

Schools Reopening risk assessment 8th March 2021

The purpose of this document is to offer practical advice and guidance for school settings following the government announcement that all schools will reopen to all students on the 8th March 2021.

It is important that it is recognised that all schools will face different challenges dependent on a range of factors such as class sizes, classroom sizes, location and size of dining areas and drop off/pick up points. With that in mind there will absolutely be a requirement for schools to consider the appropriate controls and add further controls that are suitable for the school's individual factors.

This risk assessment is not exhaustive and is flexible and fluid.

It is recognised that the guidance below is not an absolute. Some situations that arise in various schools may need additional advice from the local authority, however this should help with the planning process and documentation of risk assessment.

We have cross referenced this document with the health and safety related comments from NEU.

The advice within this document is primarily taken from:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/963541/Schools_coronavirus_operational_guidance.pdf

The guidance is broken down into sections of Prevention and response to infection.

1. Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school	When an individual develops coronavirus (COVID-19) symptoms or has a positive test Pupils, staff and other adults must not come into the school if: <ul style="list-style-type: none">• they have one or more coronavirus (COVID-19) symptoms https://www.gov.uk/guidance/nhs-test-and-trace-how-it-works#part-1-people-who-develop-symptoms-of-coronavirus
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	<ul style="list-style-type: none">• a member of their household (including someone in their support bubble or childcare bubble if they have one) has coronavirus (COVID-19) symptoms <p>9</p> <ul style="list-style-type: none">• they are required to quarantine having recently visited countries outside the Common Travel Area https://www.gov.uk/uk-border-control/self-isolating-when-you-arrive <ul style="list-style-type: none">• they have had a positive test <p>They must immediately cease to attend and not attend for at least 10 days from the day after:</p> <ul style="list-style-type: none">• the start of their symptoms• the test date if they did not have any symptoms but have had a positive test (whether this was a Lateral Flow Device (LFD) or Polymerase Chain Reaction (PCR) test) <p>https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection#tests-for-covid-19</p> <p>You must follow this process and ensure everyone onsite or visiting is aware of it.</p> <p>Anyone told to isolate by NHS Test and Trace or by their public health protection team has a legal obligation to self-isolate, but you may leave home to avoid injury or illness or to escape risk of harm. More information can be found on NHS Test and Trace: how it works.</p> <p>https://www.gov.uk/guidance/nhs-test-and-trace-how-it-works</p> <p>If anyone in your school develops a new and continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), you:</p> <ul style="list-style-type: none">• must send them home to begin isolation - the isolation period includes the day the symptoms started and the next 10 full days
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	<ul style="list-style-type: none">• advise them to follow the guidance for households with possible or confirmed coronavirus (COVID-19) infection https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection• advise them to arrange to have a test as soon as possible to see if they have coronavirus (COVID-19) <p>Other members of their household (including any siblings and members of their support or childcare bubble if they have one) 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 a Lateral Flow Device (LFD) or Polymerase Chain Reaction (PCR) test), and the next 10 full days. If a member of the household starts to display symptoms while selfisolating they will need to restart the 10 day isolation period and book a test. If anyone tests positive whilst not experiencing symptoms but develop symptoms during the isolation period, they must restart the 10 day isolation period from the day they developed symptoms.</p> <p>10</p> <p>In non-residential schools, if a pupil displays coronavirus (COVID-19) symptoms, or has a positive test, while at their school they should avoid using public transport and, wherever possible, be collected by a member of their family or household.</p> <p>In exceptional circumstances, if parents or carers cannot arrange to have their child collected, if age-appropriate and safe to do so the child should walk, cycle or scoot home following a positive test result. If this is not possible, alternative arrangements may need to be organised by the school. The local authority may be able to help source a suitable vehicle which would provide appropriate protection for the driver, who must be made aware that the individual has tested positive or is displaying symptoms.</p>
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	<p>If a pupil is awaiting collection:</p> <ul style="list-style-type: none">• 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 pupil, with appropriate adult supervision if required• a window should be opened for fresh air ventilation if it is safe to do so• if it is not possible to isolate them, move them to an area which is at least 2 metres away from other people• 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• personal protective equipment (PPE) must be worn by staff caring for the pupil while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs) - more information on PPE use can be found in the safe working in education, childcare and children’s social care settings guidance https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care <p>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, unless advised to.</p> <p>If a pupil in a boarding school shows symptoms, they should initially self-isolate in their residential setting household. Most will benefit from self-isolating in their boarding house so that their usual support can continue. Others will benefit more from self-isolating in their home. The individual should not use public transport if they are symptomatic. If arranging their return to their family home to isolate, schools should follow advice on transport arrangements in the safe working in education, childcare and children’s social care settings guidance. https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care</p>
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[childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe](#)

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Public Health England (PHE) has good evidence that routinely taking the temperature of pupils is not recommended as this is an unreliable method for identifying coronavirus (COVID-19).

Further information is available on how to manage and report confirmed cases of coronavirus (COVID-19) amongst the school community.

When an individual has had close contact with someone with coronavirus (COVID-19) symptoms. Any member of staff who has provided close contact care to someone with symptoms, regardless of whether they are wearing PPE, and all other members of staff or pupils who have been in close contact with that person, 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 to have a test) <https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested>

- they are requested to do so by NHS Test and Trace or the Public Health England (PHE) advice service (or PHE local health protection team if escalated)

- they have tested positive from an LFD test as part of a community or worker programme

Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. The area around the person with symptoms must be cleaned after they have left, to reduce the risk of passing the infection on to other people. See the guidance on the cleaning of non-healthcare settings.

<https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings>

	<p>If you are contacted by NHS Test and Trace or your local health protection team and told to self-isolate because you have been a close contact of a positive case, you have a legal obligation to do so.</p>
<p>2: Ensure everyone is advised to clean hands thoroughly more often than usual</p>	<p>Coronavirus (COVID-19) is an easy virus to kill when it is on skin. This can be done with liquid soap and running water or hand sanitiser. Schools must ensure that pupils clean their hands regularly, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating.</p> <p>Consider how often pupils and staff will need to wash their hands and incorporate time for this in timetables or lesson plans. Regular and thorough hand cleaning is going to be needed for the foreseeable future.</p> <p>Points to consider and implement:</p> <ul style="list-style-type: none"> • Staff working with pupils who spit uncontrollably may want more opportunities to wash their hands than other staff. • Pupils who use saliva as a sensory stimulant or who struggle with ‘catch it, bin it, kill it’ may also need more opportunities to wash their hands. • Continue to help pupils with complex needs to clean their hands properly. • Frequent and thorough hand cleaning should now be regular practice. <p>You should consider:</p> <ul style="list-style-type: none"> • whether you have enough hand washing or hand sanitiser stations available so that all pupils and staff can clean their hands regularly <ul style="list-style-type: none"> • if you need to supervise hand sanitiser use given the risks around ingestion – skin friendly skin cleaning wipes can be used as an alternative

	<ul style="list-style-type: none"> • building these routines into school culture, supported by behaviour expectations and helping ensure younger pupils and those with complex needs understand the need to follow them
<p>3. Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach</p> <p>Maintaining frequent hand washing</p> <p>Provision of handwashing facilities in the workplace.</p>	<p>The 'catch it, bin it, kill it' approach continues to be very important. Make sure enough tissues and bins are available to support pupils and staff to follow this 15 routine. As with hand cleaning, you must ensure younger pupils and those with complex needs are helped to get this right, and all pupils understand that this is now part of how the setting operates. The e-Bug coronavirus (COVID-19) website contains free resources for schools, including materials to encourage good hand and respiratory hygiene.</p> <p>https://ebug.eu/eng_home.aspx?cc=eng&ss=1&t=Information%20about%20the%20Coronavirus</p> <p>Some pupils with complex needs will struggle to maintain as good respiratory hygiene as their peers, for example those who spit uncontrollably or use saliva as a sensory stimulant. This should be considered in risk assessments in order to support these pupils and the staff working with them and is not a reason to deny these pupils face-to-face education.</p>
<p>4: Maintain enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents</p>	<p>In line with the risk assessment and timetabling of the day, put in place and maintain an enhanced cleaning schedule. This should include:</p> <ul style="list-style-type: none"> • more frequent cleaning of rooms or shared areas that are used by different groups • frequently touched surfaces being cleaned more often than normal • cleaning toilets regularly • encouraging pupils to wash their hands thoroughly after using the toilet • if your site allows it, allocating different groups their own toilet blocks

	<p>PHE has published guidance on the cleaning of non-healthcare settings. https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings</p> <p>This contains advice on the general cleaning required in addition to the existing advice on cleaning when there is a suspected case.</p>
<p>5. Consider how to minimise contact across the site and maintain social distancing wherever possible.</p>	<p>Minimising contacts and mixing between people reduces transmission of coronavirus (COVID-19). This is important in all contexts, and you must consider how to implement this. You must do everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum.</p> <p>The overarching principle to apply is reducing the number of contacts between pupils 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 the:</p> <ul style="list-style-type: none"> • pupil's ability to distance • layout of the building • feasibility of keeping distinct groups separate while offering a broad curriculum <p>How to group children</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.</p> <p>Maintaining distinct groups or 'bubbles' that do not mix makes it quicker and easier in the event of a positive case to identify those who may need to self-isolate and to keep that number as small as possible.</p> <p>When using larger groups, the other measures from the system of controls become even more important to minimise:</p> <ul style="list-style-type: none"> • transmission risks

	<ul style="list-style-type: none">• the numbers of pupils and staff who need to self-isolate <p>Younger pupils 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</p> <p>Using small groups can:</p> <ul style="list-style-type: none">• restrict the normal operation of education• present educational and logistical challenges <p>You will need to consider:</p> <ul style="list-style-type: none">• the cleaning and use of shared spaces, such as: playgrounds boarding houses dining halls toilets the provision of specialist teaching and therapies <p>Assess your circumstances and try to implement 'bubbles' of an appropriate size to achieve the greatest reduction in contact and mixing. Make sure this will not affect the quality and breadth of teaching or access for support and specialist staff and therapists.</p> <p>Whatever the size of the group, they should be kept apart from other groups where possible. Encourage pupils to keep their distance within groups. Try to limit interaction, sharing of rooms and social spaces between groups as much as possible. 17 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>You may keep pupils in their class groups for most of the classroom time, but also allow mixing in wider groups for:</p> <ul style="list-style-type: none">• specialist teaching• wraparound care• transport• boarding pupils who may be in one group residentially and another during the school day <p>Siblings may also be in different groups.</p>
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	<p>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 should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults. Try to minimise the number of interactions or changes wherever possible.</p> <p>Measures within the classroom:</p> <p>Maintaining a distance between people while inside and reducing the amount of time they are in face-to-face contact lowers the risk of transmission.. 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 pupils with complex needs, or those who need close contact care. Provide educational and care support for these pupils as normal, with other increased hygiene protocols in place to minimise the risk of transmission. Where possible, for example with older pupils with less complex needs who can self-regulate their behaviours without distress, they should also be supported to maintain distance and not touch staff and their peers. This will not be possible for the youngest children, and some children and young people with complex needs. It may also not be feasible where space does not allow. Doing this where you can, even some of the time, will help.</p> <p>When staff and pupils cannot maintain distancing, the risk can be reduced by keeping pupils in the smaller, class-sized groups. You 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. It might also include moving unnecessary furniture out of the classroom to make more space.</p> <p>Measures elsewhere:</p> <p>You should avoid large gatherings such as assemblies or collective worship with more than one group. When timetabling, groups should be kept apart and movement around the school kept to a minimum. While passing briefly in the corridor or playground is low risk, avoid creating busy corridors, entrances and exits. Consider staggered break times and lunch times. Make sure you allow time for cleaning surfaces in the dining hall between groups.</p>
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	<p>You should also plan how shared staff spaces are set up and used to help staff to distance from each other. You should minimise the use of staff rooms, although staff must still have a break of a reasonable length during the day.</p> <p>Measures for arriving at, and leaving the setting</p> <p>Consider staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave. Staggered start and finish times should not reduce the amount of overall teaching time. A staggered start may include:</p> <ul style="list-style-type: none">• condensing or staggering free periods or break time but retaining the same amount of teaching time• keeping the length of the day the same but starting and finishing later to avoid busy periods <p>You should consider how to communicate any changes to parents. Remind them about the process that has been agreed for drop off and collection, including not to:</p> <ul style="list-style-type: none">• gather at the gates• come onto the site without an appointment <p>Travelling to the setting</p> <p>Pupils and staff may use public transport where necessary, but we encourage them to walk, cycle or scoot to and from school wherever it is possible and safe to do so. Where pupils and staff need to use public transport, they should follow the safer travel guidance for passengers.</p> <p>The transport to schools and other places of education guidance requires those involved in the provision of dedicated transport to schools to identify the risks. You should adopt measures to address those risks in a way that works in the local circumstances. Distancing should be maximised and mixing of groups should be minimised where possible and practical.</p> <p>People aged 11 and over must wear a face covering when travelling on public transport. In accordance with advice from PHE, they must also wear a face covering when travelling on dedicated transport to secondary school. People who are exempt do not need to wear a face covering.</p> <p>https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers#exemptions-face-coverings</p>
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	<p>Other considerations</p> <p>Some pupils with SEND (whether with EHC plans or on SEN support) will need specific help and preparation for the changes to routine that these measures will involve. Staff should plan to meet these needs, for example using social stories.</p> <p>To make sure pupils with medical conditions are fully supported, work with:</p> <ul style="list-style-type: none">• local authorities• health professionals• regional schools’ commissioners• other services <p>Use individual healthcare plans to help pupils receive an education in line with their peers. In some cases, the pupil’s medical needs will mean this is not possible, and educational support will require flexibility. Further information is available in the guidance on supporting pupils at school with medical conditions. https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3</p> <p>Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. They, as well as supply teachers, peripatetic teachers 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. Schools should consider how to manage other visitors to the site, such as contractors, catering staff and deliveries, as well as cleaning staff on site who may be working throughout the school and across different groups. This will require close co-operation between schools and the other relevant employers.</p> <p>You should have discussions with key contractors about the school’s control measures and ways of working. They should ensure site guidance on physical distancing and hygiene is explained to visitors on or before arrival. Where visits can happen safely outside of school hours, they should. A record should be kept of all visitors with sufficient detail to support rapid contact tracing if required by NHS Test and Trace.</p> <p>As normal, you should engage with your 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>
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	<p>Where a pupil routinely attends more than one setting on a part time basis, for example because they are dual registered at a mainstream school and a special setting, the settings 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 pupil. Pupils should be able to continue attending both settings. While some adjustment to arrangements may be required, pupils in this situation should not be isolated as a solution to the risk of greater contact except when required by specific public health advice.</p> <p>Equipment</p> <p>For individual and very frequently used equipment, such as pencils and pens, staff and pupils should have their own items.</p> <p>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.</p> <p>Resources that are shared between classes or bubbles, such as sports, arts, and science equipment should be cleaned frequently. When sharing equipment between different bubbles, you should either:</p> <ul style="list-style-type: none"> • clean it before it is moved between bubbles • allow them to be left unused for a period of 48 hours (72 hours for plastics) <p>Outdoor playground equipment should be more frequently cleaned than normal. This also applies to resources used inside and outside by wraparound care and out-of school settings providers.</p> <p>Pupils should limit the amount of equipment they bring into school each day, including essentials such as:</p> <ul style="list-style-type: none"> • lunch boxes • hats and coats • books • mobile phones <p>Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided. Similar rules on hand cleaning, cleaning of the resources and rotation should apply to these resources</p> <p>Parent pick-up and drop-offs</p> <p>We know that travel to school patterns differ greatly. 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.</p>
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	<p>Staggered start and finish times should not reduce the amount of overall time children spend in school. A staggered start may, for example, include keeping the length of the day the same but starting and finishing later to avoid rush hour.</p> <p>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 entrance and otherwise coming onto the site without an appointment is not allowed.</p>
<p>6. Where necessary, wear appropriate personal protective equipment (PPE)</p>	<p>The majority of staff in education settings 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:</p> <ul style="list-style-type: none"> where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at schools, and only then if a distance of 2 metres cannot be maintained where a child or young person already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used <p>Read the guidance on safe working in education, childcare and children’s social care 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>7. Keep occupied spaces well ventilated</p>	<p>Good ventilation reduces the concentration of the virus in the air, which reduces the risk from airborne transmission. This happens when people breathe in small particles (aerosols) in the air after someone with the virus has occupied and enclosed area.</p> <p>When your school is in operation, it is important to ensure it is well ventilated and a comfortable teaching environment is maintained.</p> <p>These can be achieved by a variety of measures including</p> <ul style="list-style-type: none"> • mechanical ventilation systems – these should be adjusted to increase the ventilation rate wherever possible and checked to confirm that normal operation meets current guidance

	<p>and that only fresh outside air is circulated. If possible, systems should be adjusted to full fresh air or, if not, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply.</p> <ul style="list-style-type: none">• natural ventilation – opening windows (in cooler weather windows should be opened just enough to provide constant background ventilation and opened more fully during breaks to purge the air in the space). Opening internal doors can also assist with creating a throughput of air• natural ventilation – if necessary external opening doors may also be used (as long as they are not fire doors and where safe to do so <p>The HSE guidance on air conditioning during the Coronavirus outbreak has more information. https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm</p> <p>To balance the need for increased ventilation while maintaining a comfortable temperature, consider:</p> <ul style="list-style-type: none">• opening high level windows in colder weather in preference to low level to reduce draughts• increasing the ventilation while spaces are unoccupied (for example, between classes, during break and lunch, when a room is unused)• providing flexibility to allow additional, suitable indoor clothing – for more information see school uniform• rearranging furniture where possible to avoid direct draughts <p>Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces.</p>
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<p>8. Ensure individuals wear the appropriate personal protective equipment (PPE) where necessary</p>	<p>Face coverings are not classified as PPE (personal protective equipment). PPE is used in a limited number of settings to protect wearers against hazards and risks, such as surgical masks or respirators used in medical and industrial settings. A face covering is a covering of any type which covers your nose and mouth.</p> <p>Most staff in schools will not require PPE beyond what they would normally need for their work. If a pupil already has routine intimate care needs that involve the use of PPE, the same PPE should continue to be used.</p> <p>23</p> <p>Additional PPE for coronavirus (COVID-19) is only required in a very limited number of scenarios, for example, when:</p> <ul style="list-style-type: none"> • a pupil becomes ill with coronavirus (COVID-19) symptoms, and only then if a 2 metre distance cannot be maintained • performing aerosol generating procedures (AGPs) <p>https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe#aerosol-generating-procedures-agps</p> <p>When working with children and young people who cough, spit or vomit but do not have coronavirus (COVID-19) symptoms, only any PPE that would be routinely worn, should be worn.</p>

	<p>The guidance on safe working in education, childcare and children’s social care provides more information about preventing and controlling infection. This includes:</p> <ul style="list-style-type: none"> • when and how PPE should be used • what type of PPE to use • how to source it
<p>9. Promote and engage in asymptomatic testing, where available</p>	<p>Rapid testing remains a vital part of our plan to suppress this virus. Schools should follow the guidance set out for their settings</p> <ul style="list-style-type: none"> • Primary schools, school-based nurseries and maintained nursery schools https://www.gov.uk/government/publications/coronavirus-covid-19-asymptomatic-testing-for-staff-in-primary-schools-and-nurseries/rapid-asymptomatic-coronavirus-covid-19-testing-for-staff-in-primary-schools-school-based-nurseries-and-maintained-nursery-schools • Secondary schools and colleges https://www.gov.uk/government/publications/coronavirus-covid-19-asymptomatic-testing-in-schools-and-colleges/coronavirus-covid-19-asymptomatic-testing-in-schools-and-colleges • Specialist settings https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings/mass-asymptomatic-testing-in-specialist-settings
<p>System of controls - response to any infection</p>	

10. Promote and engage with the NHS Test and Trace process	<p>Staff members, parents and carers will need to:</p> <ul style="list-style-type: none">• book a test https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested <p>if they or their child has symptoms - the main symptoms are:</p> <ul style="list-style-type: none">• a high temperature• a new continuous cough• a loss or change to your sense of smell or taste <p>self-isolate https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection</p> <p>immediately and not come to school if:</p> <ul style="list-style-type: none">• they develop symptoms• they have been in close contact with someone who tests positive for coronavirus (COVID-19)• anyone in their household or support or childcare bubble develops symptoms of coronavirus (COVID-19)• they are required to do so having recently travelled from certain other countries or they have been advised to isolate by NHS test and trace or the PHE local health protection team, which is a legal obligation <ul style="list-style-type: none">• provide details of anyone they have been in close contact with, if they test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace
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<p>11. Manage confirmed cases of coronavirus (COVID-19) amongst the school community</p>	<p>You must take swift action when you become aware that someone who has attended has tested positive for coronavirus (COVID-19) having developed symptoms and taken a PCR test outside of school.</p> <p>If you would like support on the action you should take to respond to a positive case, you can contact the dedicated advice service introduced by Public Health England (PHE) and delivered by the NHS Business Services Authority. This can be reached by calling the DfE Helpline on 0800 046 8687 and selecting option 1 for advice on the action to take in response to a positive case. You will be put through to a team of advisers who will inform you of what action is needed based on the latest public health advice.</p> <p>The advice service (or PHE local health protection team if escalated) will work with you to guide you through the actions you need to take. Based on their advice, you must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate immediately and for the next 10 full days counting from the day after contact with the individual who tested positive.</p> <p>26</p> <p>Close contact means:</p> <ul style="list-style-type: none">• anyone who lives in the same household as someone with coronavirus (COVID-19) symptoms or who has tested positive for coronavirus (COVID-19)• anyone who has had any of the following types of contact with someone who has tested positive for coronavirus (COVID-19) with a PCR or LFD test: o face-to-face contact including being coughed on or having a face-to-face conversation within 1 metre o been within 1 metre for 1 minute or longer without face-to-face contact• sexual contacts
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- been within 2 metres of someone for more than 15 minutes (either as a one-off contact, or added up together over one day)
- travelled in the same vehicle or a plane

The advice service (or PHE local health protection team if escalated) will provide advice on who must be sent home. To support them in doing so, we recommend you keep a record of pupils and staff in each group, and any close contact that takes places between pupils and staff in different groups (see section 6 of the system of control for more on grouping pupils).

This should be a proportionate recording process. You 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.

Where individuals are self-isolating and are within our definition of vulnerable, it is important that schools put systems in place to keep in contact with them, offer pastoral support, and check they are able to access education support.

A template letter will be provided to you, on the advice of the health protection team, to send to parents and staff if needed. You must not share the names or details of people with coronavirus (COVID-19) unless essential to protect others.

Household members of those contacts who are sent home do not need to self-isolate themselves unless the pupil 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. 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

	<p>positive, they should follow 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 must remain in isolation for the remainder of the 10-day isolation period. This is because they could still develop coronavirus (COVID-19) within the remaining days.• if the test result is positive, they should inform their school immediately, and should isolate from the day of onset of their symptoms and at least the following 10 full days. Their household should self-isolate starting from when the symptomatic person in their household first had symptoms and the next 10 full days, following guidance for households with possible or confirmed coronavirus (COVID-19) infection <p>You 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.</p> <p>Based on advice from Public Health England (PHE) and NHS Test and Trace, the testing programme initially included offering those who came into close contact with a positive case in schools the option of 7 days of daily contact testing (with selfisolation if a subsequent test was positive) as an alternative to self-isolation. PHE and NHS Test and Trace have now reviewed their initial advice in light of the higher prevalence and rates of transmission of new variants. They have concluded that these changes in virus mutations warrant further evaluation work and that daily contact testing in place of self-isolation should be paused until this evaluation has taken place. We will update this guidance once this evaluation is complete.</p> <p>Further guidance is available on testing and tracing for coronavirus (COVID-19). https://www.gov.uk/guidance/nhs-test-and-trace-how-it-works</p>
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	<p>Reporting actual or suspected cases of coronavirus (COVID-19) through the education setting status form</p> <p>From 11 January, we asked you to resume completing a educational setting status form. The form will be amended to reflect wider opening. The data you supply helps the government monitor the impact of coronavirus (COVID-19) on schools.</p> <p>See guidance on how to submit the educational settings status form for more information. https://www.gov.uk/guidance/how-to-complete-the-educational-setting-status-form</p> <p>Some school staff may be eligible for a one-off Test and Trace Support Payment of £500. This is payable in one lump sum from your local authority.</p> <p>To be eligible for a Test and Trace Support Payment, you must:</p> <ul style="list-style-type: none">• be on a low income• be unable to work from home• be at risk of losing income as a result of self-isolating• be living in England• meet the eligibility criteria• have been formally advised to self-isolate by NHS Test and Trace, who will provide you with an NHS Test and Trace Account ID <p>28</p> <p>The Department for Health and Social Care has launched the Self-Isolation Service Hub (020 3743 6715). The phone line is open 7 days a week, 8am to 8pm, allowing a school to provide contact details of those individuals who have been asked to selfisolate and are likely to be eligible for the Test and Trace Support Payment or discretionary payment.</p> <p>By providing these details, close contacts of positive cases identified at school will be formally advised to self-isolate by NHS Test and Trace and provided with an NHS Test and Trace Account ID. Individuals who have not been formally advised to selfisolate by NHS Test and Trace will not</p>
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	<p>receive an NHS Test and Trace Account ID and will not be able to claim from the Test and Trace Support Payment scheme.</p> <p>In order for any of your staff who may be eligible for a payment from the Test and Trace Support Payment scheme to be able to claim, you must follow these steps:</p> <ol style="list-style-type: none"> 1. Ensure that you collate a list of appropriate close contacts for the person who has tested positive within your establishment and inform these close contacts that they now need to self-isolate. 2. Call the new Service Hub on 020 3743 6715 as soon as you have the eightdigit NHS Test and Trace Account ID (sometimes referred to as a CTAS number) of the person who has tested positive. 3. Provide the details of the person who has tested positive, along with the details of the relevant close contacts you have identified. If you do not have NHS Test and Trace Account ID for the person who has tested positive, Hub staff will assist in tracing the person in order to register their contacts on the Test and Trace system (CTAS). 4. NHS Test and Trace will then contact individuals to formally advise them of their need to self-isolate and provide them with an NHS Test and Trace Account ID. 5. Following this, individuals who are employed or self-employed, on a low income, unable to work from home and losing income as a result may qualify for the Test and Trace Support Payment scheme through their local authority.
<p>12. Contain any outbreak by following PHE local health protection team advice</p>	<p>You should call the dedicated advice service who will escalate the issue to your local health protection team where necessary and advise if any additional action is required. You can reach them by calling</p>

	<p>the DfE Helpline on 0800 046 8687 and selecting option 1 for advice on the action to take in response to a positive case.</p> <p>In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure. This could be the class or year group.</p> <p>If you are implementing the system of controls, addressing any issues you have identified and therefore reducing transmission risks, whole site closure will not generally be necessary. You should not close except on the advice of health protection teams.</p> <p>Admitting children and staff back to the school</p> <p>The pupil or staff member who tested positive for coronavirus (COVID-19) can return to their normal routine and stop self-isolating after they have finished their isolation period and their symptoms have gone or if they continue to have only a residual cough or anosmia. This is because a cough or anosmia can last for several weeks once the infection has gone. If they still have a high temperature after 10 days or are otherwise unwell, you should advise them to stay at home and seek medical advice.</p> <p>You should not request evidence of negative test results or other medical evidence before admitting pupils or welcoming them back after a period of self-isolation.</p> <p>In the vast majority of cases, parents and carers will be in agreement that a pupil with symptoms should not attend the school, given the potential risk to others. In the event that a parent or carer insists on a pupil attending your school, you can take the decision to refuse the pupil if, in your reasonable judgement, it is necessary to protect your pupils and staff from possible infection with coronavirus (COVID-19). Your decision would need to be carefully considered in the light of all the circumstances and current public health advice</p> <p>Coronavirus (COVID-19) asymptomatic testing in schools</p>
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	<p>Rapid testing using Lateral Flow Devices (LFD)s will support the return to face-toface education by helping to identify people who are infectious but do not have any coronavirus (COVID-19) symptoms. For secondary school staff and pupils we are moving to a home testing model (for pupils, following the first 3 onsite tests). The lateral flow devices used have received regulatory approval from the MHRA for selfuse. Home test kits will be available for all staff on return. Once pupils have been</p> <p>30</p> <p>tested 3 times at school, they will be provided with home test kits for regular testing. Testing remains voluntary but strongly encouraged</p> <p>Secondary school testing on-site through an Asymptomatic Testing Site (ATS)</p> <p>Secondary schools should offer pupils testing at an on-site ATS from 8 March. Testing and return of pupils can be phased during the first week to manage the number of pupils passing through the test site at any one time. You should offer 3 tests, 3 to 5 days apart.</p> <p>You have the flexibility to consider how best to deliver testing on a phased basis from 8 March, depending on your circumstances and local arrangements, but you should prioritise vulnerable children and children of critical workers, and year groups 10 to 13.</p> <p>Pupils should return to face-to-face education following their first negative test result. Pupils not undergoing testing should attend school in line with your phased return arrangements. Schools will have discretion on how to test students over that week as they return to the classroom.</p> <p>Testing is voluntary. If consent is provided, pupils will be asked to self-swab at the on-site ATS and after 30 minutes they should be informed of their results.</p>
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	<p>Individuals with a positive LFD test result will need to self-isolate in line with the guidance for households with possible coronavirus infection. Those with a negative LFD test result can continue to attend school unless they have individually been advised otherwise by NHS Test and Trace or Public Health professionals (for example as a close contact). They should continue to apply the measures in the system of controls to themselves and the wider school setting.</p> <p>Schools should retain a small on-site ATS on site so they can offer testing to pupils who are unable or unwilling to test themselves at home. We will provide further information about funding available to support this.</p> <p>Home Testing</p> <p>Both pupils and staff in secondary schools will be supplied with LFD test kits to self swab and test themselves twice a week at home. Staff and pupils 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 pupils should also share their result, whether void, positive or negative, with their school to help with contact tracing.</p> <p>31</p> <p>Pupils 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 by an adult.</p> <p>Staff or pupils with a positive LFD test result will need to 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. Those with a negative LFD test result can continue to attend school and use protective measures.</p>
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	<p>Primary schools</p> <p>Staff in primary schools will continue to test with LFDs twice a week at home, as per existing guidance on testing for staff in primary schools and nurseries.</p> <p>Primary age pupils will not be tested with LFDs. Public Health England have advised there are currently limited public health benefits attached to testing primary pupils with lateral flow devices. Primary age pupils may find the LFD testing process unpleasant and are unable to self-swab. We will review this approach in the light of any emerging evidence.</p> <p>All primary school pupils are expected to return to school on 8 March.</p> <p>Specialist settings.</p> <p>We recognise specialist settings will have additional considerations to take into account when delivering asymptomatic testing and additional guidance will be published and circulated. We recognise that self-swabbing may cause significant concerns for some children and young people with SEND. Testing is voluntary and no child or young person will be tested unless informed consent has been given by the appropriate person.</p>
<p>13. Ensure face coverings are used in recommended circumstances</p>	<p>Where pupils in year 7 (which would be children who were aged 11 on 31 August 2020) and above are educated, we recommend that face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained. Face coverings do not need to be worn by pupils when outdoors on the premises.</p> <p>12</p> <p>In addition, we now also recommend in those schools, that face coverings should be worn in classrooms or during activities unless social distancing can be maintained. This does not apply in</p>

	<p>situations where wearing a face covering would impact on the ability to take part in exercise or strenuous activity, for example in PE lessons.</p> <p>In primary schools, we recommend that face coverings should be worn by staff and adult visitors in situations where social distancing between adults is not possible (for example, when moving around in corridors and communal areas). Children in primary school do not need to wear a face covering.</p> <p>We are taking this additional precautionary measure for a limited time during this period of high coronavirus (COVID-19) prevalence in the community. These measures will be in place until Easter. As with all measures, we will keep it under review and update guidance at that point. Transparent face coverings, which may assist communication with someone who relies on lip reading, clear sound or facial expression to communicate, can also be worn. There is currently very limited evidence regarding the effectiveness or safety of transparent face coverings, but they may be effective in reducing the spread of coronavirus (COVID-19).</p> <p>Those who rely on visual signals for communication, or communicate with or provide support to such individuals, are currently exempt from any requirement to wear face coverings in schools or in public places.</p> <p>Face visors or shields should not be worn as an alternative to face coverings. They may protect against droplet spread in specific circumstances but are unlikely to be effective in reducing aerosol transmission when used without an additional face covering. They should only be used after carrying out a risk assessment for the specific situation and should always be cleaned appropriately.</p> <p>Exemptions Some individuals are exempt from wearing face coverings. This applies to those who:</p> <ul style="list-style-type: none">• cannot put on, wear or remove a face covering because of a physical impairment or disability, illness or mental health difficulties
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	<ul style="list-style-type: none">• speak to or provide help to someone who relies on lip reading, clear sound or facial expression to communicate <p>13</p> <p>The same exemptions will apply in education and childcare settings and you should be sensitive to those needs, noting that some people are less able to wear face coverings and that the reasons for this may not be visible to others. Access to face coverings Due to the increasing use of face coverings in wider society, staff and pupils are already likely to have access to face coverings. PHE has also published guidance on how to make a simple face covering.</p> <p>https://www.gov.uk/government/publications/how-to-wear-and-make-a-cloth-face-covering/how-to-wear-and-make-a-cloth-face-covering</p> <p>You should have a small contingency supply available for people who:</p> <ul style="list-style-type: none">• are struggling to access a face covering• are unable to use their face covering as it has become damp, soiled or unsafe• have forgotten their face covering <p>No pupil should be denied education on the grounds that they are not wearing a face covering.</p> <p>Safe wearing and removal of face coverings You should have a process for when face coverings are worn within your school and how they should be removed. You should communicate this process clearly to pupils, staff and visitors and allow for adjustments to be made for pupils with SEND who may be distressed if required to remove a face covering against their wishes.</p> <p>Safe wearing of face coverings requires the:</p> <ul style="list-style-type: none">• cleaning of hands before and after touching – including to remove or put them on• safe storage of them in individual, sealable plastic bags between use
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	<p>Where a face covering becomes damp, it should not be worn, and the face covering should be replaced carefully. Staff and pupils may consider bringing a spare face covering to wear if their face covering becomes damp during the day.</p> <p>You must instruct pupils to:</p> <ul style="list-style-type: none">• not touch the front of their face covering during use or when removing it• dispose of temporary face coverings in a 'black bag' waste bin (not recycling bin)• place reusable face coverings in a plastic bag they can take home with them• wash their hands again before heading to their classroom <p>14</p> <p>Separate guidance is available on: https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care</p>
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Primary reopening to all students March 2021

Risk assessment recording form M34

Location or address St Joseph's Catholic Primary School, Wallasey			Date:1/3/2021			
Activity or situation Spring 2 2021			Reviewed March 2021 Ongoing Updates			
Hazard	Who may be harmed and how	(3) What controls exist to reduce risk	Likelihood	Severity	Risk total 1-25	(4) What action could you take to further reduce risk
Lack of social distancing at drop- off and pick-up point	All staff, pupils, contractors, and visitors	Implement social distancing measures in line with government guidance and communicate these with parents and all staff Stagger drop off and pick up times to ensure parents and children can adhere to social distancing – especially in playgrounds/collection areas and other areas of congestion, including school gates and	4	2	8	<ul style="list-style-type: none"> tell children, young people, parents, carers or any visitors, such as suppliers, not to enter the education or childcare setting if they or any of their household are displaying any symptoms of coronavirus (following the COVID-19: guidance for households with possible coronavirus infection) <p>Communicate the message to staff, pupils and families that they must self-isolate at home and not visit the setting if:</p> <ul style="list-style-type: none"> You have any symptoms of coronavirus (a high temperature, a new, continuous cough or a loss or change to your sense of smell or taste) You're waiting for a coronavirus test result

		<p>frontages on the highway. Consider allocating staff for queue management where possible.</p> <p>Use additional entrances if possible, to spread children at different points. Display social distancing signs.</p> <p>Implement one-way system within the school where possible. Consider how entering of lunchroom other shared spaces can be managed.</p> <p>Plan a communication time with Staff prior to opening to facilitate communication and test run procedures.</p> <p>Only allow those with appointments to enter the building – use signage to communicate this to anyone new visiting the school.</p> <p>Where possible staff meet students at the appointed gates and escort to classes to restrict parents from entering the playground areas.</p> <p>No parent to access/ enter the playground areas.</p> <p>Ensure parents are informed that drop offs/collections are restricted to one parent/carer.</p> <p>Marked zone for teachers to stand during pick up or drop off where required.</p> <p>Parents only able to access the school site in exceptional circumstances by appointment/sanctioned by the headteacher and SENCO</p>				<ul style="list-style-type: none"> • You've tested positive for coronavirus – (this means you have coronavirus) • You live with someone who has symptoms, is waiting for a test result or has tested positive • Someone in your support bubble has symptoms, is waiting for a test result or has tested positive • If you're told by NHS Test and Trace that you've been in contact with a person with coronavirus <p>If you have symptoms of coronavirus, you'll usually need to self-isolate for at least 10 days from the start of symptoms or the test date if you don't have symptoms.</p> <p>If you live with someone who has symptoms, you'll usually need to self-isolate for 10 days from the start of their symptoms or their test date if they did not have symptoms.</p> <p>If someone in your support bubble has symptoms, you'll usually need to self-isolate for 10 days from the start of their symptoms or their test date if they did not have symptoms.</p> <p>Ref https://www.nhs.uk/conditions/coronavirus-covid-19/self-isolation-and-treatment/how-long-to-self-isolate/</p> <ul style="list-style-type: none"> • tell parents that if their child needs to be accompanied to the education or childcare setting, only one parent should attend • tell parents and young people their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use) • make clear to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely) • Parents dropping off late pupils should not enter the school building. Office staff will record late entries on their behalf. • ensure parents and young people are aware of recommendations on transport to and from education or
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		<p>Wherever possible communication must be by telephone, email, Dojo or ParentApp.</p> <p>Children and parents should be encouraged to walk or cycle to school where possible.</p> <p>If public transport is the only option, staff should think carefully about the times, routes and ways they travel to stay safe. Staff and parents should be advised to use mandatory face coverings (not medical masks) if travelling by public transport</p>				<p>childcare setting (including avoiding peak times). Read the Coronavirus (COVID-19): safer travel guidance for passengers</p> <ul style="list-style-type: none"> talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times). ensure parents and young people are aware of recommendations on transport to and from education or childcare setting (including avoiding peak times). Read the Coronavirus (COVID-19): safer travel guidance for passengers also think about engaging parents and children in education resources such as e-bug and PHE schools resources Pick up and drop off times:- <table border="1" data-bbox="1601 596 2208 810"> <thead> <tr> <th>Year Group</th> <th>Drop off</th> <th>Pick up</th> </tr> </thead> <tbody> <tr> <td>F1</td> <td>8.55</td> <td>11.45</td> </tr> <tr> <td>F2</td> <td>8.45</td> <td>15.00</td> </tr> <tr> <td>Yr1/2</td> <td>8.50</td> <td>15.10</td> </tr> <tr> <td>Y3/4</td> <td>9.00</td> <td>15.20</td> </tr> <tr> <td>Y5/6</td> <td>9.05</td> <td>15.30</td> </tr> </tbody> </table> <p>Siblings to leave at the earliest finish time.</p>	Year Group	Drop off	Pick up	F1	8.55	11.45	F2	8.45	15.00	Yr1/2	8.50	15.10	Y3/4	9.00	15.20	Y5/6	9.05	15.30
Year Group	Drop off	Pick up																						
F1	8.55	11.45																						
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Y3/4	9.00	15.20																						
Y5/6	9.05	15.30																						
<p>Lack of social distancing of children during classes</p>	<p>Staff and pupils</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</p>	<p>4</p>	<p>2</p>	<p>8</p>	<ul style="list-style-type: none"> organise small class groups, as described in the 'class or group sizes' section above organise classrooms and other learning environments, maintaining space between seats and desks where possible refresh the timetable: <ul style="list-style-type: none"> decide which lessons or activities will be delivered consider which lessons or classroom activities could take place outdoors use the timetable and selection of classroom or other learning 																		

		<p>minimise transmission risks and to minimise the numbers of pupils and staff who may need to self-isolate.</p> <p>Refer to national guidance, which may change on this topic:</p> <p>Arrange classrooms with forward facing desks where possible.</p> <p>Where possible Use allocated desks to reduce children touching surfaces others have touched.</p> <p>Relocate desks to keep as much distance as possible (2 metres if possible).</p> <p>Ideally, adults should maintain 2 metre distance from each other (including within the staff room), 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.</p> <p>Keep your classroom door and windows open if possible, for air flow. Installing door guards for key doors in building can be considered to ensure compliance with fire risk assessment. Talk to H&S team for more information.</p> <p>Ensure regular hand washing is encouraged – set routines throughout the day when pupils wash their hands in addition to after using the toilet e.g. upon arrival in school, before lunch.</p> <p>Where possible, utilise wash basins within classrooms to limit risk of contact with other children</p>				<p>environment to reduce movement around the school or building</p> <ul style="list-style-type: none"> ○ stagger assembly groups ○ stagger break times (including lunch), so that all children are not moving around the school at the same time ○ stagger drop-off and collection times <ul style="list-style-type: none"> ● plan parents’ drop-off and pick-up protocols that minimise adult to adult contact ● Start and end times will be staggered between year groups by a short period to reduce volume at the entrance ● ensure parents and carers are aware of recommendations on transport to and from school, which means reducing any unnecessary travel on coaches, buses or public transport where possible (for example, by walking or cycling to school) and avoiding peak times ● using signage to guide parents and carers about where and when they should drop off and pick up their children - you will want to communicate this to parents in advance ● Arrangements for staggered breaks or play times will be put in place so that ideally only one “Bubble” is in the same play area at any
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		<p>Consider placing coats on back of chairs to reduce risk of close contact in cloakrooms or coat peg areas OR stagger use of cloakrooms</p> <p>Assemblies to take place only with children within a 'bubble' or group.</p> <p>Where possible, keeping bubbles or groups within the same environment should be considered. Guidance states that staff can move between groups and bubbles and to maintain social distancing as much as possible.</p> <p>For individual and very frequently used equipment, such as pencils and pens, staff and pupils should have their own items. 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, arts, and science equipment should be cleaned frequently. When sharing equipment between different bubbles, you should either:</p> <ul style="list-style-type: none"> • clean it before it is moved between bubbles • allow them to be left unused for a period of 48 hours (72 hours for plastics) <p>Equipment:</p> <ul style="list-style-type: none"> • restricted to one user • left unused for a period of 48 hours (72 hours for plastics) between use by different individuals 				<p>one time. Larger play areas will be segregated to keep bubbles apart.</p> <ul style="list-style-type: none"> • in addition, early years groups in school should: <ul style="list-style-type: none"> ○ consider how play equipment is used ensuring it is appropriately cleaned between groups of children using it, and that multiple groups do not use it simultaneously ○ remove unnecessary items from classrooms and other learning environments where there is space to store it elsewhere ○ Remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts) ○ Do not use soft modelling or play dough as can't be effectively cleaned unless disposed after use by individual child, Avoid water play ○ Hold classes outdoor where possible. <p>All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable. Where staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults</p>
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		<p>Outdoor playground equipment should be more frequently cleaned than normal. This also applies to resources used inside and outside by wraparound care and out-of school settings providers.</p> <p>Pupils should limit the amount of equipment they bring into school each day, including essentials such as:</p> <ul style="list-style-type: none"> • lunch boxes • hats and coats • books • stationery • mobile phones <p>Pupils and teachers can take books home, although unnecessary sharing should be avoided. Similar rules on hand cleaning, cleaning of the resources and rotation should apply to these resources</p> <p>For children old enough, they should also be supported to maintain distance and not touch staff and their peers where possible.</p>				
Toileting of younger students	Staff and pupils	<p>Ensure hand washing facilities are available and encourage children to wash hands after visiting the toilet. Ensure the children know to wash hands thoroughly for 20 seconds with running water and soap and dry them thoroughly</p> <p>Ensure that help is available for children and young people who have trouble cleaning their hands independently</p> <p>The sharing of toilet blocks will be minimised so that no more than 2 bubbles share the same facilities.</p> <p>Toilets be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet</p>	3	3	9	<ul style="list-style-type: none"> • Ensure regular checks are completed to ensure supplies do not run low • Continue to clean more frequently and consider the location of cleaning supplies.

		Each classroom to be provided with hand sanitiser, paper towels and disposable wipes				
Lack of social distancing during lunch time and lunch time provisions.	Staff and pupils	<p>Lunch times will be staggered to keep those entering the dining hall to a safe minimum. Only F2, KS1 and year 5 bubbles will use the Hall and will be allocated separate times.</p> <p>KS2 classes will eat their lunch in their classrooms (apart from Yr5). There will be staggered times for children in bubbles to collect their lunch from the servery.</p> <p>Use floor markers if required to show distance points.</p> <p>Ensure children wash their hands before eating</p> <p>Ask students to toilet where possible before they have lunch to ease toileting pressure on lunch staff</p> <p>Where possible create a site map marking locations of play areas used by individual bubbles. This can show entry/exit and any one-way systems.</p> <p>Where start times cannot be changed consider the lay out of the kitchen. Is it possible to move equipment to offer different work surfaces to those preparing food.</p> <p>Kitchen staff should work side to side rather than face to face where possible. A face covering may be worn in enclosed spaces where social distancing isn't possible. It just needs to cover your mouth and</p>	4	2	8	

		<p>nose. Face coverings are not a replacement for the other ways of managing risk, including minimising time spent in contact, using fixed teams, and partnering for close-up work, and increasing hand and surface washing.</p> <p>Employers should support their workers in using face coverings safely if they choose to wear one. This means telling workers:</p> <ul style="list-style-type: none"> • wash your hands thoroughly with soap and water for 20 seconds or use hand sanitiser before putting a face covering on, and before and after removing it • when wearing a face covering, avoid touching your face or face covering, as you could contaminate them with germs from your hands • change your face covering if it becomes damp or if you've touched it • continue to wash your hands regularly • change and wash your face covering daily • if the material is washable, wash in line with manufacturer's instructions. If it's not washable, dispose of it carefully in your usual waste • practice social distancing wherever possible <p>Prepacked lunches will be provided, or limited menu options to be pre-picked by children to reduce queue times and serving times. These will be delivered to bubbles in KS2.</p>				
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		<p>Consider cleaning of dishes/plates cutlery. Consider if this can be done once a group or “Bubble” has left dining area or if children can directly place cutlery into bowls of water containing detergent. KS2 classrooms will have a food disposal area shared between two bubbles. These will be monitored by welfare staff to ensure there is no queuing of pupils.</p> <p>KS2 classrooms will be cleaned by welfare assistant allocated to bubble</p>				
Lack of social distancing during break times	Staff and pupils	<p>Keep bubbles separate where possible in play areas.</p> <p>Stagger break and lunch times to keep bubbles apart. Use different play areas, or segregate play areas where possible to keep bubbles apart.</p> <p>Allocated play equipment per bubble, through play leaders or ensure cleaning regimes between each use from each bubble.</p> <p>Use tape, markers, or cones to show clear segregation of play areas to children. Review supervision at play times to keep groups or bubbles apart.</p> <p>Discuss measures with children so they understand the need to keep to their bubble.</p> <p>Where children may ordinary play with siblings that are in different groups consider discussing the need to be apart during the school day. This is to ensure all children understand the importance of staying in their groups as those without siblings may be confused.</p>	4	2	8	<p>Discuss measures with children so that they understand the need t keep to their bubble.</p>

Lack of safe distancing in staff areas.	Staff and pupils	<p>Reinforce expectations of social distancing behaviour amongst staff</p> <p>An additional staff room will be provided (Old Nurture room). Limit numbers in staff rooms where possible. Introduce separate rest room areas across school.</p> <p>Spread out seating to ensure social distancing is maintained</p> <p>Ensure staff do not share cups, and appropriately clean eating utensils. Dishes washed in the dishwasher when possible.</p> <p>Encourage staff to take fresh air at break times where possible.</p> <p>Provision of hand washing supplies such as hand wash, sanitiser etc is available and regularly monitored to ensure supplies are always available.</p> <p>Ensure staff do not enter the shared corridor outside of the toilet area if another member of staff is present in the corridor.</p> <p>Minimise the amount of staff on site during the day where possible</p>	4	2	8	<ul style="list-style-type: none"> Remind staffed current regulations
Inadequate cleaning of areas following displays of suspected	Staff and pupils	<p>If a child becomes unwell and is awaiting collection, they should be moved, if possible and if appropriate, to a room where they can be isolated behind a closed door. Settings should be mindful of individual children's needs – for example it would not be appropriate for younger children to be alone without</p>	2	4	8	<p>Site manager to monitor supply levels to ensure that they do not run low.</p>

<p>COVID symptoms</p>		<p>adult supervision. 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 the accessible bathroom if possible. The bathroom should be cleaned and disinfected using standard cleaning products before being used by anyone else.</p> <p>In most cases, closure of the educational setting will not be needed but this will be a local decision with Public Health England based on various factors such as establishment size and risk of further spread.</p> <p>Discuss with cleaning contractors or staff the additional cleaning requirements and agree additional hours to allow for this.</p>				
<p>Unsafe disposal of PPE and face coverings</p>		<p>Used PPE and any disposable face coverings that staff, children, young people or other learners arrive wearing should be placed in a refuse bag and can be disposed of as normal domestic waste unless the wearer has symptoms of coronavirus (COVID-19), in line with the <u>guidance on cleaning for non-healthcare settings</u>.</p> <p>https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings</p> <p>Any homemade non-disposable face coverings that staff or children, young people or other learners are wearing when they arrive at their setting must be removed by the wearer and put in a plastic bag that</p>	<p>2</p>	<p>3</p>	<p>6</p>	<p>.</p>

		<p>the wearer has brought with them in order to take it home. The wearer must then clean their hands.</p> <p>To dispose of waste from people with symptoms of coronavirus (COVID-19), such as disposable cleaning cloths, tissues and PPE:</p> <ul style="list-style-type: none"> • put it in a plastic rubbish bag and tie it when full • place the plastic bag in a second bin bag and tie it • put it in a suitable and secure place marked for storage for 72 hours <p>This waste should be stored safely and securely kept away from children. You should not put your waste in communal waste areas until the waste has been stored for at least 72 hours.</p> <p>Storing for 72 hours saves unnecessary waste movements and minimises the risk to waste operatives. This waste does not require a dedicated clinical waste collection in the above circumstances.</p> <p>https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe#does-coronavirus-covid-19-mean-that-ppe-is-needed-for-administering-first-aid</p>				
Inadequate cleaning of	Staff and pupils	Use cleaning products that offer disinfecting qualities and are available through suppliers.	2	2	4	<ul style="list-style-type: none"> • Caretaker to ensure hand sanitiser, soap and other welfare provisions available.

<p>premises (general)</p>		<p>Decide what an enhanced cleaning schedule looks like and how it will be implemented in your school (for example, how often, when/if an additional clean is necessary) and how you will ensure sufficiency of supplies.</p> <p>By the end of the summer term PHE will publish revised guidance for cleaning non-healthcare setting to advise on general cleaning required in addition to current advice.</p>				<ul style="list-style-type: none"> • Caretaker to ensure regular checks are completed to ensure supplies do not run low. • Caretaker to clean frequently touched surfaces in all areas including toilets after all children have arrived in the morning. • Caretaker to check corridor sinks and clean away any overflowing bins.
<p>Unsafe crossing of roads near school</p>	<p>Staff and pupils</p>	<p>Consider information to parents to ensure pedestrian crossings are used where possible.</p> <p>Remind parents of critical worker and vulnerable children to take care on road ways if patrol escorts are not available.</p> <p>Ensure road escort (if available) has no physical contact with students</p> <p>Provide hand sanitiser for any crossing escorts to regularly sanitise hands</p> <p>Provide hand washing facilities in the school when shift is completed</p> <p>Consider one-way walking systems, to minimise staff, students and parents from crossing paths in large groups and close proximity.</p>	<p>4</p>	<p>2</p>	<p>8</p>	<ul style="list-style-type: none"> • If additional support is required from road traffic division contact David Rees at roadsafety@wirral.gov.uk <div style="text-align: center;">  <p>Restarting Schools June 2020 - Highways</p> </div>

<p>Increased fire risk due to doors being propped open to increase air circulation and reduce touching of doors and pushpads</p> <p>Changes to emergency fire procedures – uncertainty of staff and pupils due to working at different locations to normal and changes in evacuation routes.</p>	<p>Staff and pupils</p>	<p>Review school fire risk assessment to reflect any changes that have been made.</p> <p>Before additional pupils are re-introduced, make sure that fire log book is up to date and all checks have been made, including the fire marshal inspection checklist.</p> <p>For cross corridor and key fire doors from higher risk areas such as staff rooms, consider using devices such as door guards where possible. The DfE has been made aware that some schools and trusts have been seeking advice on propping open of fire doors.</p> <p>Due to COVID-19 doors will be wedged open at the start of the school day (to avoid unnecessary touching of doors by users and to allow ventilation). In event of a fire procedures are in place to remove door wedges on evacuation. At the end of the school day wedges will be removed to allow doors to fall back in to their rebate, before the school is locked and alarmed at night.</p> <p>Communicate with staff any changes to emergency procedures that have been made and make sure that they have understood them. It is not a requirement to maintain 2 metres social distancing in the event of an emergency or unplanned sounding of the fire alarm, however it should be maintained at the muster point, if possible.</p>	<p>2</p>	<p>4</p>	<p>8</p>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>RA - Fire Risk Assessment Model &</p> </div> <div style="text-align: center;">  <p>RA - Fire Risk Assessment Model &</p> </div> </div> <div style="text-align: center; margin-top: 20px;">  <p>Fire Risk Assessment Oct 2019 updated 9 F</p> </div>
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		Remind all staff of their responsibility not to increase the risk of fire in the workplace: by keeping combustible materials to the minimal, turning off electrical equipment when not in use and at the end of the day.				
Risk of transmission through contact with school resources	Staff and pupils	<p>Limit the number of shared resources that are taken home by staff and pupils and limit the exchange of such resources.</p> <p>Books travelling between home and school will be stored in pupil's individual trays when in school.</p> <p>Where possible do not take marking/schoolwork home to limit any potential contamination spread.</p> <p>Teachers and staff should make sure they wash their hands and surfaces, before and after handling pupils' books.</p> <p>Consider online homework and marking where possible.</p>	2	4	8	
Risk of transmission through first aid procedures	Staff and pupils	<p>Children, young people or learners who require first aid should continue to receive care in the same way. No additional PPE is needed because of coronavirus (COVID-19) for anyone who does not have coronavirus (COVID-19) symptoms. Staff have access to PPE equipment when required.</p>	2	4	8	 FINAL_VERSION 9 INFECTION CONTROL

		<p>https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe#does-coronavirus-covid-19-mean-that-ppe-is-needed-for-administering-first-aid</p> <p>After delivering any first aid</p> <ul style="list-style-type: none"> • Ensure you safely discard disposable items and clean reusable ones thoroughly • Wash your hands thoroughly with soap and water or an alcohol-based hand sanitiser as soon as possible 				
<p>Inadequate assessment of transmission risk between SEND pupils and staff.</p>	<p>Staff and pupils</p>	<p>Young children and children with special educational needs may not be able to understand the need for social distancing and may also seek close interaction with their peers or adults to provide reassurance at a period of disruption to their routines.</p> <p>The number of children will be limited in each group (eg Personal Best, ELSA) to provide more space in each classroom or learning area.</p> <p>As far as possible, small groups of children will be supported by consistent staffing, and groups will</p>	<p>2</p>	<p>4</p>	<p>8</p>	<p>Cleaning of any special equipment needed for SEND pupils also needs to be included in the cleaning regime.</p>

		<p>remain as consistent as possible throughout the outbreak.</p> <p>If non-symptomatic children present behaviours which may increase the risk of droplet transmission (such as biting, licking, kissing or spitting) or require care that cannot be provided without close hands-on contact, they should continue to receive care in the same way, including any existing routine use of PPE.</p> <p>In these circumstances, to reduce the risk of coronavirus (COVID-19) transmission, no additional PPE is necessary as these are non-symptomatic children in a non-healthcare setting and so the risk of viral transmission is very low. However, additional space and frequent cleaning of surfaces, objects and toys will be required. Cleaning arrangements should be increased in all settings, with a specific focus on surfaces which are touched a lot.</p> <p>https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe#how-should-i-care-for-children-who-regularly-spit-or-require-physical-contact</p>				
Stress and mental health issues for staff	Staff and pupils	<p>Complete or update the schools stress work assessment to remind all staff of support available.</p> <p>Ensure 1 to 1 strategic and wellbeing meetings are held with all staff. Make time for all staff to talk to senior leaders about their personal situation:</p>	3	3	9	Support should be available for staff from Occupational Health supplier – if purchasing the OH SLA then staff can contact the EAP.

		<ul style="list-style-type: none"> Thoughts on returning, fears, concerns about returning, what will be easy to accomplish, what will be hard, fatigue (Staff have continued to work), changes in circumstance, retirement, pregnancy, bereavement. additional worries about members of their family and friends. Remind them of any internal support plan/system that is in place <p>Address / discuss ability to return to work.</p>				<p>Wellbeing Powerpoint shared with staff</p> <p>1:1 meetings in place with Key Stage leads to report any issues.</p>
Inadequate building management and routine inspections.	Staff and pupils	<p>All routine inspections should be completed for any school that may have been closed/ partially closed to students.</p> <p>Any routine or annual checks should be carried out in their usual time frames. Any contractors that have been expected but not attend - due to school closures should be arranged to attend if required.</p> <p>Social distancing and hand hygiene should be observed by all contactors. Contact your asset management provider where assistance is required.</p>	2	4	8	
Risk of transmission through inadequate ventilation	Staff and Pupils		4	4	16	<ul style="list-style-type: none"> Caretaker to open classroom doors and windows at the start of each day, for air flow. In enclosed rooms ensure all doors are wedged open (library/ICT suite), with nearby external doors open to support air flow. Doors can be wedged open so no contact needed. Doors must be closed if the fire alarm is activated and at the end of the school day.

						<ul style="list-style-type: none"> ○ Rooms to be aired at break and lunchtime by opening external doors and windows wide to maximise ventilation. ○ Staff and pupils to wear extra layers if cold.
Restraining students.	Staff and pupils.	<p>For students that have individual risk assessments, and it is identified that restraint is required PPE would only be indicated in the circumstances indicated previously, i.e. if a pupil has suspected/confirmed coronavirus; or if they normally require the use of PPE for their care.</p> <p>In special school setting, PPE would only be indicated in the circumstances indicated previously, i.e. if a pupil has suspected/confirmed coronavirus; or if they normally require the use of PPE for their care. Individual risk assessments for each student will identify if it is safe for them to return to the school setting at this time.</p> <p>Where possible limit the number of students to teacher ratios to minimise disruption to other students.</p> <p>Consider bubble sizes and if they can be reduced for those bubbles containing a child that requires restraint.</p> <p>Individual assessment needs to be made for pupils who have known behaviours that would pose risk, such as spitting and biting where social distancing is</p>	2	4	8	

		not possible. Provision of PPE should be considered on a case by case basis.				
Dispensing medicines to children.	Students and staff.	Consider planning to train more staff in medicine administration to cover for any absence of trained staff.	2	2	4	Reviewed it is not possible due to staffing levels. Designated office staff members will administer medication.
Vulnerable groups	Staff and students.	<p>Staff and pupils who are identified as clinically extremely vulnerable may be at high risk of serious illness if they catch coronavirus (COVID-19). They are strongly advised to follow government guidance during lockdown and non-lockdown periods.</p> <p>Individuals who are Clinically extremely vulnerable have been advised to shield at home and should work from home where possible.</p> <p>Any employee within the shielding or vulnerable categories should follow the guidance</p> <p>https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19</p> <p>For staff members or pupils who may be vulnerable to covid for other reasons, eg people from the BAME community, Individual risk assessments should be used. This assessment attached can be used to support or schools can use their own</p>	2	4	8	<p>Staff identified as vulnerable and staff living with family members who are CEV will be regularly reminded to follow social distancing guidelines and actions taken to minimise risks.</p> <p>Staff will regularly be reminded to update SLT to any concerns or changes to circumstances.</p> <p>Identified and reviewed members of staff at higher risk and evaluated if any extra precautions are required.</p> <p>The attached Q&A From HR may assist in supporting schools with those returning to work from Vulnerable groups. This document is dated 3rd July 2020 and updates will be published regularly. To ensure you are using the most up to date Q&A These will be sent out via Sam Jenkins at each update.</p>

		<p>individual assessment if preferred so long as the controls required are considered and implemented so far as is reasonably practicable.</p> <p>Strict social distancing should be observed</p> <p>Consider amending job role to enable the employee to maintain social distancing more easily</p> <p>Consider access to rest areas, toilets etc to minimise contact with others where possible</p> <p>Consider if the role can be done at different times when there are less or no children on the premises.</p> <p>Consider the working location. Can the employee be placed in a different office or area that is allocated just to them?</p> <p>Ensure cleaning and sanitation plans are in place to ensure shared areas are kept clean.</p>				 HR related FAQs for coronavirus - 11 Jan 2
<p>Visitors to schools such as speech and language therapy</p>	<p>Visitors staff and students.</p>	<p>Visitors should only be permitted to schools where other means of completing their role has been explored and it is identified that the visit is required.</p> <p>Social distancing and hand hygiene should be observed by all visitors.</p> <p>Consider the environment used for these services – ensure social distancing be adhered to in line with current guidance</p>	<p>2</p>	<p>4</p>	<p>8</p>	<p>Visitors to be screened on entry to the premises to ensure they are Covid-19 symptom free.</p>

		<p>Where group sessions are requested bubbles should not be broken and only children from the same bubble should attend sessions if at all possible.</p> <p>Provision of hand washing supplies such as hand wash, sanitiser etc is available and regularly monitored to ensure supplies are always available.</p> <p>Ensure all visitors sign in and are encouraged to wash or sanitise hands upon entering the building.</p> <p>Consider reciting all covid-19 safety measures such as hand hygiene and social distancing to the visitor as soon as they arrive at the premises.</p> <p>Consider ensuring that all visitors make an appointment prior to visiting the school</p> <p>If the school has a control for face coverings to be worn this should be communicated to the visitor prior to the visit.</p> <p>Consider asking visitors to bring only resources that are absolutely necessary for the purposes of the visit.</p> <p>Consult outside providers to ensure they have their own workplace risk assessment.</p>				
Contingency planning for outbreaks		<p><u>Familiarise yourself with public health guidance on what to do if a member of staff or pupil informs you that they have tested positive (or the test is inconclusive).</u></p>	1	4	4	Public health FAQ'S provided via Sam Jenkins 8 th January 2021

		<p><u>Guidance on self isolating, when to get tested and close contacts can be found here:</u> <u>https://www.nhs.uk/conditions/coronavirus-covid-19/self-isolation-and-treatment/</u></p> <p><u>Testing for those NOT displaying symptoms are now available across the wirral.</u> <u>Critical workers can now book appointments for these tests by following the link: https://www.wirral.gov.uk/covid-19-testing/covid-19-tests-people-who-do-not-have-symptoms</u></p> <p>Home testing for school staff is now available and procedures should be following within your COVID-19 Primary and nursery testing risk assessment</p>				 <p>Covid-19 Rapid Primary and nursery t</p>
Legionella Risk		<p>Employers have a duty to protect people by identifying and controlling risks associated with legionella.</p> <p>If your building was closed or has reduced occupancy during the coronavirus (COVID-19) outbreak, water system stagnation can occur due to lack of use, increasing the risks of Legionnaires' disease.</p> <p>You should review your <u>risk assessment</u> and manage the legionella risks when you:</p> <ul style="list-style-type: none"> • reinstate a water system or start using it again • restart some types of <u>air conditioning units</u> 	2	4	8	

		<p>See guidance below: https://www.hse.gov.uk/coronavirus/legionella-risks-during-coronavirus-outbreak.htm</p>				
Ventilation & air conditioning		<p>Opening windows (in cooler weather windows will be opened just enough to provide constant background ventilation and opened fully during breaks, lesson changes for 5 minutes to purge the air in the space). Keep open internal doors to assist with creating a flow of air (as long as they are not fire doors and where safe to do so)</p> <p>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 to be worn underneath the school uniform. For more information see <u>School uniform</u> rearranging furniture where possible to avoid direct drafts</p> <p>Heating is used as necessary to ensure comfort levels are maintained particularly in occupied spaces.</p> <p>Sufficient ventilation is around 800 ppm (parts per million) or 10-15 litres per second per person Poor ventilation is around 1500 ppm or below 5 l/s/per person (parameters taken from SAGE guidance). If you know your levels, you can then decide on whether to open more windows etc. Monitors can be moved around the</p>				<p>Carbon dioxide monitors are easy to purchase, there are multiple examples online which will give you an indication of whether the ventilation you have in school is sufficient. This is not sophisticated air monitoring, but a blunt tool to give you an idea about whether you should increase ventilation.</p>

		school so you don't need one per classroom. If you are using them, you should leave them at desk height, away from windows and away from people to get as accurate a reading as possible.				
Face Coverings in primary schools		In primary schools, it is now recommended that face coverings should be worn by staff and adult visitors in situations where social distancing between adults is not possible (for example, when moving around in corridors and communal areas). Children in primary school do not need to wear a face covering.				<p>https://www.gov.uk/government/publications/how-to-wear-and-make-a-cloth-face-covering/how-to-wear-and-make-a-cloth-face-covering</p> <p>Staff to be provided with a air tight container to store their own personal face covering in, when not being worn. Children should bring a plastic bag/box from home. Children's masks should be removed in the playground and placed in their chosen container.</p>
Lateral Flow Testing		<p>While testing is not mandatory, it is "strongly encouraged" and staff don't need to provide proof of a negative test to attend school in person.</p> <p>The guidance states that regular asymptomatic testing is an "important addition to supporting leaders to maintain the continuity of education through the pandemic".</p> <p>Primary, school-based nursery and maintained nursery staff will be supplied with lateral flow device</p>				<p>Staff to email results to:</p> <p>LFD@stjosephs-wallasey.wirral.sch.uk</p> <p>Share revised information about home testing for parents, with parents.</p>

		<p>(LFD) test kits to self-swab. Staff will be asked to take their test kits home and carry out the test twice a week. The LFD test will give a result in around 30 minutes. Staff 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 should also share their result with their school or nursery to help with contact tracing.</p> <p>From 1 March 2021, if you're a member of a household, childcare bubble or support bubble of staff or a pupil you can get a twice-weekly test:</p> <ul style="list-style-type: none"> • through your employer if they offer testing to employees • at a local test site • by collecting a home test kit from a test site • by ordering a home test kit online 				
<p><u>Sport and physical education</u> Increased risk of transmission from not following guidance</p>	<p>Staff and Pupils</p>	<p>Tier 3</p> <ul style="list-style-type: none"> • School has the flexibility to decide how physical education, sport and physical activity will be provided whilst following the measures in their system of controls. • After school classes will be limited to Bubbles of the same children only • Only 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 are permitted. 	<p>3</p>	<p>2</p>	<p>6</p>	<p>Issue reminders to the PE at the start of the term.</p>

		<ul style="list-style-type: none"> • School will only provide team sports listed on the return to recreational team sport framework. • Pupils will be kept in consistent groups and sports equipment thoroughly cleaned between each use by different individual groups. Equipment will be kept in specific bubbles where possible. When not possible, this equipment will be either sanitised or quarantined between uses. • Schools can hold PE lessons indoors, including those that involve activities related to team sports, for example practising specific techniques, within their own system of controls as long as the hall is fully ventilated. Staff should remain in the hall with children at all times to help keep order and be vigilant for any lapses in procedure. • Outdoor sports are prioritised where possible • External facilities will be used in line with government guidance for the use of, and travel to and from, those facilities. • School will work with external coaches, clubs and organisations for curricular and extra-curricular activities where they are satisfied that it is safe to do so. • School has considered carefully how such arrangements can operate within our wider protective measures. • School refers to: <ul style="list-style-type: none"> • guidance on grassroot sports for public and sport providers, safe provision and facilities, and guidance from Sport England 				
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		<ul style="list-style-type: none"> advice from organisations such as the Association for Physical Education and the Youth Sport Trust guidance from Swim England on school swimming and water safety lessons available at returning to pools guidance documents using changing rooms safely <p>PE lessons to be taught outside where possible.</p>				
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Likelihood:
 5 – Very likely
 4 – Likely
 3 – Fairly likely
 2 – Unlikely

Consequence:
 5 – Catastrophic
 4 – Major
 3 – Moderate
 2 – Minor

Risk Rating	Action Required
17 - 25	Unacceptable – stop activity and make immediate improvements
10 – 16	Tolerable – but look to improve within specified timescale
5 – 9	Adequate – but look to improve at review
1	(1) List hazards something with the potential to cause harm here (2) List groups of people who are especially at risk from the significant hazards which you have identified (3) List existing controls here or note where the information may be found. Then try to quantify the level of risk the likelihood of harm arising that remains when the existing controls are in place based on the number of persons affected, how often they are exposed to the hazard and the severity of any consequence. Use this column to list the controls that you might take and develop all or some of that list into a workable action plan. Have regard for the level of risk, the cost of any action and the benefit you expect to gain. Agree the action plan with your team leader and make a note of it overleaf. If it is agreed that no further action is to be taken this too should be noted.

1 – Very unlikely 1 – Insignificant

	Additional Controls Required	Action to be Taken	By Whom	Target Completion Date	Task Completed (Signed & Dated)
1	Ensure parents and carers are fully informed with regard to guidance about social distancing measures and expectations in respect of access to the school site.	Write to parents and carers to inform and provide clear guidance.	Headteacher	15 th July 2020	M.Hollis 18.11.20
2	Classroom environments and equipment to be prepared for return of pupils to ensure social distancing and minimise risk of transmission.	Removal of any soft furnishings/equipment that cannot be easily cleaned. This to be stored away from areas of learning. Furniture to be organised in classrooms to ensure safe spacing and pupils facing forwards. Individual trays and equipment to be provided for each pupil.	Teachers and teaching assistants	August 2020	M.Hollis 18.11.20
3	Prepare individual risk assessments for pupils with identified emotional, behavioural needs. Ensure liaison with parents so that they are clear about expectations	SENDCO to write individual risk assessments and agree with SLT procedures to be followed to manage behaviour incidents	SENDCO	2 nd September 2020	M.Hollis 5.1.21
4	Identify additional cleaning requirements and determine and implement cleaning regime.	Determine deployment of staff and additional hours and ensure access to training where required	SBM	28 th May 20	M.Hollis 18.11.20
5	Allocate spaces for staff and provide clear guidance about social distancing	Create additional staff spaces around school for break and lunchtimes	Headteacher SBM	15 th July 2020	M.Hollis 18.11.20

6	Liaise with all staff who have been shielding and vulnerable staff to identify any concerns and provide support and guidance to support a return to work.	Contact staff to discuss and support any concerns.	Headteacher	15 th July 2020	M.Hollis 18.11.20
7	To support staff mental health and well-being.	Organise whole staff INSET on return to school to support mental health and well-being	Headteacher Ks1 Leader	15 th July 2020	M.Hollis 18.11.20
8.	Liaise with all staff who have been shielding during the four-week lockdown period, November 2020. Identify any concerns and provide support and guidance to support a return to work.	Contact staff to discuss any concerns for their return to work.	Headteacher	3 rd December 2020	December 2020 M.Hollis
9.	Liaise with all staff who have identified that they live with a family member who is classed as CEV.	Regularly remind the members of staff to revisit the whole school risk assessment, with a focus on page 28 and 29.	Headteacher	23 rd November 2020	December 2020 M.Hollis
10	To support staff mental health and well-being.	Provide all staff with details on how to access Health Assured, our Employee Assistance Programme.	Headteacher	23 rd November 2020	December 2020 M.Hollis
11	To write a separate risk assessment for children who pose a risk of transmission via biting.	Write an individual risk assessment for identified children. Liaise with H&S SLA – Graham Morris to ensure that the RA is fit for purpose.	Headteacher	23 rd November 2020	

12	Regularly remind all staff about the requirement to follow government social distancing guidelines.	Email staff at regular intervals to remind them about social distancing measures. Keep staff informed about any new or informative information regarding Covid-19 measures and updates.	Headteacher	Ongoing 23 rd November 2020	December 2020 M.Hollis January 2021
13	Remind all parents to follow social distancing guidelines during pick up and collection. Parents will also be reminded to wear a face covering during these times and for arranged appointments in school.	Informed through biweekly newsletters, Class Dojo, Parent Apps and emails. Update 4/1/21 every Monday a ParentApp message will be sent to all parents.	Headteacher/Class Teachers/Office Staff	Ongoing 23 rd November 2020	
14	Parents will not be permitted to enter the school building when dropping off late children in the mornings.	Informed through biweekly newsletters, Class Dojo, Parent Apps and emails.	Headteacher/Class Teachers/Office Staff	Ongoing 23 rd November 2020	December 2020 M.Hollis Reviewed
15	Fire Risk- Ensure door monitors are identified to close doors either end of the computer area corridor and the library at the end of lunch times. In the event of a fire alarm staff members are to be allocated as door monitors, to close the doors in the computer area and the library. This responsibility should not be passed on to children.	Liaise with identified staff and pupils	Headteacher	23 rd November	
16	Improve behaviour at lunchtime	Year 5 to eat in the dining hall 12.30-13.00	Headteacher	7/12/20	M Hollis 7/12/20
17	Reduce congregation of pupils in KS2 whilst waiting to collect their hot dinner	Route to servery amended and senior leadership to supervise on a rota.	Headteacher		M.Hollis 14/12/21
18	Share update about School PE	Liaise with all staff use the RA. Brief MMc, sign post to websites to find up to date information related to the restrictions	Headteacher	11.01.21	

19	Share information regarding the corridor outside the staff toilets, staff are not to enter until it is clear. Staff to shut the toilet seat after use	Liaise with all staff	Headteacher	WB: 11.01.21	M.Hollis Shared 9.01.21
20	Staff are not to enter the office area without a pre-arranged meeting with the headteacher.	Brief staff in a COVID update	Headteacher	WB.07.01.21	9.01.21 M.Hollis
22	Encourage staff to plan for and complete a higher percentage of lessons outside	Through a COvid-19 update		7.1.21	9.01.21 M.Hollis
23	Share with staff that the advice is to shower on return home	COvid-19 Update 7.01.21		7.1.21	Shared M.Hollis 9.1.21
24	Lone working in the barn due to reduced numbers of staff.	Barn to be closed and all PE to be outside or in the hall.	Caretaker	8/1/21	8/12/21
25	High numbers of staff in the photocopier room.	Staff to only enter the photocopier if it is empty.	Headteacher to notify staff on weekly update.	Ongoing	
26	Reduce number of staff working on site.	Staff to work from home alternate weeks, any staff not able to work from home allocated a separate work area in school and reminded that they need to keep contact with staff to a minimum.	Headteacher	7/1/21	7/1/21

27	Parents not following the stay at home guidance and increasing the risk of transmission in school.	Parents to be notified that they will be contacted if school is aware that they are not following guidance and that pupils will not be allowed into school for 10 days after the incident.	Headteacher	11/1/21 Ongoing	One parent informed on 8.01.21 & 11.01.21 M.Hollis
28	Parents not following the guidance stay at home guidance.	Reissue the Covid 19 home school agreement.	Headteacher	11/1/21	Reissue and reminder emails have gone out weekly. Revised version to go out from Monday 8 th March
29	GDPR risk due to homeworking and video conferencing	Staff to be issued with guidance notes, updated acceptable use policy and video conferencing agreement	Business Manager	11/1/21	
30	Risk to CEV member of staff due to increase in transmission of new variant Covid19	Risk assessment to be carried out when the member of staff returns to the work place. All CEV members of staff currently working from home.	Headteacher		Staff member working from home.
31	Share update about Lateral Flow Testing	Staff to be issued with a PowerPoint outlining the request to voluntarily undertake lateral flow training and what it entails. Share training video of testing administration.	Headteacher	WB: 25.01.21	Completed M.Hollis 25.01.21
32	Carry out an emergency fire drill	Hold an unannounced emergency fire drill between 8.03.21-26.03.21	Headteacher	between 8.03.21-26.03.21	
33	Ensure all staff are up to date with Covid-19 safety measures	Inform all staff of revised Covid-19 preventative measures for the return to school on March the 8th	Headteacher	WB:01.03.21	

34	Ensure all visitors have been asked Covid-19 screening questions	Inform Mrs Douglass of the new procedure. Display a poster with included questions for all visitors to see prior to entering the building. Sandie to questions all visitors including contractors.	Headteacher	02.03.21	Completed S.Langton 02.03.21
35.	Share up to date DfE guidance about parental lateral flow testing	Once a template letter has been released from the DfE, share with parents. This will ensure that all parents/carers will know that they have access to twice weekly testing.	Headteacher	WB:8.03.21	
36.	Ensure staff store masks safely	Provide staff with a plastic container to store masks in when not in use.	Headteacher	WB:08.03.21	

Please use this space to identify issues for which you may require council support:

- Guidance and support in respect of exclusion of pupils for serious behaviour incidents
- Financial support for additional costs incurred due to COVID-19
 - Increased need for cleaning materials and equipment
 - Resources such as electronic thermometers, signage, lidded bins etc
- Continued HR support
- Regular and timely updates and clear communication & guidance from LA and public health England in response to any developments, future outbreaks.

Key contacts

	Link/Lead for schools
Risk Assessment/Health and Safety	Lorraine Adamson (Lorraineadamson@wirral.gov.uk)
PPE	Anna Jones (annajones@wirral.gov.uk)

Workforce implications	Sue Blevins (sueblevins@wirral.gov.uk)
Public Health/Infection Control considerations and guidance	Jane Harvey (janeharvey@wirral.gov.uk)
Asset Management considerations (buildings)	Mike Woosey (Mikewoosey@wirral.gov.uk)
Road Safety	roadsafety@wirral.gov.uk
Communications Plan (workforce/Public)	Sam Jenkins (samjenkins@wirral.gov.uk)
Emotional support for pupils	Health and schools Team