

## GREASBY INFANT SCHOOL

### Preparing for full school reopening in September 2020



The purpose of this document is to outline plans for the full reopening of school in September 2020. 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 we have considered the appropriate controls that are suitable for our school.

This risk assessment is not exhaustive and is flexible and fluid. It is recognised that the guidance below is not an absolute. We have cross referenced this document with the health and safety related comments from NEU.

The advice within this document is primarily taken from the following document which calls for all schools to open for all pupils whilst ensuring that effective health and safety provisions are in place.

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

The following sections contain a drill down of the guidance where prevention is the aim. There are 6 distinct sections that Government guidance has given, and we have tried to break these down to help you with decision making. Many of these controls will already be in place in your setting. The biggest changes will be around social distancing and “Bubbles” The risk assessment document focuses on controls to minimise the spread of Covid-19.

<p><b>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</b></p>	<p>Ensuring that pupils, staff and other adults do not come into the school if they have <a href="#">coronavirus (COVID-19) symptoms</a> or have tested positive in at least the last 10 days and ensuring anyone developing those symptoms during the school day is sent home, are essential actions to reduce the risk in schools and further drive down transmission of coronavirus (COVID-19).</p> <p>All schools must follow this process and ensure all staff are aware of it.</p> <p>If anyone in the school becomes unwell with a new and persistent cough or a high temperature, or has a loss of or change in, their normal sense of taste or smell (anosmia), they must be sent home and advised to follow <a href="#">guidance for households with possible or confirmed coronavirus (COVID-19) infection</a>, which sets out that they should self-isolate for at least 10 days and should <a href="#">arrange to have a test</a> to see if they have coronavirus (COVID-19).</p> <p>If they have tested positive whilst not experiencing symptoms but develop symptoms during the isolation period, they should restart the 10-day isolation period from the day they develop symptoms.</p> <p>Other members of their household (including any siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms.</p>
--	---

	<p>If a child is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age and needs of the child, with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people.</p> <p>If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom must be cleaned and disinfected using standard cleaning products before being used by anyone else.</p> <p>PPE must be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs). More information on PPE use can be found in the <a href="#">safe working in education, childcare and children’s social care settings, including the use of personal protective equipment (PPE)</a> guidance.</p> <p>If a child in a boarding school shows symptoms, they should initially self-isolate in their residential setting household. Most children 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 family home. For more information on how to care for a symptomatic child while protecting the welfare of other pupils and staff, read the <a href="#">guidance on isolation for residential educational settings</a>.</p> <p>As is usual practice, in an emergency, call 999 if someone is seriously ill or injured or their life is at risk. Anyone with coronavirus (COVID-19) symptoms should not visit the GP, pharmacy, urgent care centre or a hospital.</p> <p>Any members of staff who have helped someone with symptoms and any pupils who have been in close contact with them do not need to go home to self-isolate unless they develop symptoms themselves (in which case, they should arrange a test) or if the symptomatic person subsequently tests positive or they have been requested to do so by NHS Test and Trace.</p> <p>Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. The area around the person with symptoms must be cleaned with normal household bleach after they have left to reduce the risk of passing the infection on to other people. See the <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a>.</p> <p>Public Health England is clear that routinely taking the temperature of pupils is not recommended as this is an unreliable</p>
<p><b>2: Where recommended, use of face coverings in schools</b></p>	<p>The government is not recommending universal use of face coverings in all schools. Schools that teach children in years 7 and above and which are not under specific local restriction measures will have the discretion to require face coverings for pupils, staff and visitors in areas outside the classroom where social distancing cannot easily be maintained, such as corridors and communal areas and it has been deemed appropriate in those circumstances. Primary school children will not need to wear a face covering.</p> <p>In particular, schools that teach years 7 and above may decide to recommend the wearing of face coverings for pupils, staff or visitors in communal areas outside the classroom where the layout of the schools makes it difficult to maintain social distancing when staff and pupils are moving around the premises, for example, corridors.</p>

In primary schools where social distancing is not possible in areas outside of classrooms between members of staff or visitors, for example in staffrooms, headteachers will have the discretion to decide whether to ask staff or visitors to wear, or agree to them wearing face coverings in these circumstances.

Based on current evidence and the measures that schools are already putting in place, such as the system of controls and consistent bubbles, face coverings will not be necessary in the classroom even where social distancing is not possible. Face coverings would have a negative impact on teaching and their use in the classroom should be avoided.

Where local restrictions apply

In areas where local lockdowns or restrictions are in place, face coverings should be worn by adults and pupils (in years 7 and above) in areas outside classrooms when moving around communal areas where social distancing is difficult to maintain such as corridors.

In the event of new local restrictions being imposed, schools will need to communicate quickly and clearly to staff, parents, pupils that the new arrangements require the use of face coverings in certain circumstances.

#### Exemptions

Some individuals are exempt from wearing [face coverings](#). This applies to those who:

- cannot put on, wear or remove a face covering because of a physical or mental illness or impairment or disability
- speak to or provide assistance to someone who relies on lip reading, clear sound or facial expression to communicate

The same exemptions will apply in education settings, and we would expect teachers and other staff to be sensitive to those needs.

Access to face coverings - It is reasonable to assume that staff and young people will now have access to face coverings due to their increasing use in wider society, and Public Health England has made available resources on how to make a simple face covering.

However, where anybody is struggling to access a face covering, or where they are unable to use their face covering due to having forgotten it or it having become soiled or unsafe, education settings should take steps to have a small contingency supply available to meet such needs.

No-one should be excluded from education on the grounds that they are not wearing a face covering.

#### **Safe wearing and removal of face coverings**

Schools should have a process for removing face coverings when those who use face coverings arrive at school, and when face coverings are worn at school in certain circumstances. This process should be communicated clearly to pupils and staff.

	<p>Safe wearing of face coverings requires cleaning of hands before and after touching – including to remove or put them on – and the safe storage of them in individual, sealable plastic bags between use. Where a face covering becomes damp, it should not be worn and the face covering should be replaced carefully.</p> <p>Pupils must be instructed not to touch the front of their face covering during use or when removing it and they must dispose of temporary face coverings in a ‘black bag’ waste bin (not recycling bin) or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom.</p> <p>Further guidance on face coverings</p> <ul style="list-style-type: none"> <li>• <a href="#">Safe working in education, childcare and children’s social care provides</a></li> <li>• <a href="#">Face coverings in education settings</a></li> </ul>
<p><b>3: Clean hands thoroughly more often than usual</b></p>	<p>Coronavirus (COVID-19) is an easy virus to kill when it is on skin. This can be done with soap and running water or hand sanitiser. Schools must ensure that pupils clean their hands regularly, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating. Regular and thorough hand cleaning is going to be needed for the foreseeable future. Points to consider and implement:</p> <ul style="list-style-type: none"> <li>• whether the school has enough hand washing or hand sanitiser ‘stations’ available so that all pupils and staff can clean their hands regularly</li> <li>• supervision of hand sanitiser use given risks around ingestion. Small children and pupils with complex needs should continue to be helped to clean their hands properly. Skin friendly skin cleaning wipes can be used as an alternative</li> <li>• building these routines into school culture, supported by behaviour expectations and helping ensure younger children and those with complex needs understand the need to follow them</li> </ul>
<p><b>4. Ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach</b></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, so schools must ensure that they have enough tissues and bins available in the school to support pupils and staff to follow this routine. As with hand cleaning, schools must ensure younger children and those with complex needs are helped to get this right and all pupils understand that this is now part of how the school operates. The <a href="#">e-Bug coronavirus (COVID-19) website</a> contains free resources for schools, including materials to encourage good hand and respiratory hygiene.</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>Face coverings are required at all times on public transport, except for children under the age of 11. Further information can be found in the <a href="#">face coverings</a> guidance.</p>
<p><b>5: Introduce enhanced cleaning, including cleaning frequently</b></p>	<p>Points to consider and implement:</p>

<p><b>touched surfaces often using standard products, such as detergents and bleach</b></p>	<ul style="list-style-type: none"> <li>• putting in place a cleaning schedule that ensures cleaning is generally enhanced and includes:             <ul style="list-style-type: none"> <li>• more frequent cleaning of rooms and shared areas that are used by different groups</li> <li>• frequently touched surfaces being cleaned more often than normal</li> </ul> </li> <li>• toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet - different groups being allocated their own toilet blocks could be considered but is not a requirement if the site does not allow for it</li> </ul> <p>Public Health England has published revised <a href="#">guidance for cleaning non-healthcare settings</a> to advise on general cleaning required in addition to the existing advice on cleaning those settings when there is a suspected case.</p>
<p><b>6: Minimise contact between individuals and maintain social distancing wherever possible</b></p>	<p>Minimising contacts and mixing between people reduces transmission of coronavirus (COVID-19). This is important in all contexts and schools must consider how to implement this. Schools 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 children and staff. This can be achieved through keeping groups separate (in 'bubbles') and through maintaining the distance between individuals. These are not alternative options and both measures will help, but the balance between them will change depending on:</p> <ul style="list-style-type: none"> <li>• children's ability to distance</li> <li>• the lay out of the school</li> <li>• the feasibility of keeping distinct groups separate while offering a broad curriculum (especially at secondary)</li> </ul> <p>It is likely that for younger children the emphasis will be on separating groups and for older children, it will be on distancing. For children old enough, they should also be supported to maintain distance and not touch staff where possible.</p> <p>The points to consider and implement are set out in the following sections.</p> <p>a. 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. They have been used in schools in the summer term in recognition that children, especially the youngest children, cannot socially distance from staff or from each other and this provides an additional protective measure. Maintaining distinct groups or 'bubbles' that do not mix makes it quicker and easier in the event of a positive case to identify those who may need to self-isolate and keep that number as small as possible.</p> <p>However, the use of small groups restricts the normal operation of schools and presents both educational and logistical challenges, including the cleaning and use of shared spaces, such as playgrounds, boarding houses, dining halls, and toilets,</p>

and the provision of specialist teaching. This is the case in both primary and secondary schools but is particularly difficult in secondary schools.

In this guidance for the autumn term, maintaining consistent groups remains important, but given the decrease in the prevalence of coronavirus (COVID-19) and the resumption of the full range of curriculum subjects, schools may need to change the emphasis on bubbles within their system of controls and increase the size of these groups.

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 the school, they can look to implement year group sized 'bubbles'. Whatever the size of the group, they should be kept apart from other groups where possible and older children should be encouraged to keep their distance within groups. Schools with the capability to do it should take steps to limit interaction, sharing of rooms and social spaces between groups as much as possible. When using larger groups the other measures from the system of controls become even more important, to minimise transmission risks and to minimise the numbers of pupils and staff who may need to self-isolate. We recognise that younger children will not be able to maintain social distancing and it is acceptable for them not to distance within their group.

Both the approaches of separating groups and maintaining distance are not 'all-or-nothing' options and will still bring benefits even if implemented partially. Some schools may keep children in their class groups for the majority of the classroom time, but also allow mixing into wider groups for specialist teaching.. Endeavouring to keep these groups at least partially separate and minimising contacts between children will still offer public health benefits as it reduces the network of possible direct transmission.

All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable. This will be particularly important for secondary schools. 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. Again, we recognise this is not likely to be possible with younger children and teachers in primary schools can still work across groups if that is needed to enable a full educational offer.

#### b. Measures within the classroom

Maintaining a distance between people whilst 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 younger children, but if adults can do this when circumstances allow that will help. In particular, they should avoid close face to face contact and minimise time spent within 1 metre of anyone. Similarly, it will not be possible when working with many pupils who have complex needs or who need close contact care. These pupils' educational and care support should be provided as normal.

For children old enough, they should also be supported to maintain distance and not touch staff and their peers where possible. This will not be possible for the youngest children and some children with complex needs and it is not feasible in some schools where space does not allow. Schools doing this where they can, and even doing this some of the time, will help.

When staff or children cannot maintain distancing, particularly with younger children in primary schools, the risk can also be reduced by keeping pupils in the smaller, class-sized groups.

Schools should make small adaptations to the classroom to support distancing where possible. That should include seating pupils side by side and facing forwards, rather than face to face or side on, and might include moving unnecessary furniture out of classrooms to make more space.

c. Measures elsewhere

Groups should be kept apart, meaning that schools 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 site kept to a minimum. While passing briefly in the corridor or playground is low risk, schools should avoid creating busy corridors, entrances and exits. Schools should also consider staggered break times and lunch times (and time for cleaning surfaces in the dining hall between groups).

Schools should also plan how shared staff spaces are set up and used to help staff to distance from each other. Use of staff rooms should be minimised, although staff must still have a break of a reasonable length during the day.

d. Measures for arriving at and leaving school

We know that travel to school patterns differ greatly between schools. If those patterns allow, schools should consider staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave school. Staggered start and finish times should not reduce the amount of overall teaching time. A staggered start may, for example, include condensing/staggering free periods or break time but retaining the same amount of teaching time, or keeping the length of the day the same but starting and finishing later to avoid rush hour. Schools should consider how to communicate this to parents and remind them about the process that has been agreed for drop off and collection, including that gathering at the school gates and otherwise coming onto the site without an appointment is not allowed.

The Department for Education will be supporting schools across the summer on how best to communicate with parents and pupils (and staff) on what to expect on their return and the procedures and expectations in relation to the control measures schools have put in place.

e. Other considerations

Some pupils with SEND (whether with education, health and care plans or on SEN support) will need specific help and preparation for the changes to routine that this will involve, so teachers and special educational needs coordinators should plan to meet these needs, for example using social stories. More information on pupils with education, health and care plans can be found in [annex B](#).

Supply teachers, peripatetic teachers and other temporary staff can move between schools. They should ensure they minimise contact and maintain as much distance as possible from other staff. Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. Schools should consider how to manage other visitors to the site,

such as contractors, and ensure that the risks associated with managing contractors, visitors, catering staff and deliveries, as well as cleaning staff on site who may be working throughout the school and across different groups, are addressed. This will require close cooperation between both schools and the other relevant employers. Schools should have discussions with key contractors about the school's control measures and ways of working as part of planning for the autumn term. Schools should ensure site guidance on physical distancing and hygiene is explained to visitors on or before arrival. Where visits can happen outside of school hours, they should. A record should be kept of all visitors.

As normal, schools should engage with their local immunisation providers to provide immunisation programmes on site, ensuring these will be delivered in keeping with the school's control measures. These programmes are essential for children's health and wellbeing and can also provide benefits for staff.

Where a child routinely attends more than one setting on a part time basis, for example, because they are dual registered at a mainstream school and an alternative provision setting or special school, schools should work through the system of controls collaboratively, enabling them to address any risks identified and allowing them to jointly deliver a broad and balanced curriculum for the child.

Equipment and resources are integral to education in schools. During the summer term, their use was minimised, many were moved out of classrooms, and there was significant extra cleaning. That position has now changed for the autumn term, because the prevalence of coronavirus (COVID-19) has decreased and because they are so important for the delivery of education. For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared. Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces. Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.

Outdoor playground equipment should be more frequently cleaned. This would also apply to resources used inside and outside by wraparound care providers. It is still recommended that pupils limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats, books, stationery and mobile phones. Bags are allowed. Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development. Similar rules on hand cleaning, cleaning of the resources and rotation should apply to these resources.

<p><b>7. Where necessary, wear appropriate personal protective equipment (PPE)</b></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"> <li>• 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</li> <li>• where a child or young person already has routine intimate care needs that involve the use of PPE, in which case the same PPE should continue to be used</li> </ul> <p>Read the guidance on <a href="#">safe working in education, childcare and children’s social care</a> for more information about preventing and controlling infection, including when, how PPE should be used, what type of PPE to use, and how to source it.</p>
<p><b>8. Engage with the NHS Test and Trace process</b></p>	<p>Schools must ensure they understand the NHS Test and Trace process and how to contact their local <a href="#">Public Health England health protection team</a>. Schools must ensure that staff members and parents/carers understand that they will need to be ready and willing to:</p> <ul style="list-style-type: none"> <li>• <a href="#">book a test</a> if they or their child are displaying symptoms. Staff and pupils must not come into the school if they have symptoms and must be sent home to self-isolate if they develop them in school. All children can be tested, including children under 5, but children aged 11 and under will need to be helped by their parents/carers if using a home testing kit</li> <li>• provide details of anyone they or their child have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace</li> <li>• <a href="#">self-isolate</a> if they have been in close contact with someone who tests positive for coronavirus (COVID-19), or if anyone in their household develops symptoms of coronavirus (COVID-19)</li> </ul> <p>Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests can be booked online through the NHS <a href="#">testing and tracing for coronavirus</a> website, or ordered by telephone via NHS 119 for those without access to the internet. Essential workers, which includes anyone involved in education or childcare, have priority access to testing.</p> <p>The government will ensure that it is as easy as possible to get a test through a wide range of routes that are locally accessible, fast and convenient. We will release more details on new testing avenues as and when they become available and will work with schools so they understand the quickest and easiest way to get a test. By the autumn term, all schools will be provided with a small number of home testing kits that they can give directly to parents/carers collecting a child who has developed symptoms at school, or staff who have developed symptoms at school, where they think providing one will significantly increase the likelihood of them getting tested. Advice will be provided alongside these kits.</p> <p>Schools should ask parents and staff to inform them immediately of the results of a test and follow this guidance.</p> <p>If someone tests negative, if they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating. They could still have another virus, such as a cold or flu – in which case it is still best to avoid contact with other people until they are better. Other members of their household can stop self-isolating.</p> <p>If someone tests positive, they should follow the <a href="#">guidance for households with possible or confirmed coronavirus (COVID-19) infection</a> and must continue to self-isolate for at least 10 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone. The 10-day period starts from the day when they first became ill. If they still have a</p>

	<p>high temperature, they should keep self-isolating until their temperature returns to normal. Other members of their household should continue self-isolating for the full 14 days.</p>
<p><b>9. Manage confirmed cases of coronavirus (COVID-19) amongst the school community</b></p>	<p>Schools must take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19). Schools should contact the local health protection team. This team will also contact schools directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school – as identified by NHS Test and Trace.</p> <p>The health protection team will carry out a rapid risk assessment to confirm who has been in close contact with the person during the period that they were infectious, and ensure they are asked to self-isolate.</p> <p>The health protection team will work with schools in this situation to guide them through the actions they need to take. Based on the advice from the health protection team, schools must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 14 days since they were last in close contact with that person when they were infectious. Close contact means:</p> <ul style="list-style-type: none"> <li>• direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin)</li> <li>• proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual</li> <li>• travelling in a small vehicle, like a car, with an infected person</li> </ul> <p>The health protection team will provide definitive advice on who must be sent home. To support them in doing so, we recommend schools keep a record of pupils and staff in each group, and any close contact that takes place between children and staff in different groups (see <a href="#">section 6 of the system of control</a> for more on grouping pupils). This should be a proportionate recording process. Schools do not need to ask pupils to record everyone they have spent time with each day or ask staff to keep definitive records in a way that is overly burdensome.</p> <p>A template letter will be provided to schools, on the advice of the health protection team, to send to parents and staff if needed. Schools must not share the names or details of people with coronavirus (COVID-19) unless essential to protect others.</p> <p>Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within their 14-day isolation period they should follow <a href="#">guidance for households with possible or confirmed coronavirus (COVID-19) infection</a>. They should get a test, and:</p> <ul style="list-style-type: none"> <li>• if the test delivers a negative result, they must remain in isolation for the remainder of the 14-day isolation period. This is because they could still develop the coronavirus (COVID-19) within the remaining days.</li> <li>• if the test result is positive, they should inform their setting immediately, and should isolate for at least 10 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 14-day isolation period). Their household should self-isolate for at least 14 days from when the symptomatic person first had symptoms, following <a href="#">guidance for households with possible or confirmed coronavirus (COVID-19) infection</a></li> </ul>

	<p>Schools should not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation.</p> <p>In the majority of cases, schools and parents will be in agreement that a child with symptoms should not attend school, given the potential risk to others. In the event that a parent or guardian insists on a child attending school, schools can take the decision to refuse the child if in their reasonable judgement it is necessary to protect their pupils and staff from possible infection with coronavirus (COVID-19). Any such decision would need to be carefully considered in light of all the circumstances and the current public health advice.</p> <p>Further guidance is available on <a href="#">testing and tracing for coronavirus (COVID-19)</a>.</p>
Resources to consider.	<ul style="list-style-type: none"> <li>• posters (for example, to encourage consistency on hygiene and keeping to own group) <a href="https://ebug.eu/eng_home.aspx?cc=eng&amp;ss=1&amp;t=Information%20about%20the%20Coronavirus">https://ebug.eu/eng_home.aspx?cc=eng&amp;ss=1&amp;t=Information%20about%20the%20Coronavirus</a></li> <li>• Liquid soap for sinks, and where there is no sink nearby, hand sanitiser (minimum 60% alcohol) in rooms/learning environments</li> <li>• disposable paper towels</li> <li>• cleaning products (standard products such as detergent and bleach, could consider combined detergent/disinfectant for ease of use)</li> <li>• lidded bins (with foot pedal operation where possible)</li> <li>• tape for cordoning off areas and marking floor.</li> </ul>

When complete this form must be added to your generic assessment library or site specific file.

<b>Location or address</b> Greasby Infant School		<b>Date</b> 29.8.20		<b>Assessment</b> J. Hall	
<b>Activity or situation</b> Full reopening of school in September 2020		<b>Reviewed</b> As necessary		<b>Signature</b> J. Hall	
(1) Hazard	(2) Who may be harmed and how	(3) What controls exist to reduce risk	Risk 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	<p>Implement social distancing measures in line with government guidance and communicate these with parents and all staff</p> <p>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 frontages on the highway. Consider allocating staff for queue management.</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>	<b>2x3=6</b>	<ul style="list-style-type: none"> <li>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 <a href="https://www.gov.uk/guidance/nhs-test-and-trace-how-it-works#people-who-develop-symptoms-of-coronavirus">https://www.gov.uk/guidance/nhs-test-and-trace-how-it-works#people-who-develop-symptoms-of-coronavirus</a>)</li> <li>Communicate the message to staff, pupils and families that they must self-isolate at home and <b>not visit the setting if:</b></li> <li>You have any symptoms of coronavirus (a high temperature, a new, persistent cough or a loss or change to your sense of smell or taste)</li> <li>You're waiting for a coronavirus test result</li> <li>You've tested positive for coronavirus – (this means you have coronavirus)</li> <li>You live with someone who has symptoms, is waiting for a test result or has tested positive</li> </ul>	

		<p>Introduce a walking one-way system where possible to and from school to avoid parental cross over e.g. keep to the left, signage and markers can be effective.</p> <p>Plan a communication time with Staff prior to opening to facilitate communication and test run procedures (1.9.20)</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>Marked zone for teachers to stand during pick up or drop off where required.</p> <p>Mark rooms, playground space, entrances etc on the site map showing location of each bubble.</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>	<ul style="list-style-type: none"> <li>• Someone in your support bubble has symptoms, is waiting for a test result or has tested positive</li> <li>• If you're told by NHS Test and Trace that you've been in contact with a person with coronavirus</li> </ul> <p>If you have symptoms of coronavirus, you'll usually need to self-isolate for at least 7 days.</p> <p>If you live with someone who has symptoms, you'll usually need to self-isolate for 14 days.</p> <p>If someone in your support bubble has symptoms, you'll usually need to self-isolate for 14 days.</p> <p><a href="https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance">https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance</a></p> <ul style="list-style-type: none"> <li>• tell parents that if their child needs to be accompanied to the education or childcare setting, only one parent should attend</li> <li>• tell parents their allocated drop off and collection times and entrances and the process for doing so, including protocols for minimising adult to adult contact</li> <li>• Introduce a suggested 'one-way' walking system for parents and children to and from school to avoid congestion on footways to avoid compromising social distancing esp close to school.</li> <li>• Put up additional signage and send information (sketch/maps) to assist parental understanding.</li> <li>• 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)</li> </ul>
--	--	--	--

				<ul style="list-style-type: none"> <li>engage parents and children in education resources such as <u>e-bug</u> and <u>PHE schools resources</u></li> <li>ensure parents are aware of recommendations on transport to and from education or childcare setting Send out links to documentation <a href="https://www.gov.uk/government/publications/transport-to-school-and-other-places-of-education-autumn-term-2020/transport-to-school-and-other-places-of-education-autumn-term-2020">https://www.gov.uk/government/publications/transport-to-school-and-other-places-of-education-autumn-term-2020/transport-to-school-and-other-places-of-education-autumn-term-2020</a></li> <li>share re-entry plans with all staff</li> </ul>
Lack of social distancing of children during classes	Staff and pupils	<p>Classes to be no more than 30 and bubbles organised into Year groups</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 keep that number as small as possible.</p> <p>Schools should assess their circumstances, they can look to implement year group sized ‘bubbles’. Whatever the size of the group, they should be kept apart from other groups where possible and older children should be encouraged to keep their distance within groups. Schools with the capability to do it should take steps to limit interaction, sharing of rooms and social spaces between groups as much as possible. When using larger groups the other measures from the system of controls become even more important, to minimise transmission risks and to minimise the numbers of pupils and staff who may need to self-isolate.</p> <p>Refer to national guidance, which may change on this topic:  <a href="https://www.gov.uk/government/publications/actions-">https://www.gov.uk/government/publications/actions-</a></p>	2x3=6	<ul style="list-style-type: none"> <li>refresh risk assessment and other health and safety advice for children, young people and staff regularly in light of recent government advice, identifying protective measures (such as the things listed below).</li> <li>CT to ensure that all health and safety compliance checks have been undertaken before opening</li> <li>organise year group bubbles</li> <li>organise classrooms maintaining appropriate space between seats and desks where possible</li> <li>Staff to organise a suitable timetable for each year group bubble: <ul style="list-style-type: none"> <li>decide which lessons or activities will be delivered</li> <li>use outdoor learning where possible</li> <li>reduce movement around the school</li> <li>stagger break times (including lunch), so that all children are not moving around the school at the same time</li> <li>stagger drop-off and collection times</li> </ul> </li> </ul>

		<p>for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools</p> <p>Use allocated desks to reduce children touching surfaces others have touched and keep as much distance as possible between them.</p> <p>Desks where possible to be forward facing in KS1 with children sitting side by side with face to face sitting avoided where 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. In particular, they should avoid close face to face contact and minimise time spent within 1 metre of anyone.</p> <p>Use floor markers to show students the distance. Tape can be used.</p> <p>Keep classroom door and windows open if possible, for air flow.</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>Reduce tasks involving touching lots of varied shared equipment such as crafts</p> <p>Reduce the use of shared resources by providing child specific stationery and other equipment where possible, which will be disinfected regularly. Any other shared materials and surfaces will be cleaned and disinfected more frequently.</p>	<ul style="list-style-type: none"> <li>• plan parents’ drop-off and pick-up protocols that minimise adult to adult contact</li> <li>• early years groups in school should: <ul style="list-style-type: none"> <li>○ keep small groups of children together throughout the day and to avoid larger groups of children mixing</li> <li>○ ensure play equipment is cleaned effectively between groups of children using it and make sure that multiple groups do not use it simultaneously</li> <li>○ remove unnecessary items from classrooms and other learning environments and store elsewhere</li> <li>○ Remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts)</li> <li>○ Do not use soft modelling or play dough as can’t be effectively cleaned unless disposed after use by individual child,</li> <li>○ Avoid water play</li> </ul> </li> <li>• ensure arrangements for breaks or play times so only one year group bubble is in the same play area at any one time</li> </ul>
--	--	--	--

		<p>Where possible, utilise wash basins within classrooms to limit risk of contact with other children</p> <p>Coats will be stored on coat pegs, but access restricted to small groups at a time to reduce risk of close contact.</p> <p>Whole school activities such as assemblies will not take place. Year group assemblies can take place e.g. year group celebration assemblies lead by year group staff.</p> <p>Hymn Practice will not take place neither will class/bubble singing activities until health and safety guidance indicates that it is safe to do so.</p> <p>After school clubs will not take place during the first half term, until further guidance indicates that it is safe for club staff to visit multiple schools and year group bubble are able to mix.</p> <p>PE activities will take place outside for the first half term, until guidance shows that indoor activities are safe.</p> <p>Homework will be given out but when returned to school, books must be left for 48 hours before marking to minimise cross-contamination.</p> <p>ICT lessons can take place but within the classroom, not the computer room. iPads will be allocated to each year group bubble and cleaned before and after use.</p>		
Toileting of younger students	Staff and pupils	Ask class regularly if they need to toilet to ensure they are not all going at break times.	2x3= 6	<ul style="list-style-type: none"> <li>Separate toilet areas to be allocated for each year group bubble</li> </ul>

		<p>Ensure that toilets do not become crowded by limiting the number of children or young people who use the toilet facilities at one time</p> <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>		<ul style="list-style-type: none"> <li>• Hand sanitiser, soap and other welfare provisions available</li> <li>• Caretaker and Cleaners to check supplies and maintain stocks informing MF if orders need to be made.</li> </ul>
Lack of social distancing during lunch time and lunch time provisions.	Staff and pupils	<p>Stagger lunch times to keep those entering the dining hall to a safe minimum  11.40 – 12.10 Foundation Stage (F1 &amp; F2)  12.15 – 12.40 Year 1  12.45 – 1.15 Year 2</p> <p>Use floor markers to show students the distance</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 close off every other sink to keep a distance between when handwashing.</p> <p>The school catering team will comply with the <a href="#">guidance for food businesses on coronavirus (COVID-19)</a>.</p> <p>For kitchen staff review times of start and finish to minimise numbers in one area at any one time. Consider if some preparation can be done at different times of the day to encourage social distancing where possible.</p>	2x3=6	<ul style="list-style-type: none"> <li>• Lunch to be eaten in the dining hall, one year group at a time with staggered times each year group bubble, with tables and benches disinfected before and after use.</li> <li>• MDA allocated to each year group bubble and not shared between bubbles</li> <li>• Handwash routine reinforced throughout the day by all bubble staff</li> <li>• Each bubble allocated to a specific area of the playground and no swapping areas.</li> </ul> <p>Work with RPJ3 to manage kitchen routines.  Training in place for 1.9.20 for JB, FM &amp; DM</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 nose. It is not the same as a face mask, such as the surgical masks or respirators used by health and care workers. 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. Employers should support their workers in using face coverings safely if they choose to wear one. This means telling workers:

- 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

<https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/restaurants-offering-takeaway-or-delivery>

		Remind parents to provide named water bottles.		
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>Have allocated play equipment per bubble 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>Ensure all children understand the importance of staying in their year group bubbles</p>	<b>2x3=6</b>	<ul style="list-style-type: none"> <li>Each year group bubble allocated to a specific area of the playground and only suitable activities available</li> </ul>
Lack of safe distancing in staff areas.	Staff and pupils	<p>Reinforce expectations of social distancing behaviour amongst staff, 2M where possible, especially for vulnerable staff.</p> <p>Limit numbers in staff rooms where possible</p> <p>Spread out seating to ensure social distancing is maintained</p> <p>Encourage staff to take fresh air at break times where possible.</p>	<b>2x2=4</b>	<ul style="list-style-type: none"> <li>Staff reminded that maximum of 6 staff in the staffroom at any one time to ensure adequate social distancing</li> <li>Caretaker and Cleaners to check supplies and maintain stocks informing MF if orders need to be made.</li> </ul>

		Provision of hand washing supplies such as hand wash, sanitiser etc is available and regularly monitored to ensure supplies are always available.		
Inadequate cleaning of areas following displays of suspected COVID symptoms	Staff and pupils	<p>Full guidance can be found here:  <a href="https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings">https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings</a></p> <p>If a child becomes unwell and is awaiting collection, they should be moved, if possible and if appropriate, to the medical room where they can be isolated. A member of staff to remain with the child but to maintain a 2 metre distance if possible.</p> <p>If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom (medical room). 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>If someone tests positive, they should follow the <a href="#">guidance for households with possible or confirmed coronavirus (COVID-19) infection</a>,</p> <p>Communicate early with contractors and suppliers that will need to prepare to support your plans for opening for example, cleaning, catering, food supplies, hygiene suppliers</p> <p>Discuss with cleaning staff the additional cleaning requirements and agree additional hours to allow for this.</p>	2x3=6	<ul style="list-style-type: none"> <li>• Hand sanitiser, soap and other welfare provisions available</li> <li>• Cleaning materials to be readily available for staff and maintained by CT</li> <li>• Caretaker and Cleaners to check supplies and maintain stocks informing MF if orders need to be made.</li> </ul>

<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><a href="#">guidance on cleaning for non-healthcare settings</a></u>.</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 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"> <li>• put it in a plastic rubbish bag and tie it when full</li> <li>• place the plastic bag in a second bin bag and tie it</li> <li>• put it in a suitable and secure place marked for storage for 72 hours</li> </ul> <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><b>2x3=6</b></p>	<p>Further guidance on face coverings</p> <ul style="list-style-type: none"> <li>• <a href="#">Safe working in education, childcare and children’s social care provides</a></li> <li>• <a href="#">Face coverings in education settings</a></li> </ul>
--	--	--	---------------------	--

		<a href="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">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</a>		
Inadequate cleaning of premises (general)	Staff and pupils	<p>Use cleaning products that offer disinfecting qualities and are available through suppliers.</p> <p>A combined detergent/disinfectant (eg chlor clean) can be used for ease.</p> <p>Communicate early with contractors and suppliers that will need to prepare to support your plans for opening for example, cleaning, catering, food supplies, hygiene suppliers.</p> <p>Discuss with cleaning contractors or staff the additional cleaning requirements and agree additional hours to allow for this.</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>	<b>2x3=6</b>	<ul style="list-style-type: none"> <li>• Hand sanitiser, soap and other welfare provisions available</li> <li>• Cleaning materials to be readily available for staff and maintained by CT</li> <li>• Caretaker and Cleaners to check supplies and maintain stocks informing MF if orders need to be made.</li> </ul>
Staff shortages	Staff and pupils	<p>Bring additional teachers in to help, who may be supply teachers,(considering the guidance consistent staffing across the week)</p> <p>Ask suitably experienced teaching assistants who are willing to do so to work with groups under the supervision of a teacher</p>	<b>2x3=6</b>	<ul style="list-style-type: none"> <li>• Staff not to cross year group bubbles for the first half term, therefore PPA to be organised within the bubble. Yr1 to use additional teaching hours for PPA and specific intervention support. FS and Yr2 to organise with support from TAs</li> </ul>

		Senior Leader to cover absences where no alternative can be found, taking into consideration workload and manageability, still ensuring sufficient leadership time.		
<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>	Staff and pupils	<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 Dorguards 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>Gov.uk has provided relevant guidance to the query of wedging open fire doors at the following link: <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings#how-to-implement-protective-measures-in-an-education-setting-before-wider-opening-from-1-june">https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings#how-to-implement-protective-measures-in-an-education-setting-before-wider-opening-from-1-june</a>. The guidance states prop doors open only if they are not fire doors, and where it is safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation.</p> <p>If wedges are to be used, there must be a robust procedure to ensure that these are all removed in the event of the fire alarm sounding and at the end of every day.</p>	2x3=6	<p> MF - Fire Risk Assessment Activity -</p> <p> RA - Fire Risk Assessment Model &amp;</p> <p> RA - Fire Risk Assessment Model &amp;</p> <p>Fire Drill will take place in the first few weeks of term</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>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.</p>		
Risk of transmission through contact with school resources	Staff and pupils	<p>Limit the number of resources that are taken home by staff and do not share resources across bubbles</p> <p>Pupils will begin to take home school resources eg reading books on Mondays and return on Thursdays so that books can be cleaned and set aside before being issued again the following week.</p> <p>Teachers and staff should make sure they wash their hands and surfaces, before and after handling pupils' books.</p> <p>Pupil will not share small classroom resources such as pencil, rulers, scissors etc</p>	2x2=4	<ul style="list-style-type: none"> <li>Children to be encouraged to continue home reading via Bug Club at weekends</li> <li>Individual named stationery packs to be available for children</li> </ul> <p>Further guidance can be found at <a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools">https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools</a></p>
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</p>	2x3=6	<ul style="list-style-type: none"> <li>Each bubble will have its own PPE pack and staff will be supported to understand how to use it.</li> <li>Regular staffing updates on latest PPE guidance</li> </ul>

		<p><a href="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">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</a></p> <p><b>After delivering any first aid</b></p> <ul style="list-style-type: none"> <li>• Ensure you safely discard disposable items and clean reusable ones thoroughly</li> <li>• Wash your hands thoroughly with soap and water or an alcohol-based hand sanitiser as soon as possible</li> </ul>		 <p>FINAL_VERSION 9 INFECTION CONTROL</p>
<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>As far as possible, small groups of children should be supported by consistent staffing, and groups should remain as consistent as possible throughout the outbreak.</p> <p><a href="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-">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-</a></p>	<p><b>2x3=6</b></p>	<ul style="list-style-type: none"> <li>• Cleaning of any special equipment needed for SEND pupils also needs to be included in the cleaning regime</li> </ul> <p>The Whole School SEND consortium will be delivering some training and how-tos for mainstream school teachers (including free insets and webinars) on supporting pupils with SEND to return to their mainstream school after the long absence, and on transition to other settings. Details of future training sessions are held on the <a href="#">events page</a> of the SEND Gateway.</p>

		<p>covid-19-mean-that-ppe-is-needed-for-administering-first-aid</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><a href="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">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</a></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>1:1 strategic and wellbeing meetings to be held with all staff during the first 2 weeks of return to school so staff can talk to headteacher about their personal situation:</p> <ul style="list-style-type: none"> <li>Thoughts on returning, fears, concerns about returning,</li> </ul>	1x2=2	<p>Support should be available for staff from Occupational Health supplier EAP.</p> <p>Staff to access online mental health training</p> <p>The Department for Education is providing additional support for both pupil and staff wellbeing in the current situation. Information about mental health support can be</p>

		<ul style="list-style-type: none"> <li>• what will be easy to accomplish, what will be hard,</li> <li>• fatigue (Staff have continued to work),</li> <li>• changes in circumstance, retirement, pregnancy, bereavement.</li> <li>• additional worries about members of their family and friends.</li> </ul>		<p>found at the <a href="https://www.gov.uk/government/news/extra-mental-health-support-for-pupils-and-teachers">https://www.gov.uk/government/news/extra-mental-health-support-for-pupils-and-teachers</a></p> <p>The <a href="#">Education Support Partnership</a> provides a free helpline for school staff and targeted support for mental health and wellbeing.</p>
Inadequate building management and routine inspections.	Staff and pupils	<p>All routine inspections will be completed as usual by the caretaker and senior leaders</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> <p>Fire drill and lockdown procedures revisited in the first few weeks so each year group bubble understands the procedures and what to do in case of an emergency.</p> <p>Visitors to school will be kept to a minimum and volunteer helpers will not be invited into school for the first half term or until health and safety advice says that it safe to do so.</p>	2x2=4	<ul style="list-style-type: none"> <li>• inform visitors, such as suppliers or contractors, not to enter the education or childcare setting if they or any of their household are displaying any symptoms of coronavirus (following the <a href="https://www.gov.uk/guidance/nhs-test-and-trace-how-it-works#people-who-develop-symptoms-of-coronavirus">https://www.gov.uk/guidance/nhs-test-and-trace-how-it-works#people-who-develop-symptoms-of-coronavirus</a>)</li> <li>• Staff to remind the children about fire drill and PAL procedures during their first few days in their bubble</li> </ul>
Restraining students.	Staff and pupils.	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.	1x2=2	<p>Refer to Restraint Policy</p> <p>Termly updates and Price Training for all staff</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 not possible. Provision of PPE should be considered on a case by case basis.</p>		
Dispensing medicines to children.	Students and staff.	<p>Consider placing children of the same year group requiring medication into the same "Bubble" where possible to enable trained staff to administer medications to those groups.</p> <p>Consider planning to train more staff in medicine administration to cover for any absence of trained staff.</p>	<b>2x2=4</b>	
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 stay at home as much as possible and keep interactions outside to a</p>	<b>2x3=6</b>	<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 individual assessment if preferred so long as the controls required are considered and implemented so far as is reasonably practicable.</p>

minimum. The government is currently advising people to shield until 31 July and is regularly monitoring this position. A clinical discussion with paediatric specialist or GP will be needed before any child or young person is removed from the shielded patient list. Health services will be in touch with children and their families over the summer, ahead of the new school term, to discuss what the new evidence means for them personally in the longer term.

<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>

Any employee within the shielding or vulnerable categories should follow the guidance

<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>

If the staff member can work for home this should be considered to minimise risk where practical. If this is not practical the following considerations should be made.

Strict social distancing should be observed

Consider amending job role to enable the employee to maintain social distancing more easily

Consider access to rest areas, toilets etc to minimise contact with others where possible



Covid 19 staff risk assessment tool 0207

- Complete individual risk assessment for VC



HR related FAQs 3 July 2020 (1).docx

		<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>		
<p>Visitors to schools such as speech and language therapy</p>	<p>Visitors staff and students.</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>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>Consider asking the visitor to call the school on arrival and asking the visitor if they have any of the</p>	<p><b>2x2=</b> <b>4</b></p>	

		<p>symptoms related to Covid-19. If so they should not be permitted into 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>		
Contingency planning for outbreaks		<p><b><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></b></p> <ol style="list-style-type: none"> <li>1. Ensuring that pupils, staff and other adults do not come into the school if they have <a href="#">coronavirus (COVID-19) symptoms</a> or have tested positive in at least the last 10 days and ensuring anyone developing those symptoms during the school day is sent home, are essential actions to reduce the risk in schools and further drive down transmission of coronavirus (COVID-19)</li> <li>2. If anyone in the school becomes unwell with a new and persistent cough or a high temperature, or has a loss of or change in, their normal sense of taste or smell (anosmia), they must be sent home and advised to follow <a href="#">guidance for households with possible or confirmed coronavirus (COVID-19) infection</a>, which sets out that they should self-isolate for at least 10 days and should <a href="#">arrange to have a test</a> to see if they have coronavirus (COVID-19).</li> <li>3. If they have tested positive whilst not experiencing symptoms but develop symptoms during the isolation period, they should restart the 10-day isolation period from the day they develop symptoms.</li> </ol>	2x3=6	 <p>ACTIONS TO TAKE FOR SCHOOLS update</p> <p>More information can be found at section 5, planning for outbreaks within the guidance here:  <a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools">https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools</a></p>

		<p>4. Other members of their household (including any siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms.</p> <p>5. <u>If the individual (pupil or teacher) has been in attendance at the school in the period of 48 hours prior to symptom onset, the rest of their class ONLY should be sent home and advised to self-isolate for 14 days (and to book a test immediately if they develop symptoms).</u> Household members of the wider class do not need to self-isolate unless the pupil/staff member they live with develops symptoms.</p> <p>6. Individuals testing positive will be contacted by the NHS Test and Trace team who will identify and communicate with any other contacts who need to take action.</p> <p>7. After confirmation of a positive test, the school should arrange for cleaning of the setting as per <u>guidance for cleaning non-healthcare settings</u></p> <p><b><u>If more than ONE person tests positive, a suspected outbreak should be reported through the Wirral Outbreak Hub, who will advise you on the most appropriate action to take. This will very rarely involve closure of an entire school.</u></b></p> <p>For individuals or groups of self-isolating pupils, remote education plans should be in place. These should meet the same expectations as those for any pupils who cannot yet attend school at all due to coronavirus (COVID-19). (see section <a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#res">https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#res</a>)</p>		
Legionella Risk		<p>Employers have a duty to protect people by identifying and controlling risks associated with legionella.</p> <p><b><u>See guidance below:</u></b></p>		

<https://www.hse.gov.uk/coronavirus/legionella-risks-during-coronavirus-outbreak.htm>



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 – 4	Acceptable – no further action but ensure controls are maintained

**Key contacts**

	Link/Lead for schools
Risk Assessment/Health and Safety	Lorraine Adamson ( <a href="mailto:Lorraineadamson@wirral.gov.uk">Lorraineadamson@wirral.gov.uk</a> )
PPE	Anna Jones ( <a href="mailto:annajones@wirral.gov.uk">annajones@wirral.gov.uk</a> )

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