schools in delivering remote education, Adapting teaching practice for remote education, review your remote education provision and Get help with technology for remote education during coronavirus (Covid-19)</p>	

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		<p>have an education platform in place, we can access free support at Get help with technology for remote education during coronavirus (Covid-19);</p> <ul style="list-style-type: none"> - overcome barriers to digital access for students by: <ul style="list-style-type: none"> ▪ distributing school-owned laptops accompanied by a user agreement or contract; ▪ providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep students on track or answer questions about work. - have systems for checking, daily, whether students are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern; - identify a named senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education. <p><input type="checkbox"/> When teaching students remotely, we will:</p> <ul style="list-style-type: none"> - set meaningful and ambitious work each day in a number of different subjects; - consider how to transfer into remote education what we already know about effective teaching in the live classroom by, for example: <ul style="list-style-type: none"> ▪ providing frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources; ▪ providing opportunities for interactivity, including questioning, eliciting and reflective discussion; ▪ providing scaffolded practice and opportunities to apply new knowledge; ▪ enabling students to receive timely and frequent feedback on how to progress, using digitally-facilitated or whole-class feedback where appropriate; ▪ using assessment to ensure teaching is responsive to students' needs and addresses any critical gaps in students' knowledge; 	<p>Remote Education Support including delivering remote education safely can be accessed at:</p> <ul style="list-style-type: none"> • DfE: Remote education good practice guide, Adapting teaching practice for remote education, Get help with remote education, Support for parents and carers to keep children safe online, Guidance on staying safe online and Remote education webinars • SWGfL: Safe remote learning and live remote lessons • LGfL: Online safety and safeguarding • The National Cyber Security Centre: which video conference service is right for you and using video conferencing services securely • Safeguarding and remote education during coronavirus (COVID-19) • Annex C of keeping children safe in education • PSHE Association: Checklist for choosing safe PSHE education/RSHE home learning resources <p>Direct parents of EYFS children to:</p> <ul style="list-style-type: none"> • Hungry little minds campaign • BBC: tiny happy people • National Literacy Trust's Family Zone 	

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		<ul style="list-style-type: none"> ▪ avoiding an over-reliance on long-term projects or internet research activities. <p class="list-item-l1">□ We will consider the above in relation to the students' age, stage of development and/or special educational needs, e.g. where this would place significant demands on parent's help or support.</p> <p class="list-item-l1">□ Younger children in KS1 or Reception often require high levels of parental involvement to support their engagement with remote education, which makes digital provision a particular challenge for this age group. Digital means will not therefore be solely used to teach these students remotely.</p> <p class="list-item-l1">□ We have published information for students, parents and carers about our remote education provision on our website (see optional template).</p> <p class="list-item-l1">□ Schools and families can request free mobile data increases for students without broadband and/or who can't afford extra data for their device during lockdown. Three, Smarty, Virgin Mobile, EE, Tesco Mobile, O2, Vodafone and Sky Mobile are all taking part in the scheme. Refer to data increase initiative for children.</p> <p class="list-item-l1">□ If speaking to families whose children are struggling to access online learning because they don't have a device at home, a quick fix is available to those with PlayStation or Xbox game consoles. All recent PlayStations and Xbox games consoles have just about everything required to act like a computer: an internet connection, ports for connecting keyboards and mice, and even web browsers. We will share this with families as appropriate. Full instructions can be found on the TES website: how to use Xbox or PlayStation for online learning.</p> <p>Special educational needs</p> <p class="list-item-l1">□ We will recognise that some students with SEND may not be able to access remote education without adult support, so we will work collaboratively with families, putting in place reasonable adjustments as necessary, so that students with SEND can successfully access remote education alongside their peers and we can deliver an ambitious curriculum appropriate for their level of need.</p> <p class="list-item-l1">□ Teachers are best-placed to know how the student's needs can be most effectively met to ensure they continue to make progress.</p> <p>Alternative Provision</p>	<ul style="list-style-type: none"> • Help children aged 2 to 4 to learn at home during coronavirus (COVID-19) <p>The requirement for schools to use their best endeavours to secure the special educational provision called for by the students' special educational needs remains in place. Refer to supporting students and students with SEND</p>	

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		<ul style="list-style-type: none"> <input type="checkbox"/> For students in Alternative Provision settings, teachers are best-placed to know how the student's needs can be most effectively met to ensure they continue to make progress. <p>Vulnerable children</p> <ul style="list-style-type: none"> <input type="checkbox"/> Where individuals who are self-isolating are within the definition of vulnerable, it is important that we put systems in place to keep in contact with them, offer pastoral support and check they are able to access education support. <input type="checkbox"/> When a vulnerable child is asked to self-isolate, we will notify their social worker (if they have one). We will then agree with the social worker the best way to maintain contact and offer support to the vulnerable child or young person. <input type="checkbox"/> We will also have in place procedures to check if a vulnerable child is able to access remote education support, to support them to access it (as far as possible) and to regularly check if they are doing so. 		
Poor or inappropriate behaviour and attendance	High	<p>Behaviour</p> <ul style="list-style-type: none"> <input type="checkbox"/> Our Behaviour policy will be updated with any new rules/policies and will be communicated clearly and consistently to staff, students and parents, setting clear, reasonable and proportionate expectations of student behaviour both in school and online. We will set out clearly at the earliest opportunity the consequences for poor behaviour and deliberately breaking the rules and how we will enforce those rules including any sanctions. <input type="checkbox"/> We will work with staff, students and parents to ensure that behaviour expectations are clearly understood, and consistently supported, taking account of individual needs and we will also consider how to build new expectations into our rewards system. <input type="checkbox"/> It is likely that adverse experiences and/or lack of routines of regular attendance and classroom discipline may contribute to disengagement with education upon return to school, resulting in increased incidence of poor behaviour. We will work with those students who may struggle to reengage in school and are at risk of being absent and/or persistently disruptive, including providing support for overcoming barriers to attendance and behaviour and to help them reintegrate back into school life. <input type="checkbox"/> Some students will return to school having been exposed to a range of adversity and trauma including bereavement, anxiety and in some cases increased welfare 	<p>Refer to model 'Covid-19 Addendum to the School Behaviour Policy', 'Covid-19 Addendum to the Exclusion Policy' and 'Covid-19 Addendum to the Staff Code of Conduct' on the KAHSC website</p> <p>Refer also to the DfE Checklist for school leaders to support full opening: behaviour and attendance</p> <p>WSS have produced resources to support the schools' workforce to prepare for the</p>	Low

Hazards & Associated Risks	Risk Rating	Control Measures What are we doing now?	Notes/Additional Control Measures What more do we need to explain/do?	Residual Risk
		<p>and safeguarding risks. This may lead to an increase in social, emotional and mental health concerns and some children, particularly vulnerable groups such as children with a social worker, previously looked-after children who left care through adoption or special guardianship and young carers, will need additional support and access to services such as educational psychologists, social workers, and counsellors. Additionally, provision for children who have SEND may have been disrupted during partial school closure and there may be an impact on their behaviour. We will work with local services (such as health and the LA) to ensure the services and support are in place for a smooth return to schools for students.</p> <ul style="list-style-type: none"> <input type="checkbox"/> The disciplinary powers that schools currently have, including suspension and expulsion, remain in place. Expulsion will only be used as a last resort and must be lawful, reasonable and fair. <input type="checkbox"/> Where a child with a social worker is at risk of expulsion, their social worker will be informed and involved in relevant conversations. <input type="checkbox"/> We will, as far as possible, avoid permanently excluding any student with an EHC plan, or a looked-after child. Where a looked-after child is at risk of suspension or expulsion, the designated teacher should contact the relevant authority's virtual school head as soon as possible to help the school decide how to help the child and avoid expulsion becoming necessary. <input type="checkbox"/> Where a previously looked-after child is at risk of expulsion, the designated teacher will speak with the child's parent or guardian and seek advice from their virtual school head. <input type="checkbox"/> Pre-empting that a student may commit a disciplinary offence, and thus not allowing a student to attend school, is an unlawful exclusion. <input type="checkbox"/> Any disciplinary exclusion of a student, even for short periods of time, must be consistent with the relevant legislation. This includes sending a student home for poor behaviour, whether or not remote education is provided. 'Informal' or 'unofficial' exclusions, such as sending students home 'to cool off' for part of the day are unlawful, regardless of whether they occur with the agreement of parents or carers. <input type="checkbox"/> We will be mindful that it is unlawful to punish a child for the actions of their parents and will consider this when applying sanctions. <p>Attendance</p>	<p>return, such as the COVID-19 SEND review guide which settings can use to reflect on their provision and a handbook to support teachers to take a whole school approach to supporting students following a traumatic event</p> <p>See school Exclusion Policy and Covid-19 addendum</p> <p>Refer to Improving school attendance: support for schools and local authorities</p> <p>Continue completing the educational status form</p>	

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		<ul style="list-style-type: none"> <input type="checkbox"/> School attendance became mandatory again for all students from 08/03/21. The usual rules on school attendance will apply, including: <ul style="list-style-type: none"> - parents' duty to secure their child's regular attendance at school where the child is a registered student at school and they are of compulsory school age; - the ability to issue sanctions, including fixed penalty notices in line with LA' codes of conduct. <input type="checkbox"/> We are responsible for recording attendance, following up absence and reporting children missing education to the LA. <input type="checkbox"/> We will not plan for rotas as there is no requirement to reduce occupancy in schools. Instead, everyone must follow the system of controls. <input type="checkbox"/> Vulnerable children - refer to page 13. <input type="checkbox"/> Guidance on year 11 to 13 exam cohort attendance and provision for the 2021 summer term can be found in Annex B of the school's operational guidance operational guidance. <p><i>Term time holidays</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> As restrictions begin to lift, some families may be looking to take holidays. As usual, parents should plan their holidays around school breaks and not take their children out of school on holiday during term time. <input type="checkbox"/> Where a parent wishes to take their child out of school for whatever reason, the onus is on them to apply for a leave of absence and demonstrate why they believe the circumstances are exceptional. Schools make decisions on granting leave of absence but will not normally do so for a holiday. <p><i>Students abroad who are unable to return</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> We will continue to work with the LA to engage with families who are abroad to understand the child's circumstances and their plans to return. <input type="checkbox"/> We will encourage families to return where they are able to, emphasising the benefits of regular school attendance reminding them that school attendance is mandatory. <p><i>Remote Education</i></p>	In some specific cases, absence code Y (unable to attend due to exceptional circumstances) will apply where a student is unable to attend because a national emergency has resulted in widespread disruption to travel. Code Y is unlikely apply in circumstances where families are not travelling back to the UK for other reasons (e.g. choosing to remain abroad or looking to avoid quarantine. Where Code Y does not apply, consider the authorised & unauthorised absence codes.	

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		<ul style="list-style-type: none"> <input type="checkbox"/> Where we are able to do so, we will provide remote education for students who are abroad and facing challenges to return due to Covid-19 travel restrictions for the period they are abroad. <p>Teacher Assessments</p> <ul style="list-style-type: none"> <input type="checkbox"/> If circumstances require it, we can conduct assessments remotely as set out in JCQ Guidance on the determination of grades for A/AS Levels and GCSEs for Summer 2021. A student's performance will be considered in light of the conditions in which the assessment is completed. <p>Travel & quarantine</p> <ul style="list-style-type: none"> <input type="checkbox"/> All students travelling to England must adhere to government travel advice and parents should bear in mind the impact on their child's education which may result from any requirement to quarantine or isolate upon return. <input type="checkbox"/> Those arriving from a 'red list' country or have transited through one in the past 10 days, must quarantine in a government approved facility with a parent or legal guardian rather than at home. 		
Inadequate arrangements in place for managing off-site visits	High	<ul style="list-style-type: none"> <input type="checkbox"/> Dates in the Government's Roadmap are indicative and subject to change. Advice will be updated in line with the roadmap. <p>Educational day visits</p> <ul style="list-style-type: none"> <input type="checkbox"/> In line with step 2 of the roadmap, schools can resume educational day visits from 12/04/21. <input type="checkbox"/> Any educational day visits must be conducted in line with relevant COVID-19 secure guidelines and regulations in place at that time. This includes system of controls, such as keeping children within their consistent groups and the COVID-secure measures in place at the destination. <input type="checkbox"/> We must undertake full and thorough risk assessments in relation to all educational visits to ensure they can be undertaken safely. As part of this risk assessment, we will need to consider what control measures need to be used and follow wider advice on visiting indoor and outdoor venues. <p>Domestic residential educational visits</p> <ul style="list-style-type: none"> <input type="checkbox"/> In line with the step 3 of the roadmap, schools can undertake domestic residential educational from 17/05/21. 	Refer to the health and safety guidance on educational visits when considering visits and the KAHSC Model Off-Site Visits During a Pandemic Risk Assessment	Low

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		<ul style="list-style-type: none"> <input type="checkbox"/> Any domestic residential visits must be conducted in line with relevant COVID-19 secure guidelines and regulations in place at that time. We will children within their consistent groups (bubbles) for the duration of the visit. <p><i>Risk assessment for residential educational visits</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Annex C of the Schools coronavirus (COVID-19) operational guidance and Annexe B of Protective measures for out-of-school settings during the coronavirus (COVID-19) outbreak sets out the conditions that should be met when planning and undertaking a residential educational visit as part of Step 3. <input type="checkbox"/> We will undertake full and thorough risk assessments in relation to all educational visits to ensure they can be undertaken safely. We will consider the principles set out in the system of controls and Annex C to assure ourselves that we are taking children into a safe environment. <p><i>New Bookings</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> For new bookings, whilst there are still gaps in the traditional insurance market regarding COVID-19 cancellation cover, we should be able to secure appropriate travel insurance for other aspects of our visit. <input type="checkbox"/> Given the likely gap in COVID-19 cancellation related insurance, if we are considering booking a new visit we will ensure that any new bookings have adequate financial protection in place. <input type="checkbox"/> Many providers are now offering no cost deferral to a later date or a full cash refund of all monies paid against a new booking should a deferral not be acceptable. Other measures that may be available include: <ul style="list-style-type: none"> - insurance backing of 'COVID-19 guarantee' - extended payment terms - financial protection in case of insolvency - membership of industry organisations <input type="checkbox"/> We will speak to either our commercial insurance provider, the Risk Protection Arrangement (RPA) or an outdoor education adviser to assess the protection available and make sure it provides suitable protection in the event of a COVID-19 related cancellation. If unsure contact organisations such as the British 		

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		<p>Insurance Brokers' Association (BIBA) or Association of British Insurers (ABI) for independent advice on insurance cover and options.</p> <p>International visits</p> <ul style="list-style-type: none"> <input type="checkbox"/> The government has now published red, amber and green list rules for entering England. <input type="checkbox"/> Given the complexities attached to international travel at this stage of the pandemic, the Government recommend schools do not go on any international visits this academic year up to and including 05/09/21. <input type="checkbox"/> The position beyond 05/09/21 will be reviewed again in advance of Step 4. <p>Credit notes</p> <ul style="list-style-type: none"> <input type="checkbox"/> Any school holding ATOL or ABTA refund credit notes may use these credit notes to rebook educational international visits. 		
Inadequate staffing ratios, staff availability and recruitment	High	<p>Ratios and Qualifications</p> <ul style="list-style-type: none"> <input type="checkbox"/> We will undertake an appropriate audit to ensure staffing levels are appropriate. <input type="checkbox"/> The EYFS: disapplications and modifications allows for the temporary disapplying and modifying of a number of requirements within EYFS, giving settings flexibility to respond to changes in workforce availability and potential fluctuations in demand while ensuring children are kept safe. <input type="checkbox"/> It allows further exceptions to be made to the qualification level that staff hold in order to be counted in the ratio requirements. We will use reasonable endeavours to ensure that at least half of staff (excluding the manager) hold at least a full and relevant level 2 qualification to meet staff to child ratio requirements, but this is not a legal requirement. <input type="checkbox"/> In nursery classes in maintained schools, caring for children aged 3 and over, reasonable endeavours will be used to ensure that at least one member of staff is a school teacher. Where this is not possible, there must be at least one member of staff for every 8 children, with at least one member of staff who holds at least a full and relevant level 3 qualification. We will use our reasonable endeavours to ensure that at least half of other staff hold at least a full and relevant level 2 qualification. <input type="checkbox"/> We have contingency plans in place should staff be absent as a result of Covid-19. Our possible approaches to managing a shortfall in staffing include: 	Refer to Early Years Foundation Stage Framework and the EYFS: disapplications and modifications for early years provision open during the coronavirus (COVID-19) outbreak	Low

Hazards & Associated Risks	Risk Rating	Control Measures What are we doing now?	Notes/Additional Control Measures What more do we need to explain/do?	Residual Risk
		<ul style="list-style-type: none"> - We will ensure that appropriate support is made available for students with SEND, e.g. by deploying teaching assistants and enabling specialist staff from both within and outside the school to work with students in different classes or year groups. - Where support staff capacity is available, we will consider using this to support catch-up provision or targeted interventions. TAs may also be deployed to lead groups or cover lessons, under the direction and supervision of a qualified, or nominated, teacher. Any redeployments will not be at the expense of supporting students with SEND. The Head teacher will be satisfied that the person has the appropriate skills, expertise and experience to carry out the work, and discuss and agree any proposed changes in role or responsibility with the member of staff. This includes ensuring that safe ratios are met, and/or specific training undertaken, for any interventions or care for students with complex needs where specific training or specific ratios are required. - We can continue to engage supply teachers and other supply staff during this period including to deliver face to face education to students in school and remote education. - Supply staff and other temporary workers can move between schools, but we will minimise the number of visitors to the school where possible. Where it is necessary to use supply staff and peripatetic teachers, they will be expected to comply with our arrangements for managing and minimising risk, including taking particular care to maintain distance from other staff and students. - To minimise the numbers of temporary staff in school, we will use longer assignments with supply teachers and agree a minimum number of hours across the academic year (also applies to other temporary staff, peripatetic teachers such sports coaches, and those delivering before and after school clubs). - ITT trainees can continue to go into their host school or college on placement and students completing Level 2, Level 3 qualifications, including the T Level in Education and Childcare, and early years initial teacher training (EYITT) trainees can continue to go into their early years setting on placement; should be offered coronavirus (COVID-19) testing in the same way other 	<p>Refer to making the best use of teaching assistants.</p> <p>Consider using DfE's and Crown Commercial Service's agency supply deal when hiring agency workers. Get direct support on how to use the deal by emailing supplyteachers@crowncommercial.gov.uk with the school's details & contact details.</p> <p>Refer also to CCC COVID-19 Guidance for Supply Agencies, Head teachers and Supply Staff</p>	

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		<p>school staff are and are expected to follow all control measures put in place by school.</p> <ul style="list-style-type: none"> - Volunteers may be used to support the work of the school - they will be properly supported and given appropriate roles. - Mixing of volunteers across groups should be kept to a minimum, and they should adhere to the system of controls in place. - We will include supply staff and all temporary staff, in our communications, policies and processes for asymptomatic testing including provision of test kits where feasible. <p><input type="checkbox"/> <i>First Aid at Work (FAW) or Emergency First Aid at Work (EFAW) certificates that expired after 16 March 2020 can remain valid until 31 October 2020 or 6 months from date of expiry, whichever is later. All requalification training for these certificates should be completed by 31 March 2021 (HSE first aid requalification guidance). Previously, if PFA certificate requalification training was prevented for reasons associated directly with COVID-19, or by complying with related government advice, the validity of current certificates could have been extended to 31 March 2021 at the latest. This applied to certificates expiring on or after 01/10/20. This extension period has ended, and practitioners must attend PFA certificate requalification training in order to have a valid certificate, if their previous certificate has expired.</i></p> <p><input type="checkbox"/> We will ensure we have adequate and appropriate equipment and facilities to give first aid to any employee who is injured or becomes ill at work; the level of first aid cover provided remains appropriate for our particular work environment and the level of first aid provision necessary in high risk settings is fully maintained.</p> <p><input type="checkbox"/> Key telephone numbers of all available DSL's/deputies to be displayed in school.</p> <p><input type="checkbox"/> Ensure the contact details of the Safeguarding Hub/Early Help Team/LADO are available to all staff on duty.</p> <p><input type="checkbox"/> Ensure sufficient competent staff on duty to administer or supervise the administration of medication. Wherever possible, children to self-administer, witnessed by staff. Where not possible (age, SEND etc.) social distancing cannot be maintained – think about how this can be done safely – PPE, vigilant personal hygiene etc.</p>	<p>Where it is not possible to have a DSL or Deputy physically in school, arrangements may be made for the DSL to be contactable via phone or video link if working from home. Alternatively, arrangements may be made with an alternative school to use the expertise of their DSL. Where a trained DSL (or deputy) is not on site, in addition to one of the above options, a senior leader should take responsibility for co-ordinating safeguarding on site.</p> <p>The latest guidance on travel/quarantine can be accessed at Coronavirus Covid-19 safer travel guidance for passengers, How to quarantine when you arrive in England, Coronavirus (COVID-19) testing before you travel to England, Travel Corridors, Booking and staying in a quarantine hotel when you</p>	

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		<p>Staff taking leave</p> <ul style="list-style-type: none"> <input type="checkbox"/> Staff will need to be available to work in school during term time. We will discuss leave arrangements with staff to inform workforce planning taking into account their individual contractual arrangements. <input type="checkbox"/> There is a risk that where staff travel abroad, their return travel arrangements could be disrupted due to COVID-19 restrictions and they may need to quarantine on their return. Refer to how to self-isolate when you travel. <input type="checkbox"/> Where it is not possible to avoid a member of staff having to quarantine during term time, we will consider if it is possible to temporarily amend working arrangements to enable them to work from home. <input type="checkbox"/> Whilst it remains a decision for individual schools, we will make all staff aware that the LA view is that if staff must travel abroad which then mean they have to quarantine on their return (and this is not within school holiday periods), then this should be treated as unpaid leave. <p>Students travelling from abroad to attend Boarding Schools</p> <ul style="list-style-type: none"> <input type="checkbox"/> Refer to the model Isolation for Boarding Schools during Coronavirus (Covid-19) Pandemic Risk Assessment on the KAHSC website. <p>Recruitment</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recruitment will continue as usual. We will continue to adhere to Keeping Children Safe in Education regarding pre-appointment checks. <input type="checkbox"/> We will consider a flexible approach to interviews, with alternative options to face-to-face interviews offered where possible. <input type="checkbox"/> Where face-to-face meetings are arranged, we will make clear that candidates must adhere to the system of controls that we have in place including any requirements to wear face coverings where social distancing cannot be managed safely. <input type="checkbox"/> Initial teacher training (ITT) providers have worked flexibly to ensure this year's NQTs are ready and prepared to enter the classroom. They will also be supported by materials DfE is making available to all schools based on the early career framework reforms, to support them. 	<p>arrive in England, Coronavirus (COVID-19): red, amber and green list rules for entering England</p> <p>The government's Teaching Vacancies service can help us list vacancies for both permanent and fixed-term teaching staff quickly</p> <p>Interviewing remotely may be a new experience for many schools. Refer to experience of implementing interviews remotely and attending your first remote interview</p>	

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Visiting children in their own homes and contact with Covid-19 virus	High	<input type="checkbox"/> Should we have a situation where a child requires a home visit such as in relation to safeguarding concerns or delivery of the EHC Plan to students not attending school, we will consider and adhere to guidance issued in Safe working in education, childcare and children's social care settings, including the use of PPE .	Refer to model Covid-19 Home Visits Risk Assessment on the KAHSC website	Low
Visitors & spread of Covid-19 virus	High	<p>ALL Visitors</p> <ul style="list-style-type: none"> <input type="checkbox"/> Visitors to the premises will be discouraged and meetings held remotely where possible. Visitors will be by appointment only. <input type="checkbox"/> We will ensure visitors follow the system of controls, remain socially distanced from other adults, and wear face coverings where needed. <input type="checkbox"/> A record should be kept of all visitors/contractors with sufficient detail to support rapid contact tracing if required by NHS Test and Trace. Create a signing in sheet – with date, times, name, company (where relevant), contact Tel No., where in the building they are going to be for the majority of the time and who they are meeting with (see Model Visitors Form on the KAHSC website). Do not leave a pen available – they should use their own. If a touch screen is used, anti-viral wipes must be available along with a bin for disposal. Refer to Maintaining records to support NHS Test & Trace <input type="checkbox"/> Site guidance on physical distancing and hygiene should be documented & explained to visitors/contractors on or before arrival - make it clear via a notice on the inner door that all visitors must wash their hands as soon as they enter the building or sanitise their hands. Ensure that any keypads or electronic entry systems are regularly sanitised throughout the day (as above). <input type="checkbox"/> Where possible, limit the areas that visitors/contractors can go in the building and reduce the number of people they come into contact with. <p>External education professionals</p> <ul style="list-style-type: none"> <input type="checkbox"/> Specialists, therapists, clinicians and other support staff for children with Special Educational Needs and Disabilities (SEND) should provide interventions as usual. They, as well as other professionals or other temporary staff, can move between settings. They should ensure they minimise contact and maintain as much distance as possible from other staff. Such specialists will be aware of the PPE most appropriate for their role. 		Low

Hazards & Associated Risks	Risk Rating	Control Measures What are we doing now?	Notes/Additional Control Measures What more do we need to explain/do?	Residual Risk
		<p><input type="checkbox"/> For children with EHC Plans, refer to 'Other Considerations' on Page 21.</p> <p>Other Visitors</p> <p><input type="checkbox"/> We will consider how to manage other visitors to the site, including contractors, and ensure that the risks associated with managing contractors, visitors, catering staff and deliveries, as well as cleaning staff on site who may be working throughout the school and across different groups, are addressed. This will require close cooperation between both school and the other relevant employers. We will have discussions with key contractors about the school's control measures and ways of working.</p> <p><input type="checkbox"/> Access to contractors/external maintenance personnel should be by appointment only and wherever possible, arranged after school, holidays or weekends to reduce contact with others and appropriate hygiene and social distancing arrangements are followed (including in an emergency situation where access is required urgently to undertake maintenance/repair).</p> <p>Parents/Carers</p> <p>New Admissions</p> <p><input type="checkbox"/> For new admissions, we will provide virtual tours for prospective parents and carers wherever possible.</p> <p><input type="checkbox"/> If parents and carers are keen to visit in person, we will ensure:</p> <ul style="list-style-type: none"> - ensuring face coverings are worn if required in line with arrangements for staff and other visitors to the setting; - there is regular handwashing, especially before and after the visit; - holding visits after hours. If this is not possible, consider limiting visits to the outside play areas during regular hours, and ensure strict social distancing is observed. <p><input type="checkbox"/> Prior to a visit, we will ensure that parents and carers are aware:</p> <ul style="list-style-type: none"> - of our 'system of controls'; - how this impacts them and their responsibilities during their visit; - how to maintain social distancing from staff, other visitors, and children other than those in their care. 	<p>Undertake effective liaison with contractors BEFORE they attend site – ask contractors to provide key information in relation to how they are managing infection control (risk assessments) and any control measures we have in place which we expect them to follow will be shared with them either in advance or on immediate arrival. Contractors should be complying with CLC: Site-Operating-Procedures</p> <p>Refer to Maintaining records to support NHS Test & Trace</p>	

Hazards & Associated Risks	Risk Rating	Control Measures What are we doing now?	Notes/Additional Control Measures What more do we need to explain/do?	Residual Risk
		<p><i>Other visits by parents and carers</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> In-person visits from parents and carers can take place if they are necessary but we will make use of remote visits wherever possible. We will work with parents and carers to ensure they still have visibility of the childcare environment during this time, including through the use of remote visits, pictures and phone calls. 		
Lack of wellbeing management for students and families	High	<ul style="list-style-type: none"> <input type="checkbox"/> Some students may be experiencing a variety of emotions in response to the coronavirus (COVID-19) outbreak, such as anxiety, stress or low mood. This may particularly be the case for vulnerable children, including those with a social worker and young carers. It is important to contextualise these feelings as normal responses to an abnormal situation. <input type="checkbox"/> Some students, parents and households may be reluctant or anxious about attending school. We will identify students who are reluctant or anxious about attending or who are at risk of disengagement and develop plans for re-engaging them with a particular emphasis on: <ul style="list-style-type: none"> - disadvantaged and vulnerable children and young people; - students who were persistently absent prior to the pandemic; - students who have not engaged with school regularly during the pandemic. <input type="checkbox"/> We will discuss any concerns with parents and provide reassurance about the measures we are putting in place to reduce any risks including the system of controls and testing. We will discuss with individual parents other specific accommodations that can be put in place to ensure that the student can regularly attend and emphasise the benefits of regular attendance. <input type="checkbox"/> We will offer pastoral support to students who are self-isolating, shielding or who are vulnerable. <input type="checkbox"/> We will consider using pastoral and extra-curricular activities to: 	<p>Refer to DfE - teaching about mental wellbeing, the DfE/PHE/NHS YouTube webinar and the Wellbeing for Education Return programme</p> <p>The Every interaction matters webinar can help with offering pastoral support for wellbeing</p> <p>Further support & resources can be found at:</p>	Low

Hazards & Associated Risks	Risk Rating	Control Measures What are we doing now?	Notes/Additional Control Measures What more do we need to explain/do?	Residual Risk
		<ul style="list-style-type: none"> - support the rebuilding of friendships and social engagement; - address and equip students to respond to the impact of Covid-19 and associated restrictions; - support students with approaches to improving their physical and mental wellbeing including continuing to remain fit and active and, wherever possible, having the 60 minutes of daily physical activity recommended by the Chief Medical Officers. <p><input type="checkbox"/> We will also provide more focused pastoral support for students' individual issues, drawing on external support where necessary and possible.</p> <p><input type="checkbox"/> Where there is a concern a child is in need or suffering or likely to suffer from harm, we (generally led by the DSL or deputy) will follow our Child Protection Policy and Part 1 of keeping children safe in education and consider any referral to statutory services (and the police) as appropriate.</p> <p><input type="checkbox"/> We will work with school nurses, where in place to:</p> <ul style="list-style-type: none"> - ensure delivery of the healthy child programme; - identify health and wellbeing needs; - provide support for resilience, mental health and wellbeing including anxiety, bereavement and sleep issues; - support for students with additional and complex health needs. <p><input type="checkbox"/> Staff will need to strike an appropriate balance between reintegrating students into a reassuring and familiar work ethic to support their mental wellbeing on the one hand and identifying and taking time to address explicitly individual concerns or problems on the other.</p> <p><input type="checkbox"/> If safeguarding issues come to light they will be addressed using the school's Child Protection policy, which may need to be updated. The Head teacher will consider how they might manage any increase in referrals as students return to school.</p>	<ul style="list-style-type: none"> • PHE: supporting children and young people's mental health and wellbeing • Every Mind Matters • MindEd learning platform for professionals • MindEd coronavirus (COVID-19) staff resilience hub • Whole School SEND Resource page • Transition planning for post-year 11 destinations • COVID-19 SEND review guide • A Handbook to support teachers to take a whole school approach to supporting students following a traumatic event 	
Lack of wellbeing management for staff	High	<input type="checkbox"/> We will be conscious of the wellbeing of all staff, including senior leaders themselves, and the need to implement flexible working practices in a way that promotes good work-life balance and supports teachers and leaders.	Refer to extra mental health support for students and teachers , NHS Every Mind Matters and Wellbeing for education return programme	Low

Hazards & Associated Risks	Risk Rating	Control Measures What are we doing now?	Notes/Additional Control Measures What more do we need to explain/do?	Residual Risk
		<ul style="list-style-type: none"> <input type="checkbox"/> Particular regard will be given to ensuring staff who are BAME (Black, Asian and Minority Ethnic) and those with existing health conditions (but do not fall into the category of critically vulnerable) are appropriately supported, given that they may be at comparatively increased risk of severe ill-health should they contract Covid-19. <input type="checkbox"/> Workload will be carefully managed and the school will assess whether staff who are having to stay at home due to health conditions are able to support remote education, while others focus on face-to-face provision. This issue will be factored into our resource and curriculum planning and consideration given to where additional resource could be safely brought in if necessary. <input type="checkbox"/> We may need to alter the way in which we deploy staff and use existing staff more flexibly to welcome back all students. We will discuss and agree any changes to staff roles with individuals. <input type="checkbox"/> We will monitor the wellbeing of people who are working from home or self-isolating and help them stay connected to the rest of the workforce, especially if the majority of their colleagues are on-site. We will keep in touch with off-site workers on their working arrangements including their welfare, mental and physical health and personal security. <input type="checkbox"/> We will consider how to support the mental wellbeing of our staff who are returning after a significant period of either home working, shielding or furlough. Where work-related issues present themselves, the HSE's published stress Management Standards will be followed. We will also review how we can support employees on broader issues, such as bereavement support and general anxiety about the ongoing situation (for example by signing up for a formal Employee Assistance Programme providing confidential telephone advice and counselling). 	<p>Refer to BAMEd Network guidance for assistance in completing an individual risk assessment before affected staff return to work.</p> <p>Refer to the DfE workload reduction toolkit and case studies to support remote education</p> <p>Refer to template Individual Risk Assessment on the KAHSC website</p> <p>Education Support Partnership provides a free helpline for school staff and targeted support for mental health and wellbeing and the Frontline: Wellbeing toolkit for educators brings together a range of resources and support for staff.</p>	
Inadequate communications with and training of staff	High	<ul style="list-style-type: none"> <input type="checkbox"/> We will ensure all staff understand coronavirus related safety procedures. <input type="checkbox"/> We will provide clear, consistent and regular communication to improve understanding and consistency of ways of working amongst staff and explain and agree any changes in working arrangements, including those working from home. <input type="checkbox"/> We will ensure all staff are kept up to date with how safety measures are being implemented or updated. 		

Hazards & Associated Risks	Risk Rating	Control Measures What are we doing now?	Notes/Additional Control Measures What more do we need to explain/do?	Residual Risk
		<ul style="list-style-type: none"> <input type="checkbox"/> We will ensure ongoing engagement with staff, (including through trades unions or employee representative groups) to monitor and understand any unforeseen impacts of changes to working environments. <input type="checkbox"/> We will promote awareness and focus on the importance of mental health at times of uncertainty (see above). <input type="checkbox"/> We will use simple, clear messaging to explain guidelines using images and clear language, with consideration of groups for which English may not be their first language and those with protected characteristics such as visual impairments. <input type="checkbox"/> We will use visual communications, e.g. whiteboards or signage, to explain safe working practices around the working site to reduce the need for face-to-face communications. 		

PART 2 – PREMISES AND MAINTENANCE ISSUES REQUIRED PRIOR AND DURING OPENING

Hazards & Associated Risks	Risk Rating	Control Measures What are we doing now?	Notes/Additional Control Measures What more do we need to explain/do?	Residual Risk
NOTE: This Section has now been condensed as most of the control measures previously identified in this Section will already been completed.				
Fire and emergencies	High	<ul style="list-style-type: none"> <input type="checkbox"/> Regularly review and where necessary, update the existing school Fire Risk Assessment and Fire Safety Management Policy/Evacuation Plan. <input type="checkbox"/> Ensure adequate provision of fire wardens and update training where zones they normally cover have been altered. <input type="checkbox"/> Ensure there are sufficient trained staff/fire wardens on duty to cover the site to enable sweeps of all areas to be carried out and to ensure full evacuation of the building – particularly important if staff are required to self-isolate. <input type="checkbox"/> Assess the suitability of Personal Emergency Evacuation Plans (PEEPs) – especially if working hours are elongated and/or previous role holders are no longer available to continue. <input type="checkbox"/> Consider altered escape routes where children are restricted to certain areas. <input type="checkbox"/> Consider the layout of muster points; more points may need to be created to allow for social distancing and to prevent groups or bubbles mixing – how will the person in charge at each assembly point communicate with the others? How will students line up – is marking required? <input type="checkbox"/> Test whether the school's existing system works appropriately in relation to social distancing and the advice not to mix groups or bubbles. <input type="checkbox"/> More frequent fire drills may be required as staff/students become accustomed to the 'new normal' of Class/Year bubbles, social distancing, being in different classrooms/work areas etc. <input type="checkbox"/> However, it is accepted that during the current pandemic there may be instances where a fire drill involving the entire school may result in the school's planned Covid control measures being compromised; e.g. two separate student groups (bubbles) coming briefly into contact due to the available evacuation routes. Therefore our advice is that prior to undertaking a fire drill for the whole school an assessment should be made of the potential risk of this occurring. <input type="checkbox"/> If, as a result of the assessment, the school believes it would be preferable not to undertake a fire drill involving the whole school, steps must be taken to ensure that all students and staff are familiar with the escape routes. This could be 	<p>Refer to advice on Fire safety in new and existing school buildings</p> <p>Train staff and students in the correct procedures in the event of fire emergency – repeat as necessary – monitor via fire drills</p>	Low

Hazards & Associated Risks	Risk Rating	Control Measures What are we doing now?	Notes/Additional Control Measures What more do we need to explain/do?	Residual Risk
		<p>achieved by individual groups physically walking the escape routes available to them but without resorting to sounding the fire alarm. It is recommended that for each group of students both the nearest fire exit and also the next closest alternative escape routes are used for this purpose. In line with normal practice any drill (whether full or conducted partially) should be clearly logged in the School Fire Logbook.</p> <ul style="list-style-type: none"> <input type="checkbox"/> It must be emphasised that the mitigating approach above is only necessary where there is a distinct possibility that the Covid control measures will be compromised for the purposes of a fire drill. In case of a genuine fire the fire evacuation procedure will take precedence over any Covid control measures; the priority is to ensure that all occupants have left the building and reached the fire assembly point. <input type="checkbox"/> More frequent fire updates will be provided to staff and students, particularly where students are not being taught in their 'normal classrooms' so that they can familiarise themselves with the nearest fire route and ultimate exit. <input type="checkbox"/> Clarify means of summoning emergency assistance, particularly when operating social distancing. <input type="checkbox"/> Consider whether parental performances need to be suspended in the shorter term – see 'Music, Dance & Drama' under 'Curriculum'. <input type="checkbox"/> The use of portable heaters should be avoided where possible. However, where it is necessary to use these ensure suitable controls are implemented and include within the existing Fire Risk Assessment e.g. <ul style="list-style-type: none"> - check that the electrical installation has the capacity to run multiple portable heaters to ensure none of the electrical phases become overloaded; - radiant type heaters must not be used; - the use of naked flame appliances e.g. LPG appliances, must not be permitted under any circumstance; - prior to use all portable heaters must be inspected to ensure that they are correctly maintained; - portable electrical heaters should be subject to a portable appliance test at suitable timescales and display a label; 	The advice of a competent electrician (registered with an electrical Competent Person Scheme Operator) may need to be sought.	

Hazards & Associated Risks	Risk Rating	Control Measures What are we doing now?	Notes/Additional Control Measures What more do we need to explain/do?	Residual Risk
		<ul style="list-style-type: none"> - heaters must be stable and prevented from being knocked over - the base of the heater should be secure (ideally use heaters that have an automatic cut-out so that if the heater is knocked-over the heater will switch-off.) - staff must not be permitted to bring their own portable heaters into the school; - when in use the heater should be connected directly to a fixed wall socket; the use of extension leads and adaptors avoided at all time; - all heating appliances must be kept clear of combustible material and the air flow around the appliance must not be impeded; - heaters must not be used under desks or other furniture; - as far as practicable, heaters should not be left unattended; - heaters should be positioned where they will not cause an obstruction and must not be used within escape routes. <p><input type="checkbox"/> Propping open doors by any other means other than proprietary hold open devices triggered by the fire alarm is normally not permitted. However, as a temporary measure, all reasonable methods of preventing infection spread may need to be introduced. The risk of a fire starting during the school day when the building is occupied is probably lower than the risk of covid-19 infection spread. If fire doors are held open as a measure to reduce the risk of infection transmission the following will be observed:</p> <ul style="list-style-type: none"> - If fire doors are held open, we will alter our documented and practical procedures to ensure that more staff are appointed to ensure ALL fire doors will be closed by a member of staff using the room or those undertaking sweeps of communal areas in the event of the fire alarm activating. - We will use wedges to hold doors open – these can be easily kicked out should there be an emergency situation. - We will only hold doors open where access through them is required during the day and where the room beyond is occupied. This will reduce the risk of contamination. Rooms which are not being used will have the doors closed at all times. - At the end of each day, ALL fire doors MUST be closed. Wipe down contact points with a proprietary cleaning product ready for the next day. 	Review fire doors appropriate to setting. We will consider installing proprietary hold open devices triggered by the fire alarm as a longer-term objective.	

Hazards & Associated Risks	Risk Rating	Control Measures What are we doing now?	Notes/Additional Control Measures What more do we need to explain/do?	Residual Risk
		<ul style="list-style-type: none"> - Continually monitor compliance with the above as well as during/following fire drills. <input type="checkbox"/> We will consider the closing of windows should the fire alarm activate. Because of the need for increased ventilation in the school during the Covid-19 pandemic, there may not be time to close all windows prior to evacuation. This situation is only permissible where to close all the windows would result in increased risk to staff and students. <input type="checkbox"/> We will review the first aid 'assessment of need' to ensure that it is still sufficient. Based on this, more first aiders may need to be trained to ensure that there is adequate coverage. We will review levels of first aid equipment to ensure that these are still adequate. In particular, consideration will be given to the purchase of additional resuscitation face shields, disposable gloves and aprons. <input type="checkbox"/> Where necessary, staff will undergo induction in the fire and emergency routines and accident/first aid procedures. This may not be the usual routes and normal nominated fire wardens may not be in attendance. Repeat as necessary. 		
Lack of building/property maintenance – preparing to re-open	High	<p>All routine external and in-house monitoring, testing and inspection will continue as normal including:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Routine in-house health & safety inspections; <input type="checkbox"/> External and in-house maintenance of fire safety equipment and systems; <input type="checkbox"/> Ongoing external and in-house hot and cold water safety (legionella) monitoring, maintenance and testing; <input type="checkbox"/> In-house monitoring of asbestos containing materials; <input type="checkbox"/> External and in-house monitoring, testing and maintenance of all other systems and equipment in line with statutory requirements and manufacturer's instructions. <p>Ventilation – keep occupied spaces well ventilated</p> <ul style="list-style-type: none"> <input type="checkbox"/> It is important to ensure the building is well ventilated and a comfortable teaching environment is maintained. This can be achieved by a variety of measures including: <ul style="list-style-type: none"> - mechanical ventilation systems – these should be adjusted to increase the ventilation rate wherever possible, and checked to confirm that normal 	<p>Refer to CIBSE: emerging from lockdown, HSE: Legionella Risks during the Coronavirus Outbreak</p> <p>Refer to the HSE: Ventilation and air conditioning during the coronavirus (COVID-19) pandemic and CIBSE coronavirus (COVID-19) advice</p>	Low

Hazards & Associated Risks	Risk Rating	Control Measures What are we doing now?	Notes/Additional Control Measures What more do we need to explain/do?	Residual Risk
		<p>operation meets current guidance (if possible, systems should be adjusted to full fresh air or, if not, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply);</p> <ul style="list-style-type: none"> - natural ventilation – opening windows (in cooler weather, windows should be opened just enough to provide constant background ventilation and opened more fully during breaks to purge the air in the space). Opening internal doors can also assist with creating airflow; - natural ventilation – if necessary external opening doors may also be used (where safe to do so – see also ‘fire doors’ above). <p><input type="checkbox"/> To balance the need for increased ventilation while maintaining a comfortable temperature, the following measures should also be used as appropriate:</p> <ul style="list-style-type: none"> - opening high level windows in preference to low level to reduce draughts; - increasing the ventilation while spaces are unoccupied (e.g. between classes, during break and lunch, when a room is unused); - providing flexibility to allow additional, suitable indoor clothing (see also ‘school uniform’ above); - rearranging furniture where possible to avoid direct drafts. <p><input type="checkbox"/> Ventilation in chemical stores should be kept running as normal.</p> <p><input type="checkbox"/> Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces (see also ‘use of portable heaters’ above). The Workplace (Health, Safety & Welfare) Regulations 1992 require employers to provide a ‘reasonable’ temperature in workplaces. The School Premises (England) Regulations 2012 do not specify minimum temperatures for any parts of a school but simply refer back to the Workplace Regulations. The HSE ACOP states ‘the temperature in a workplace should normally be at least 16°C. If work involves rigorous physical effort, the temperature should be at least 13°C.</p>	<p>Check with your heating ventilation and air conditioning (HVAC) engineer to determine whether it would be feasible to operate the system with fan functions left off or on low during operation. However, this may affect the safety/functionality of the system advice must be sought by a competent person with knowledge of your heating system/site.</p>	

Further Action Required	Date Action Completed	Date RA Reviewed	Significant Changes Y/N	Shared with Staff Date or N/A
<p>Settings should review and update their wider risk assessments and consider the need for relevant revised controls in respect of their conventional risk profile considering the implications of Covid-19. This risk assessment must be read and followed in conjunction with other applicable risk assessments for the setting, staff member or student, adapted as necessary, and:</p> <ul style="list-style-type: none"> • Schools coronavirus (COVID-19) operational guidance • Actions for Early years and childcare providers • Additional operational guidance for special schools, special post-16 institutions and alternative provision • Critical workers who can access schools or settings • Stay at home guidance for households with possible Covid-19 infection • Guidance on shielding & protecting people who are clinically extremely vulnerable from COVID-19 • RCPCH COVID-19 - 'shielding' guidance for children and young people • How to stop the spread of coronavirus (COVID-19) • Coronavirus (Covid-19) Getting tested • Use of the NHS COVID-19 app in schools and FE colleges • Safeguarding children and protecting professionals in early years settings: online safety guidance for practitioners • Safeguarding and remote education during coronavirus (COVID-19) • Coronavirus (COVID-19): test kits for schools and FE providers • Maintaining records of staff, customers and visitors to support NHS Test and Trace • Actions for employers and providers following a coronavirus (COVID-19) related death of a carer or colleague across children's services. • Providing School Meals during the Coronavirus Outbreak • COVID-19: cleaning in non-healthcare settings outside the home • Coronavirus Covid-19 safer travel guidance for passengers • Coronavirus Covid-19 Safer transport guidance for operators • LA School Transport guidance • Transport to schools and colleges: 2020 to 2021 academic year • Safe working in education, childcare and children's social care settings, including the use of PPE • HSE Face Fit Testing Guidance • Face coverings in education • Face coverings: when to wear one, exemptions and how to make your own • Early Years Foundation Stage Statutory Framework (disapplications) 				

Further Action Required	Date Action Completed	Date RA Reviewed	Significant Changes Y/N	Shared with Staff Date or N/A
<ul style="list-style-type: none"> ● Protective measures for out-of-school settings during the coronavirus (COVID-19) outbreak ● Remote education during Coronavirus (Covid-19) ● Schools and COVID-19: guidance for Black, Asian and minority ethnic (BAME) staff and their employers in school settings ● AfPE COVID-19: Interpreting the Government Guidance in a PESSPA Context ● Asthma UK COVID-19: Health advice for people with asthma ● CPNI Managing Security Risks throughout Covid-19 ● Working safely during coronavirus (Covid-19) ● Contingency framework: education and childcare settings ● Mass asymptomatic testing: schools and colleges ● Rapid asymptomatic testing in specialist settings ● Coronavirus (COVID-19) asymptomatic testing for staff in primary schools and nurseries ● Households and bubbles of students, students and staff of schools, nurseries and colleges: get rapid lateral flow tests ● COVID-19 Response - Spring 2021 ● Reopening businesses and venues in England 				

