



# RISK ASSESSMENT TEMPLATE - CAH (Revision: 3)

<b>ACTIVITY: Coronavirus (COVID-19) Spread and Government Advice (REVISION 3) – 16/07/2020 (Page 1 of 36)</b>		<b>DATE OF ASSESSMENT</b> 26/05/2020 Revised 03/07/20 Revised 16/07/20 Revised 1-9-20
<b>ESTABLISHMENT/SCHOOL</b> Mortimer Primary School	<b>SECTION/TEAM</b>	
<b>WHO MIGHT BE HARMED?</b> Employees, pupils, trainees, students and visitors		<b>HOW MANY ARE AFFECTED?</b> 700+
<p><b>Steps of reopening</b></p> <pre> graph LR     A[Determine capacity of school building] --&gt; B[Determine Staff available to work on-site]     B --&gt; C[Liaise with parents regarding intention to return pupils to school]     C --&gt; D[Undertake &amp; review RAs &amp; develop action plan]     D --&gt; E[Share re-opening plans with Governing Body and staff]     E --&gt; F[Make necessary adaptations to site]     F --&gt; G[Complete identified actions]     G --&gt; H[Inform parents of re-opening plans &amp; expectations]   </pre>		
<p>This Risk Assessment sets out the decisions taken and measures put in place to prepare for the phased re-opening of the school and ensure the school continues to operate in a safe way. Existing policies and guidance continue to apply alongside the actions within this document, including but not limited to:</p> <ul style="list-style-type: none"> <li>• Health and Safety Policy</li> <li>• First Aid Policy</li> <li>• Child Protection Policy</li> <li>• CYP Response Plan</li> <li>• DFE Guidance relating to COVID19</li> <li>• The Health and Safety at Work etc. Act 1974</li> <li>• Management of Health and Safety at Work Regulations 1999</li> <li>• Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013</li> <li>• First Aid Regulations 1981</li> <li>• The Health Protection (Notification) Regulations 2010</li> <li>• Public Health England (PHE) (2017) 'Health protection in schools and other childcare facilities'</li> </ul>		

The risk assessment templates are intended as a starting point to consider the steps you may need to take to control the risks. It is unlikely that they will be appropriate for each individual school and they should therefore be adapted for your own specific circumstances. The manager/Head must develop them taking into account individual requirements and using any specific manufactures guidelines/instructions.





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HAZARDS (including inadequate / lack of arrangements)	EXISTING CONTROL MEASURES	In place? ✓ or ✗	ACTION TO BE TAKEN TIMESCALES OR ADDITIONAL CONTROL MEASURES	RISK RATING High, Medium, Low
<p>Risk of coronavirus infection spreading to children and staff due to inadequate infection control procedure</p>	<p>Lead/Head teacher to regularly check the latest government advice for schools and to ensure the advice is shared and followed. See links for latest advice - <a href="#">Actions for education &amp; childcare settings to prepare for wider opening from 1 June 2020</a>.</p> <p>Teachers share key information about hygiene daily. LHT, DHT and HOS to remind children at the start of the day. Resources are 'Catch it, Bin it, Kill it' poster and handwashing video and <a href="#">e-Bug</a> resources to teach pupils about hygiene – information posters are displayed around the school and every classroom.</p> <p>The school will ensure that pupils clean their hands regularly, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating. Regular and thorough hand cleaning is going to be needed for the foreseeable future. Points to consider and implement:</p> <ul style="list-style-type: none"> <li>• has the school enough hand washing or hand sanitiser 'stations' available so that all pupils and staff can clean their hands regularly</li> <li>• can the school ensure that there is enough supervision when using hand sanitiser to eliminate ingestion. Small children and pupils with complex needs should continue to be helped to clean their hands properly. Skin friendly skin cleaning wipes can be used as an alternative</li> <li>• the school will build these routines into school culture, supported by behaviour expectations and helping ensure younger children and those with complex needs understand the need to follow them</li> <li>• <b>Soap and water is more effective than using sanitisers</b></li> <li>• Minimise contact with individuals who are unwell by ensuring that those who have coronavirus symptoms, or who have someone in their household who does, do not attend childcare settings, schools or colleges</li> <li>• follow the <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a></li> </ul>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>Daily updates provided by LA,DFE are shared and read by SLT and Staff</p> <p>The daily register of children will be followed by hygiene advice.</p> <p>Laminated poster on entrance for visitors and parents.</p> <p>Students will wash hands upon arrival at school in their staggered timeslots to avoid overcrowding at washbasins.</p> <p>3 outside washbasins (4 taps at each) providing hot water and soap have been installed in the junior and infant yard to relieve pressure on washbasins in school.</p> <p>All handwashing will be with running water.</p> <p>Hand sanitisers will be available in each practical area.</p> <p>Staff have been updated at meeting (17-7-20) regarding supervision of hand sanitiser for younger pupils and pupils with SEND.</p> <p>Reminders will be given regularly in assemblies and within the normal classroom routines.</p> <p>Soap dispensers will be checked regularly. School will also provide soap bars for practical areas</p> <p>Classroom doors will be tied open to avoid touch point usage.</p> <p>Own stationery wallets will be provided to minimise cross contamination Y1 –Y6</p> <p>Website and FB page will remind parents of this on a regular basis not to send children in if they or someone in their household has symptoms.</p> <p>Caretaker to ensure cleaners use appropriate cleaning products and clean appropriate areas.</p>	<p>M</p>





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<p>Child/Adult is unwell and it is believed that they have been exposed to COVID-19.</p>	<p>Ensure that pupils, staff and other adults do not come into the school if they have <u>coronavirus (COVID-19) symptoms</u>, or have tested positive in the last 10 days, and ensuring anyone developing those symptoms during the school day is sent home, are essential actions to reduce the risk in schools and further drive down transmission of coronavirus (COVID-19). All schools must follow this process and ensure all staff are aware of it.</p> <p>If anyone in the school becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they must be sent home and advised to follow '<u>stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection</u>', which sets out that they must self-isolate for at least 10 days and should <u>arrange to have a test</u> to see if they have coronavirus (COVID-19). If they have tested positive whilst not experiencing symptoms but develop symptoms during the isolation period, they should restart the 10 day isolation period from the day they develop symptoms.</p> <p>This only applies to those who begin their isolation on or after 30 July. Other members of their household (including any siblings) should self- isolate for 14 days from when the symptomatic person first had symptoms. If a child is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age and needs of the child, with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people.</p> <p>If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom must be cleaned and disinfected using standard cleaning products before being used by anyone else.</p> <p>PPE must be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs). More information on PPE use can be found in the <u>safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE) guidance</u>.</p> <p>As is usual practice, in an emergency, call 999 if someone is seriously ill or injured or their life is at risk. Anyone with coronavirus (COVID-19) symptoms should not visit the GP, pharmacy, urgent care centre or a hospital.</p>	<p>✓</p>	<p>The Conference Room will be a dedicated space for children showing signs of C19 (any staff members using the Conference room will be asked to vacate, followed by a deep clean). It has a window that opens. The disabled toilet can be used for these children as it is out of bounds currently</p> <p>PPE has been provided by the LEA.</p> <p><b>Procedure for pupils with symptoms</b></p> <ul style="list-style-type: none"> <li>• First aider to take child to designated room. Sit child near window and open window. Put on all necessary PPE</li> <li>• First aider to contact a member of the SLT, who will inform parents to collect their child immediately.</li> <li>• First aider to stay with child until collected.</li> <li>• DO NOT ENTER sign to be placed on door of conference room until a deep clean can be carried out.</li> </ul> <p>Guidance has been shared with staff in briefing.</p> <p>All staff will read the RA plus relevant documents hyperlinked in Risk Assessment. All staff will be emailed the RA asking all staff members to read the document and reply to say they have done so. Even if a staff member does not reply to say they have read the document, it will be assumed that they have done so and are willing to follow all guidelines outlined.</p>	<p>M</p>

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	<p>Any members of staff who have helped someone with symptoms and any pupils who have been in close contact with them do not need to go home to self-isolate unless they develop symptoms themselves (in which case, they should arrange a test) or if the symptomatic person subsequently tests positive (see below) or they have been requested to do so by NHS Test and Trace.</p> <p>Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. The area around the person with symptoms must be cleaned with normal household bleach after they have left to reduce the risk of passing the infection on to other people. See the <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a>. THIS IS DUE FOR REVIEW AT THE END OF THE SUMMER TERM!</p> <p>Public Health England is clear that routinely taking the temperature of pupils is not recommended as this is an unreliable method for identifying coronavirus (COVID-19).</p>	<p>✓</p> <p>✓</p> <p>✓</p>	<ul style="list-style-type: none"> <li>• All trained first aiders must exercise extreme caution when treating any injury to any party as the social distancing measure of 2 metres may have to be breached to facilitate treatment by close and direct contact</li> <li>• First aiders must assess the injured party from a distance of 2 metres and where treatment has been identified as required first aiders must wear protective gloves and protective face masks whilst treating any type of injury or casualty and must wash hands immediately after treatment has been completed.</li> <li>• If a casualty requires CPR then this should be administered by chest compressions only and not rescue breaths as adequate infection control for first aiders cannot be maintained.</li> <li>• Electronic thermometers have been purchased and available for staff use from the school office.</li> </ul>	<p>M</p>

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Risk of coronavirus infection spreading to shielded and clinically vulnerable adults	<p>Where schools implement the system of controls outlined in this document, in line with their own workplace risk assessment, PHE and DHSC confirm that these measures create an inherently safer environment for children and staff where the risk of transmission of infection is substantially reduced.</p> <p>As a result, on current evidence, PHE and DHSC advise that schools are not currently considered high risk settings when compared to other workplace environments. Rates of community transmission of coronavirus (COVID-19) are now reduced to levels below those seen when shielding was introduced, and shielding measures will be paused from 1 August 2020, with the exception of areas where local lockdown means that shielding will continue. It is therefore appropriate for teachers and other school staff to return to their workplace setting. Accordingly, we expect that staff who need to will attend school.</p> <p>From 1 August, wider government policy on going to work is expected to change, with employers to be given more discretion about where staff work. Most school-based roles are not ideally suited to home working and schools may expect most staff to return to work in settings. Some roles, such as some administrative roles, may be conducive to home working, and school leaders should consider what is feasible and appropriate.</p> <p>All staff should follow the measures set out in the system of controls section of this guidance to minimise the risks of transmission. This includes continuing to observe good hand and respiratory hygiene and maintaining social distancing in line with the provisions as set out in part 5 of the 'Prevention' section.</p> <p>School leaders should explain to staff the measures the school is putting in place to reduce risks. We anticipate adherence to the measures in this guidance will provide the necessary reassurance for staff to return to schools.</p> <p>If staff are concerned, including those who may be clinically vulnerable, clinically extremely vulnerable or at increased comparative risk from coronavirus, we recommend school leaders discuss any concerns individuals may have around their particular circumstances and reassure staff about the protective measures in place.</p>	✓	<p>HT will follow all guidance given by Govt and LA HR RA has been passed by governors, South Tyneside Health and Safety and Unions, and all updates are shared and ratified by Chair of Governing Board.</p> <p>All of those staff members who are extremely clinically vulnerable and clinically vulnerable have been referred by HT to COVID 19 Occupational Health. Individual RA's will be put into place when required.</p> <p>Staff in the vulnerable category have the option of wearing a face covering. (Occ health recommendation)</p> <p>Staff who fall into this category will be provided with Good Morning Mortimer Bulletin in their classroom upon arrival to avoid the staffroom notice board. These staff members will be expected to arrive at school and proceed straight to their bubble classroom. Breaks with bubble colleagues are optional. Breaks can be taken individually within their own classrooms if preferred.</p>	M

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	<p><b>Staff who are clinically extremely vulnerable</b> Rates of community transmission of coronavirus (COVID-19) are now reduced to levels below those seen when shielding was introduced. Shielding measures will therefore be paused from the 1 August 2020, with the exception of areas where local lockdown means that shielding will continue. Therefore, we advise that those who are clinically extremely vulnerable can return to school in September 2020 provided their school has implemented the system of controls outlined in this document, in line with the school's own workplace risk assessment. In all respects, the clinically extremely vulnerable should now follow the same guidance as the clinically vulnerable population, taking particular care to practise frequent, thorough hand washing, and cleaning of frequently touched areas in their home and/or workspace.</p> <p><b>Staff who are clinically vulnerable</b> Clinically vulnerable staff can return to school in September. While in school they should follow the sector-specific measures in this document to minimise the risks of transmission. This includes taking particular care to observe good hand and respiratory hygiene, minimising contact and maintaining social distancing in line with the provisions set out in section 5 of the 'Prevention' section of this guidance. This provides that ideally, adults should maintain 2 metre distance from others, and where this is not possible avoid close face to face contact and minimise time spent within 1 metre of others. While the risk of transmission between young children and adults is likely to be low, adults should continue to take care to socially distance from other adults including older children/adolescents. People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace.</p>			

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	<p><b>Staff who are pregnant</b> Pregnant women are in the 'clinically vulnerable' category, and are generally advised to follow the above advice, which applies to all staff in schools. Employers should conduct a risk assessment for pregnant women in line with the Management of Health and Safety at Work Regulations 1999 (MHSW) <a href="https://www.southtyneside.gov.uk/article/36422/Health-and-Safety-Manual-2019">https://www.southtyneside.gov.uk/article/36422/Health-and-Safety-Manual-2019</a> - see Section 3.10 and Appendix F.</p> <p>The Royal College of Obstetrics and Gynaecology (RCOG) has published <a href="#">occupational health advice for employers and pregnant women</a>. This document includes advice for women from 28 weeks gestation or with underlying health conditions who may be at greater risk. We advise employers and pregnant women to follow this advice and to continue to monitor for future updates to it.</p> <p><b>Staff who may otherwise be at increased risk from coronavirus (COVID-19)</b> Some people with particular characteristics may be at comparatively increased risk from coronavirus (COVID-19), as set out in the <a href="#">COVID-19: review of disparities in risks and outcomes report</a>, which looked at different factors including age and sex, where people live, deprivation, ethnicity, people's occupation and care home residence. These staff can return to school in September as long as the system of controls set out in this guidance are in place. The reasons for the disparities are complex and there is ongoing research to understand and translate these findings for individuals in the future. People who live with those who have comparatively increased risk from coronavirus (COVID-19) can attend the workplace.</p>		Individual risk assessment will be carried out.	

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<b>HAZARDS</b> (including inadequate / lack of arrangements)	<b>EXISTING CONTROL MEASURES</b>	In place? ✓ or ✗	<b>ACTION TO BE TAKEN</b> TIMESCALES OR ADDITIONAL CONTROL MEASURES	<b>RISK RATING</b> High, Medium, Low
Risk of coronavirus infection spreading to shielded and clinically vulnerable persons via pupil or staff attending school	<p><b>Pupils who are shielding or self-isolating</b></p> <p>We now know much more about coronavirus (COVID-19) and so in future there will be far fewer children and young people advised to shield whenever community transmission rates are high. Therefore, the majority of pupils will be able to return to school. You should note however that:</p> <ul style="list-style-type: none"> <li>• a small number of pupils will still be unable to attend in line with public health advice because they are self-isolating and have had symptoms or a positive test result themselves; or because they are a close contact of someone who has coronavirus (COVID-19)</li> <li>• shielding advice for all adults and children will pause on 1 August, subject to a continued decline in the rates of community transmission of coronavirus (COVID-19). This means that even the small number of pupils who will remain on the shielded patient list can also return to school, as can those who have family members who are shielding. Read the <a href="#">current advice on shielding</a></li> <li>• if rates of the disease rise in local areas, children (or family members) from that area, and that area only, will be advised to shield during the period where rates remain high and therefore they may be temporarily absent (see below).</li> <li>• some pupils no longer required to shield but who generally remain under the care of a specialist health professional may need to discuss their care with their health professional before returning to school (usually at their next planned clinical appointment). You can find more advice from the Royal College of Paediatrics and Child Health at <a href="#">COVID-19 - 'shielding' guidance for children and young people</a>.</li> </ul> <p>Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, we expect schools to be able to immediately offer them access to remote education. Where children are not able to attend school as parents are following clinical and/or public health advice, absence will not be penalised. All other pupils must attend school. If parents of pupils with significant risk factors are concerned, we recommend schools discuss their concerns and provide reassurance of the measures they are putting in place to reduce the risk in school.</p>	<p>✓</p> <p>✓</p>	<p>In this case, the pupil will be given remote education, (Either via Google Classroom, Tapestry or hard copy pack which will be delivered) according to age and year group of pupil. The school will work closely alongside parents, SENDCO and school nurse to reassure parents.</p>	

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<p>Risk of coronavirus infection spreading due to large class sizes and reduced space</p>	<p>The school will minimise contacts and mixing between people while delivering a broad and balanced curriculum.</p> <p>The overarching principle to apply is reducing the number of contacts between children and staff. This can be achieved through keeping groups separate (in 'bubbles') and through maintaining distance between individuals. These are not alternative options and both measures will help, but the balance between them will change depending on:</p> <ul style="list-style-type: none"> <li>• children's ability to distance</li> <li>• the lay out of the school</li> <li>• the feasibility of keeping distinct groups separate while offering a broad curriculum (especially at secondary)</li> </ul> <p>It is likely that for younger children the emphasis will be on separating groups, and for older children it will be on distancing. For children old enough, they should also be supported to maintain distance and not touch staff where possible.</p> <p>Points to consider and implement:</p> <p><b>How to group children</b></p> <p>Consistent groups reduce the risk of transmission by limiting the number of pupils and staff in contact with each other to only those within the group. They have been used in schools in the summer term in recognition that children, and especially the youngest children, cannot socially distance from staff or from each other and this provides an additional protective measure. Maintaining distinct groups or 'bubbles' that do not mix makes it quicker and easier in the event of a positive case to identify those who may need to self-isolate, and keep that number as small as possible.</p> <p>However, the use of small groups restricts the normal operation of schools and presents both educational and logistical challenges, including the cleaning and use of shared spaces, such as playgrounds, boarding houses, dining halls, and toilets, and the provision of specialist teaching. This is the case in both large primary and secondary schools.</p>	<p>✓</p>	<p>Social Distancing</p> <ul style="list-style-type: none"> <li>• We will be following social distancing guidelines wherever possible.</li> <li>• Due to the layout of the building, first aid and the nature of children, keeping 2m apart at all times will not be possible or practical and parents should consider this.</li> </ul>	<p>M</p>

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<p>Risk of coronavirus infection spreading due to large class sizes and reduced space</p>	<p>In this guidance for the autumn term, maintaining consistent groups remains important, but given the decrease in the prevalence of coronavirus (COVID-19) and the resumption of the full range of curriculum subjects, schools may need to change the emphasis on bubbles within their system of controls and increase the size of these groups.</p> <p>Primary schools may be able to implement smaller groups the size of a full class. If that can be achieved, it is recommended, as this will help to reduce the number of people who could be asked to isolate should someone in a group become ill with coronavirus (COVID-19).</p> <p>Schools should assess their circumstances and if class-sized groups are not compatible with offering a full range of subjects or managing the practical logistics within and around school, they can look to implement year group sized 'bubbles'. Whatever the size of the group, they should be kept apart from other groups where possible and older children should be encouraged to keep their distance within groups. Schools with the capability to do it should take steps to limit interaction, sharing of rooms and social spaces between groups as much as possible. When using larger groups the other measures from the system of controls become even more important, to minimise transmission risks and to minimise the numbers of pupils and staff who may need to self-isolate. We recognise that younger children will not be able to maintain social distancing, and it is acceptable for them not to distance within their group.</p>	<p>✓</p>	<p>Bubbles of year groups will be implemented with staggered lunch, start and end times. The use of buddies and monitors will be suspended. Whole School and Age Range Assemblies will be held via Google meet. Individual year groups will have assemblies in the hall remaining in their bubbles. Both yards will be separated for individual year groups.</p> <p>Because of the large size of the school, year group bubbles will be implemented.</p>	



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<p>Risk of coronavirus infection spreading due to large class sizes and reduced space</p>	<p><b>Measures within the classroom</b>                      Maintaining a distance between people whilst inside and reducing the amount of time they are in face to face to contact lowers the risk of transmission. It is strong public health advice that staff in secondary schools maintain distance from their pupils, staying at the front of the class, and away from their colleagues where possible. Ideally, adults should maintain 2 metre distance from each other, and from children. We know that this is not always possible, particularly when working with younger children, but if adults can do this when circumstances allow that will help. In particular, they should avoid close face to face contact and minimise time spent within 1 metre of anyone. Similarly, it will not be possible when working with many pupils who have complex needs or who need close contact care. These pupils' educational and care support should be provided as normal.</p> <p>For children old enough, they should also be supported to maintain distance and not touch staff and their peers where possible. This will not be possible for the youngest children and some children with complex needs and it is not feasible in some schools where space does not allow. Schools doing this where they can, and even doing this some of the time, will help.</p> <p>When staff or children cannot maintain distancing, particularly with younger children in primary schools, the risk can also be reduced by keeping pupils in the smaller, class-sized groups described above. Schools should make small adaptations to the classroom to support distancing where possible. That should include seating pupils side by side and facing forwards, rather than face to face or side on, and might include moving unnecessary furniture out of classrooms to make more space.</p>	<p>✓</p>	<p>A one way system will be enforced in school corridors at peak times. (11.30- 1.30)</p> <p>Pupils will be reminded that there are appropriate times for toilet use, and are encouraged to use these times. Any pupils falling outside of these times will be reminded of the number of pupils allowed in the toilet at any one time (KS2). KS1 will be escorted by support staff.</p> <p>Desks will be arranged to comply were ever possible.</p>	<p>L</p>

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<b>HAZARDS</b> <small>(including inadequate / lack of arrangements)</small>	<b>EXISTING CONTROL MEASURES</b>	In place? ✓ or ✗	<b>ACTION TO BE TAKEN</b> <small>TIMESCALES OR ADDITIONAL CONTROL MEASURES</small>	<b>RISK RATING</b> <small>High, Medium, Low</small>
Risk of coronavirus infection spreading due to large class sizes and reduced space	<p><b>Measures elsewhere</b></p> <p>Groups should be kept apart, meaning that schools should avoid large gatherings such as assemblies or collective worship with more than one group.</p> <p>When timetabling, groups should be kept apart and movement around the school site kept to a minimum. While passing briefly in the corridor or playground is low risk, schools should avoid creating busy corridors, entrances and exits. Schools should also consider staggered break times and lunch times (and time for cleaning surfaces in the dining hall between groups).</p> <p>Schools should also plan how shared staff spaces are set up and used to help staff to distance from each other. Use of staff rooms should be minimised, although staff must still have a break of a reasonable length during the day.</p>	✓	<p>Assemblies in the hall will be operated on a year group only basis. Google Meet will be used by HT and DHT for all other assemblies.</p> <p>Lunch time are staggered and kept to one year group at a time. All children stay together until the year group is finished eating. The tables will be cleaned before the next year group goes in for lunch.</p> <p>Break times have been reduced to one 15 minute break a day.</p> <p>Staffroom has a maximum capacity of 4 staff. Breaks will be taken in practical areas or school garden.</p> <p>Staff toilets have a maximum capacity of 2 members of staff.</p> <p>Nursery toilets are only to be used by Nursery staff.</p>	M

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<b>HAZARDS</b> (including inadequate / lack of arrangements)	<b>EXISTING CONTROL MEASURES</b>	In place? ✓ or ✗	<b>ACTION TO BE TAKEN</b> TIMESCALES OR ADDITIONAL CONTROL MEASURES	<b>RISK RATING</b> High, Medium, Low
	<p><b><i>Measures for arriving at and leaving school</i></b></p> <p>Travel to school patterns differ greatly between schools. If those patterns allow, schools should consider staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave school. Staggered start and finish times should not reduce the amount of overall teaching time. A staggered start may, for example, include condensing / staggering free periods or break time but retaining the same amount of teaching time, or keeping the length of the day the same but starting and finishing later to avoid rush hour. Schools should consider how to communicate this to parents and remind them about the process that has been agreed for drop off and collection, including that gathering at the school gates and otherwise coming onto the site without an appointment is not allowed.</p> <p>Please ensure that you contact your Road Safety Advisor regarding any changes to start and finishing times to ensure that appropriate safety measures are updated, e.g. School Crossing Patrols, safer parking, etc.</p> <p>The Department for Education will be supporting schools across the summer on how best to communicate with parents and pupils (and staff) on what to expect on their return and the procedures and expectations in relation to the control measures schools have put in place.</p> <p>Schools should also have a process for removing face coverings when pupils and staff who use them arrive at school and communicate it clearly to them. Pupils must be instructed not to touch the front of their face covering during use or when removing them.</p> <p>They must wash their hands immediately on arrival (as is the case for all pupils), dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom. Guidance on <a href="#">safe working in education, childcare and children's social care</a> provides more advice.</p>	✓	<p>As discovered during Phase 3, staggered start times are difficult to implement, given the large numbers of pupils and parents.</p> <p>KS2 yard will be staffed from 8.30 until 8.50 for pupil drop off. Pupils will be directed to their year group 'pen'.</p> <p>KS2 playtime will be morning only.</p> <p>KS2 lunchtime is staggered and timetables for hall lunch. KS2 home time will be Y3&amp;Y5 ready in the yard for 3.25 dismissal. Y4 &amp; Y6 3.30 dismissal.</p> <p>KS1 yard will be staffed from 8.30 until 8.50 for pupil drop off. Pupils will be directed to their year group 'pen'. Y1&amp;Y2 either side of the blue line. Parents to leave immediately after drop off.</p> <p>KS1 playtime will be pm only. Break will be in class in the morning.</p> <p>Y1 dismissal 3.15 prompt in yard. Y2 3.25 prompt in yard. Parents requested to arrive for their group only.</p> <p>EYFS drop off and home times will remain unchanged.</p> <p>Reception will now enter school via the hall doors.</p> <p>Children who are wearing face coverings must leave them with parents at the start of the day.</p> <p>No stationary to be taken home.</p> <p>Pupils will wash their hands in either the school toilet facilities, practical area or in the outside wash basins.</p>	L

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<b>HAZARDS</b> (including inadequate / lack of arrangements)	<b>EXISTING CONTROL MEASURES</b>	In place? ✓ or ✗	<b>ACTION TO BE TAKEN</b> TIMESCALES OR ADDITIONAL CONTROL MEASURES	<b>RISK RATING</b> High, Medium, Low
<p>Risk of coronavirus infection spreading due to large class sizes and reduced space</p>	<p><b>Other considerations</b>                      Some pupils with SEND (whether with education, health and care plans or on SEN support) will need specific help and preparation for the changes to routine that this will involve, so teachers and special educational needs coordinators should plan to meet these needs, for example using social stories.</p> <p>Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. They should ensure they minimise contact and maintain as much distance as possible from other staff. Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. Schools should consider how to manage other visitors to the site, such as 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 schools and the other relevant employers. Schools should have discussions with key contractors about the school's control measures and ways of working as part of planning for the autumn term. Schools should ensure site guidance on physical distancing and hygiene is explained to visitors on or before arrival. Where visits can happen outside of school hours, they should. A record should be kept of all visitors.</p> <p>As normal, schools should engage with their local immunisation providers to provide immunisation programmes on site, ensuring these will be delivered in keeping with the school's control measures. These programmes are essential for children's health and wellbeing and can also provide benefits for staff.</p> <p>Where a child routinely attends more than one setting on a part time basis, for example because they are dual registered at a mainstream school and an alternative provision setting or special school, schools should work through the system of controls collaboratively, enabling them to address any risks identified and allowing them to jointly deliver a broad and balanced curriculum for the child.</p> <ul style="list-style-type: none"> <li>Equipment and resources are integral to education in schools. During the summer term, their use was minimised, many were moved out of classrooms, and there was significant extra cleaning. That position has now changed for the autumn term, because prevalence of coronavirus (COVID-19) has decreased and because they are so important for the delivery of education. For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared. Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces. Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left</li> </ul>	<p>✓</p>	<p>Meeting held with SENDCo and HT (21-7-20) regarding this.</p> <p>Staff updated 17-7-20.</p> <p>No visitors without prior appointment. Any parents will be held in the new entrance lobby, ensuring social distancing at all times. All visitors to sign in with new carbon copy book.</p> <p>One child who is dual registered will be Risk Assessed separately.</p> <p>Pupils have individual stationery packs supplied by school. Y1-Y6.</p>	<p>L</p>

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	<p>unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.</p> <p>Outdoor playground equipment should be more frequently cleaned. Pupils must sanitise their hands before and after playing on outdoor equipment. To help mitigate the spread on wood play equipment pupils must sanitise their hands before and after playing on outdoor equipment. Further details on cleaning the equipment will be provided by STC Public Health.</p> <p>KOMPAN Play equipment have stated that “The best way to clean Kompan products and disinfect for Corona virus is to use soap and water, so use normal household cleaning products. Diluted bleach can be used, undiluted bleach must not be used.” Ensure bleach is diluted to the correct level and always follow the guidance on the container and MSDS. If you are to use diluted bleach:</p> <ul style="list-style-type: none"> <li>• Read and follow the instructions</li> <li>• Use the recommended amount of product</li> <li>• Keep out of the reach of children</li> <li>• Use only on appropriate surfaces</li> <li>• Never mix hypochlorite bleach with other cleaning products</li> </ul> <p>It is still recommended that pupils limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats, books, stationery and mobile phones. Bags are allowed. Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development. Similar rules on hand cleaning, cleaning of the resources and rotation should apply to these resources</p>	✓	<p>Only lunch bags and book bags allowed. Although it is recommended that bags are allowed, we are taking this opportunity to prevent this.</p> <p>Reading books and books to mark can be taken home as both ‘contribute to pupil education and development’.</p> <p>Although government guidance says bags are allowed, due to the size and nature of the building and the storage, we are not allowing bags into school.</p>	M

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<b>HAZARDS</b> (including inadequate / lack of arrangements)	<b>EXISTING CONTROL MEASURES</b>	In place? ✓ or ✗	<b>ACTION TO BE TAKEN</b> TIMESCALES OR ADDITIONAL CONTROL MEASURES	<b>RISK RATING</b> High, Medium, Low
Poor Psychological / Staff / Pupil Wellbeing – due to personal, workload, returning to school issues, etc.	<ul style="list-style-type: none"><li>• Approach to support wellbeing, mental health and resilience in place, including bereavement support</li><li>• How staff are supported to follow this within their own situations and that of pupils and colleagues is clear.</li></ul> <p><a href="#">covid-19-guidance-for-the-public-on-mental-health-and-wellbeing</a></p>	✓	HT DHT and AHT will ensure staff know who to speak to over MHA. Website points to mental health strategies and advice. Pupil well being met by emotional resilience activities and mental health support given by AHT.	M

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<b>HAZARDS</b> (including inadequate / lack of arrangements)	<b>EXISTING CONTROL MEASURES</b>	In place? ✓ or ✗	<b>ACTION TO BE TAKEN</b> TIMESCALES OR ADDITIONAL CONTROL MEASURES	<b>RISK RATING</b> High, Medium, Low
Risk of coronavirus infection spreading due to use of transport	<p>Adjust transport arrangements where necessary including:</p> <ul style="list-style-type: none"> <li>encourage parents and children and young people to walk or cycle to their education setting where possible</li> <li>make sure schools, parents and young people follow the <u>Coronavirus (COVID-19): safer travel guidance for passengers</u> when planning their travel</li> <li>ensure that transport arrangements cater for any changes to start and finish times</li> <li>communicating revised travel plans clearly to contractors, local authorities and parents where appropriate (for instance, to agree pick-up and drop-off times)</li> </ul> <p>Social distancing has significantly reduced available transport capacity. This guidance sets out a new framework for supporting transport to and from schools from the autumn term.</p> <p>We are making a distinction between dedicated school transport and wider public transport:</p> <ul style="list-style-type: none"> <li>by dedicated school transport, we mean services that are used only to carry pupils to school. This includes statutory home to school transport, but may also include some existing or new commercial travel routes, where they carry school pupils only</li> <li>by public transport services, we mean routes which are also used by the general public</li> </ul> <p><b>Dedicated school transport, including statutory provision</b></p> <p>Pupils on dedicated school services do not mix with the general public on those journeys and tend to be consistent. This means that the advice for passengers on public transport to adopt a social distance of two metres from people outside their household or support bubble, or a 'one metre plus' approach where this is not possible, will not apply from the autumn term on dedicated transport. The approach to dedicated transport should align as far as possible with the principles underpinning the system of controls set out in this document and with the approach being adopted for your school. It is important to consider:</p> <ul style="list-style-type: none"> <li>how pupils are grouped together on transport, where possible this should reflect the bubbles that are adopted within school</li> <li>use of hand sanitiser upon boarding and/or disembarking</li> <li>additional cleaning of vehicles</li> <li>organised queuing and boarding where possible</li> </ul>	✓	Car park will remain open, but parents encouraged to socially distance. Web site and social media update will remind parents of these points.	L

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<b>HAZARDS</b> (including inadequate / lack of arrangements)	<b>EXISTING CONTROL MEASURES</b>	In place? ✓ or ✗	<b>ACTION TO BE TAKEN</b> TIMESCALES OR ADDITIONAL CONTROL MEASURES	<b>RISK RATING</b> High, Medium, Low
	<ul style="list-style-type: none"> <li>• distancing within vehicles wherever possible</li> <li>• the use of face coverings for children over the age of 11, where appropriate, for example, if they are likely to come into very close contact with people outside of their group or who they do not normally meet</li> </ul> <p>Dedicated school services can take different forms. Some journeys involve coaches regularly picking up the same pupils each day, others involve use of a minibus whilst other services are used by different pupils on different days, or by pupils with SEND. The precise approach taken will need to reflect the range of measures that are reasonable in the different circumstances.</p> <p>It will also require a partnership approach between local authorities, schools, trusts, dioceses and others. In particular, it is imperative that schools work closely with local authorities 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.</p> <p>Given the pressures on public transport services it may also be necessary to work with local authorities so that they can identify where it might be necessary to provide additional dedicated school transport services, including in places where these services do not currently operate. See DfE guidance <a href="#">Transport-to-school-and-other-places-of-education-autumn-term-2020</a></p> <p><b>Wider public transport</b></p> <p>STC are currently working with transport providers and schools to plan safe, consistent transport for all staff and pupils.</p> <p>Families using public transport should refer to the <a href="#">safer travel guidance for passengers</a>.</p>			

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<b>HAZARDS</b> (including inadequate / lack of arrangements)	<b>EXISTING CONTROL MEASURES</b>	In place? ✓ or ✗	<b>ACTION TO BE TAKEN</b> TIMESCALES OR ADDITIONAL CONTROL MEASURES	<b>RISK RATING</b> High, Medium, Low
Risk of coronavirus infection spreading to children and staff at schools	<p>To help ensure that the risk of virus spread for both staff and children is as low as possible you should:</p> <ul style="list-style-type: none"> <li>• Ensure no visitors will be allowed entry into the building unless directed by the Head teacher or Senior Leader and agreed appointment.</li> <li>• tell children, parents, carers or any visitors, such as suppliers, not to visit the education or childcare setting if they are displaying any symptoms of coronavirus (COVID-19)</li> <li>• consider how children arrive at the education or childcare setting and reduce any unnecessary travel on coaches, buses or public transport</li> <li>• ensure class sizes reflect the numbers of teaching staff available and are kept as small as possible</li> <li>• stagger lunch times, break times and the movement of pupils around the school to reduce large groups of children gathering</li> <li>• discourage parents from gathering at school gates</li> <li>• try to follow the <u>social-distancing guidelines</u></li> </ul> <p>Social distancing within education and childcare settings with very young children will be harder to maintain. Staff should implement the above measures as far as they are able, whilst ensuring children are kept safe and well cared for within their settings.</p>	✓	<p>Visitors will not be allowed without prior appointment. Any visitors will wash hands on arrival</p> <p>Parents will now use the new office window system.</p> <p>Staff member on duty outside of school, to discourage social gatherings.</p> <p>Staggered lunchtimes in place.</p>	M

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<b>HAZARDS</b> (including inadequate / lack of arrangements)	<b>EXISTING CONTROL MEASURES</b>	In place? ✓ or ✗	<b>ACTION TO BE TAKEN</b> TIMESCALES OR ADDITIONAL CONTROL MEASURES	<b>RISK RATING</b> High, Medium, Low
Lack of first aid provision due to staff shortages	Risk assess the current provision – the staff and pupils medical conditions need to be taken into consideration, e.g. diabetes, allergies and the use of epi-pens, how far you are away from an A&E, etc. Where applicable you will need to ensure least one person who has a full paediatric first aid (PFA) certificate to be on the premises. You may be able to link up with other schools near to you to share first aid provision. <a href="https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stage-coronavirus-disapplications">https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stage-coronavirus-disapplications</a>	✓	First Aid and PPE are well resourced.	L

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<b>HAZARDS</b> (including inadequate / lack of arrangements)	<b>EXISTING CONTROL MEASURES</b>	In place? ✓ or ✗	<b>ACTION TO BE TAKEN</b> TIMESCALES OR ADDITIONAL CONTROL MEASURES	<b>RISK RATING</b> High, Medium, Low
Risk of coronavirus infection spreading to children and staff due to lack of PPE	<p>Read the guidance on <a href="#">safe working in education, childcare and children's social care</a> for more information about preventing and controlling infection, including when, how PPE should be used, what type of PPE to use, and how to source it.</p> <p>The majority of staff in education settings <b>will not require PPE beyond what they would normally need for their work</b>, even if they are not always able to maintain a distance of 2 metres from others. PPE is only needed in a very small number of cases including:</p> <ul style="list-style-type: none"> <li>• children, young people and students whose care routinely already involves the use of PPE due to their intimate care needs should continue to receive their care in the same way</li> <li>• if a child, young person or other learner becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home. A fluid-resistant surgical face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then disposable gloves, a disposable apron and a fluid-resistant surgical face mask should be worn by the supervising adult.</li> <li>• If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting and staff cannot maintain a 2m distance and there is a risk of them being splashed with spit/saliva then there may be a case for PPE given we are now in sustained community transmission. A surgical mask should be worn and a risk assessment made over eye protection (it's possible that this would be needed if pupil spitting). If any direct contact/care provided then disposable aprons and gloves should also be used... a face visor may be the better option.</li> <li>• Education, childcare and children's social care settings and providers should use their local supply chains to obtain PPE. Where this is not possible, and there is unmet urgent need for PPE in order to operate safely, they may approach their nearest local resilience forum or contact Philip Dixon <a href="mailto:PPE.Supplies@southtyneside.gov.uk">PPE.Supplies@southtyneside.gov.uk</a> for any PPE – explain your reasoning from your RA.</li> </ul>	✓	<p>Staff will be reminded of use of PPE. Staff are required to read the attached link. (Link is attached to the left)</p> <p>LA and school provided PPA.</p>	L



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<b>HAZARDS</b> (including inadequate / lack of arrangements)	<b>EXISTING CONTROL MEASURES</b>	In place? ✓ or ✗	<b>ACTION TO BE TAKEN</b> TIMESCALES OR ADDITIONAL CONTROL MEASURES	<b>RISK RATING</b> High, Medium, Low
<p>Are there any other foreseeable hazards associated with this activity?  <b>YES / NO</b></p>	<p><u>List any additional control measures</u></p> <p>Staff sickness procedure:</p> <ul style="list-style-type: none"> <li>• If any staff member is feeling unwell - they must inform Headteacher or if unavailable a member of the SLT</li> <li>• If the illness relates to Covid 19, if they have been in school building during past 14 days, all people they have been in contact with must be informed and advised to get tested. These people will not be allowed into school unless they have produced a negative test result or have isolated for 14 days.</li> <li>• Staff member must arrange a test and will only be allowed back to work on production of negative result or after 14 days isolation.</li> <li>• If sickness is not Covid related, staff member to stay off work until they are well.</li> </ul> <p>All staff illnesses will be added to sickness log in usual manner.</p> <p>This document has been produced in conjunction with Government, Public Health England and Department for Education guidance.</p> <p>All known hazards have been identified, the risks evaluated and control measures put in place to minimise the spread of the virus, as far as reasonably practicable.</p> <p>We cannot eliminate all risk, but if this risk assessment is followed it will mitigate risk as far as reasonably practicable.</p> <p>It is the staff's responsibility to read and understand this document and implement the control measures described to ensure, where reasonably practicable, that pupils adhere to all social distancing, infection control measures and follow school specific requirements."</p>	<p>✓</p>	<p>This information will be updated as new guidance is released.</p>	

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<b>HAZARDS</b> (including inadequate / lack of arrangements)	<b>EXISTING CONTROL MEASURES</b>	In place? ✓ or ✗	<b>ACTION TO BE TAKEN</b> TIMESCALES OR ADDITIONAL CONTROL MEASURES	<b>RISK RATING</b> High, Medium, Low
Failure to use test and trace leading coronavirus infection spreading to children and staff	<p>Schools must ensure they understand the NHS Test and Trace process and how to contact their local <a href="#">Public Health England health protection team</a>. Schools must ensure that staff members and parents/carers understand that they will need to be ready and willing to:</p> <ul style="list-style-type: none"> <li>• <u>book a test</u> if they are displaying symptoms. Staff and pupils must not come into the school if they have symptoms, and must be sent home to self-isolate if they develop them in school. All children can be tested, including children under 5, but children aged 11 and under will need to be helped by their parents/carers if using a home testing kit</li> <li>• provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace</li> <li>• <u>self-isolate</u> if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19)</li> </ul> <p>Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests can be booked online through the <a href="#">NHS testing and tracing for coronavirus website</a>, or ordered by telephone via NHS 119 for those without access to the internet. Essential workers, which includes anyone involved in education or childcare, have priority access to testing.</p>	✓	<p>North East HPT                      Public Health England                      Floor 2                      Citygate                      Gallowgate                      Newcastle upon Tyne                      NE1 4WH                      Telephone                      0300 303 8596 (option 1)                      Out of hours advice                      0191 269 7714</p> <p><a href="mailto:tom.hall@southtyneside.gov">tom.hall@southtyneside.gov</a></p> <p>Parents will be updated on week 7 of the summer break. This will include test and trace advice.</p> <p>Staff are requested to read all hyperlinks.</p>	

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<b>HAZARDS</b> (including inadequate / lack of arrangements)	<b>EXISTING CONTROL MEASURES</b>	In place? ✓ or ✗	<b>ACTION TO BE TAKEN</b> TIMESCALES OR ADDITIONAL CONTROL MEASURES	<b>RISK RATING</b> High, Medium, Low
	<p>The government will ensure that it is as easy as possible to get a test through a wide range of routes that are locally accessible, fast and convenient. We will release more details on new testing avenues as and when they become available and will work with schools so they understand what the quickest and easiest way is to get a test. By the autumn term, all schools will be provided with a small number of home testing kits that they can give directly to parents/carers collecting a child who has developed symptoms at school, or staff who have developed symptoms at school, where they think providing one will significantly increase the likelihood of them getting tested. Advice will be provided alongside these kits.</p> <p>Schools should ask parents and staff to inform them immediately of the results of a test:</p> <ul style="list-style-type: none"> <li>if someone tests negative, if they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating. They could still have another virus, such as a cold or flu – in which case it is still best to avoid contact with other people until they are better. Other members of their household can stop self-isolating.</li> </ul> <p>if someone tests positive, they should follow the <u>'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection'</u> and must continue to self-isolate for at least 10 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone. The 10-day period starts from the day when they first became ill. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal. Other members of their household should continue self-isolating for the full 14 days.</p>			

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<b>HAZARDS</b> (including inadequate / lack of arrangements)	<b>EXISTING CONTROL MEASURES</b>	In place? ✓ or ✗	<b>ACTION TO BE TAKEN</b> TIMESCALES OR ADDITIONAL CONTROL MEASURES	<b>RISK RATING</b> High, Medium, Low
Failure to manage confirmed cases of coronavirus (COVID-19) amongst the school community	<p>Schools must take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19). Schools should contact the local health protection team. This team will also contact schools directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school – as identified by NHS Test and Trace.</p> <p>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.</p> <p>The health protection team will work with schools in this situation to guide them through the actions they need to take. Based on the advice from the health protection team, schools must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 14 days since they were last in close contact with that person when they were infectious. Close contact means:</p> <ul style="list-style-type: none"><li>• direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin)</li><li>• proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual</li><li>• travelling in a small vehicle, like a car, with an infected person</li></ul>	✓	All necessary action will be taken by school.	M

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<b>HAZARDS</b> (including inadequate / lack of arrangements)	<b>EXISTING CONTROL MEASURES</b>	In place? ✓ or ✗	<b>ACTION TO BE TAKEN</b> TIMESCALES OR ADDITIONAL CONTROL MEASURES	<b>RISK RATING</b> High, Medium, Low
	<p>The health protection team will provide definitive advice on who must be sent home. To support them in doing so, we recommend schools keep a record of pupils and staff in each group, and any close contact that takes places between children and staff in different groups (see <u>section 5 of system of control</u> for more on grouping pupils). This should be a proportionate recording process. Schools do not need to ask pupils 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>A template letter will be provided to schools, on the advice of the health protection team, to send to parents and staff if needed. Schools must not share the names or details of people with coronavirus (COVID-19) unless essential to protect others.</p> <p>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. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within their 14-day isolation period they should follow <u>'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection'</u>. They should get a test, and:</p> <ul style="list-style-type: none"> <li>• if the test delivers a negative result, they must remain in isolation for the remainder of the 14-day isolation period. This is because they could still develop the coronavirus (COVID-19) within the remaining days.</li> <li>• if the test result is positive, they should inform their setting immediately, and must isolate for at least 10 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 14-day isolation period). Their household should self-isolate for at least 14 days from when the symptomatic person first had symptoms, following <u>'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection'</u></li> </ul>			

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	Schools should not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation.  Further guidance is available on <a href="#">testing and tracing for coronavirus (COVID-19)</a>		Staff to be aware of this.	

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Failure to contain any outbreak by following local health protection team advice	<p>If schools have two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak, and must continue to work with their local health protection team who will be able to advise if additional action is required.</p> <p>In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure – perhaps the whole site or year group. If schools are implementing controls from this list, addressing the risks they have identified and therefore reducing transmission risks, 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> <p>In consultation with the local Director of Public Health, where an outbreak in a school is confirmed, a mobile testing unit may be dispatched to test others who may have been in contact with the person who has tested positive. Testing will first focus on the person’s class, followed by their year group, then the whole school if necessary, in line with routine public health outbreak control practice.</p>	✓	School will work with all necessary bodies to ensure compliance.	

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<p>Spread of virus during Science, D&amp;T and Food Tech lessons</p>	<p>Schools to follow CLEAPSS (Consortium of Local Education Authorities for the Provision of Science Services) COVID-19 (Coronavirus) in Schools - Returning in September Guidance (20/08/2020)</p> <p>CLEAPSS updated their guidance for schools returning in September. The key guide to read is <a href="#">GL343</a>, this guide should be read alongside all of our COVID-19 guidance (see below for list).</p> <p>Primary schools should refer to the <a href="#">primary website</a> for their guidance.</p> <p>DT Staff should refer to our <a href="#">DT website</a> for their guidance.</p> <p>Science Staff should refer to the <a href="#">Science website</a> for their guidance.</p> <p>CLEAPSS during COVID-19</p> <p>The CLEAPSS office is open Tuesday to Thursday, and helplines are dealt with Monday to Friday 8.30am to 5.30pm.</p> <p>We will continue to answer ALL helplines and continue to develop both emergency guidance for COVID-19 and longer-term developmental guides across all the areas we cover.</p> <p>If you have an <b>EMERGENCY</b> i.e. pupil with chemical in their eye, a chemical spill, or radioactive issue. Then please call <b>07565 114 059</b> (available 8.30am-5.30pm weekdays)</p> <p>If you have a COVID-19, technical or subject based question. Then please email it to <a href="mailto:science@cleapss.org.uk">science@cleapss.org.uk</a>.</p> <p>Please do <b>NOT</b> call the above mobile numbers with routine questions.</p>			

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**Reference Documents:**

Further information can be found at:

[Actions for education & childcare settings to prepare for wider opening from 1 June 2020](#)[e-Bug](#)[COVID-19: cleaning of non-healthcare settings guidance](#)[symptoms of coronavirus](#)[staying at home guidance](#)[guidance-to-educational-settings-about-covid-19](#)[COVID-19: guidance on shielding and protecting people defined on medical grounds as extremely vulnerable](#)[staying-at-home-and-away-from-others](#)[Early Years Foundation Stage](#)[covid-19-guidance-for-the-public-on-mental-health-and-wellbeing](#)[Coronavirus \(COVID-19\): safer travel guidance for passengers](#)[social-distancing guidelines](#)<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stage-coronavirus-disapplications>**PPE**[COVID-19: guidance for households with possible coronavirus infection\)](#)[PHE schools resources](#)**ASSESSED BY (Print name)****SIGNED****DATE 1-9-20**

LINE MANAGER G.Cunningham R. Lloyd

**SIGNED**

G. Cunningham R. Lloyd

**REVIEW DATE**