

Implementing Protective measures in education and childcare settings

- for the return of all pupils, students full-time in September 2020
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Risk Assessment for this - Date of this assessment: 4th September 2020

Approved by Governors on: _____

This work is being carried out with reference to Government guidance, existing Health and Safety Guidance, Local Authority and Diocesan requirements. It is prepared by staff in school, agreed with Governors, communicated to staff, pupils, students and parents, implemented carefully and reviewed and updated regularly, as circumstances change, as problems emerge and as new solutions are found.

The aim of this process is to minimise the potential risks of Covid – 19 and ensure that during this next recovery phase appropriate attention is given to the health and safety, personal and social welfare and educational needs of the young people in our care, as well as to the health, safety and welfare of the staff working with them and the families and households from which both pupils, students and staff come.

The following principles underpin these risk assessments:

- Preventing the spread and transmission of the coronavirus through the way in which the school operates
- Keeping pupils and students safe and healthy – physically, mentally, emotionally and spiritually
- Giving due consideration to the safety and welfare of the staff working with them
- Organisationally:
 - ensuring due attention is given to health and safety monitoring and site management
 - limiting exposure to risk of infection in travel to and from school
 - reducing the danger of transmission in the way school manages arrivals and departures from the school premises, as well as movement around the site
 - keeping pupils and students in distinct year groups; reducing contact between pupils and students by teaching them in consistent groups; organising the school day so that each year group can have its own time for arrival, break and lunch with use of a designated canteen and recreational area and departure; building this into the timetable with enough staff supervision to make it workable; communicating both arrangements and expectations clearly to staff, pupils, students and parents; developing a strong shared understanding of why this is necessary; reinforcing this through formal briefings and visual signs; taking action when procedures are not followed.
 - being careful in the use of the school site, by both staff, pupils and students; managing all the different common and social spaces appropriately
 - arranging the teaching of pupils and students in a way which restricts movement around the school and maintains social distance in classrooms for teaching staff.
- Practically:
 - re-arranging the school site, facilities and furniture within it to support these organisational priorities
 - providing access to washbasins and hand-gel to make sure that hands are cleaned frequently
 - promoting good respiratory hygiene with the 'catch it, bin it, kill it' approach to prevent direct transmission (for instance, when in close contact with those sneezing and coughing)
 - cleaning the site intensively and thoroughly between sessions to prevent indirect transmission (e.g. via touching contaminated surfaces); cleaning frequently touched surfaces often using standard products, such as detergents and bleach
 - minimising contact with individuals who are unwell by ensuring that those who have coronavirus symptoms, or who have someone in their household who does, do not come to the school
 - identifying any individuals displaying symptoms; ensuring that they can be isolated and attended to promptly and first aid given by someone suitably protected

Risk 1: Health and Safety Policy and Practice			Lead member of staff: MCH		
Nature of risk, hazard or concern Level of risk	Who is affected	Initial actions to reduce or control this risk	Who	When	Date action completed
<p>Being able to ensure Health and Safety compliance at a time with both existing regulations and changing Government guidance Low</p> <p>Ensuring that adaptations made to practices to prevent the spread of the coronavirus do not compromise normal health and safety practices (e.g. keeping fire doors open) Low</p> <p>Changing some existing practices (e.g. fire drills) to incorporate COVID-19 requirements, such as social distance Low</p>	<ul style="list-style-type: none"> All members of the school community 	<ul style="list-style-type: none"> Update of Health and Safety Policy with external advice from Mervin Sharp's expertise; comparison with other school. External audit of existing policy and practice <ul style="list-style-type: none"> regular running of water through the system in line with the Legionnaire's policy before the start of term electrical work to reduce identified hazards Check requirements of insurance policy continue to be met Ensure health and safety compliance checks continue in required timescales Arrange for deep cleaning of any areas out of service + areas of work for contractors – ZI Cleaning Services Health and Safety Committee met before and at the end of the summer holidays Conduct inspection with associated Governor(s) 	MCH	1/8/20	Aug 26th
		MCH	9/8/20	Aug 26 th Sept 1st Sept 1st	
		MCH MCH/ VIB MCH/ VIB MCH PAR	during summer holidays	Aug 26 th Sept 1 st Sept 1 st Aug 26 th 4pm Aug 28th	
		Further actions to reduce or control this risk	Who	When	Date action completed
		<ul style="list-style-type: none"> Update signs to make sure that they reflect current practice and requirements Communicate clearly with staff about changes in practices, including, for example; not leaving food out or piles of papers around to enable areas to be cleaned on a daily basis Re-evaluate the Fire Drill procedure Practise the fire drill with pupils and students We are planning on fortnightly fire alarm testing at 1.30pm on Wednesdays – no action to be taken by staff, pupils and students. - any fire alarm at all times to vacate school to the meeting points. School site opening hours : 6.30 am until 6pm Monday, Tuesday, Thursday, Friday – Wednesday 6.30am to 7pm 	VIB MCH / PAR SLT COA	Ongoing Development Days Planning 1 st days in	(Most recent 5 th Sept) Sept 2 nd Sept 1 st Sept 9th

Risk 2: Transport to and from school			Lead member of staff: COA		
Nature of risk, hazard or concern Level of risk	Who is affected	Initial actions to reduce or control this risk	Who	When	Date action completed
<p>Increased risk of infection through use of public transport Low</p> <p>A reduced time-table of local transport could lead to too many pupils and students travelling together. Moderate</p> <p>Travel of pupils , students or staff through crowded areas to get to school Moderate</p> <p>Concern pupils and students will not take proper care and maintain social distance with pupils and students in other year groups as they travel to and from school Low</p> <p><i>Safety of staff needing to travel to school, but having to use public transport included in above points and actions</i></p>	All members of the school community in travelling to and from the school	<ul style="list-style-type: none"> Assess the availability of transport and the arrangements being made by transport providers Communicate with local transport and LA to ensure transport caters for staggered start and finish times Reduce unnecessary travel on public transport. Encouraging young people to walk or cycle where possible. Read Coronavirus (COVID-19): safer travel guidance for passengers and ensure parents and young people are aware of recommendations on transport to and from education and of the requirement to wear a face covering on public transport. Give clear messages to pupils and students about how to reduce the risks of transmission outside of school. 	COA	01/06	Sept 1st
		RAS	Sept 2nd		
		COA + Heads of Year	Website Sept 3rd + Information Evenings at start of term		
		Further actions to reduce or control this risk	Who	When	Date action completed
			HoYs + Staff on bus duty		Part of ongoing pupil briefings and staff supervision of departure

Risk 3: Arrivals at school and departures from it			Lead member of staff: EYK/COA		
Nature of risk, hazard or concern Level of risk	Who is affected	Initial actions to reduce or control this risk	Who	When	Date action completed
<p>Pupils, students, staff or visitors come to work with symptoms of COVID-19 Low</p> <p>Infection is transferred from offsite to onsite on arrival Low</p> <p>Pupils and students mix across year groups, making it difficult to isolate those who have had contact with someone with symptoms of COVID-19 Low</p> <p>Pupils, students, staff and visitors do not meet the desired routines when arriving onsite Low With adults it may be Moderate under certain circumstances</p>		<ul style="list-style-type: none"> Making sure all members of the community are regularly reminded via a variety of communication the symptoms of COVID-19 and the latest government guidance on what to do if any of these symptoms are present in a member of their household Communicate clearly through signage and modelling the routine for arriving onsite. This must be done for all members of the community Stagger arrival and departure times by year group Use two separate entrances for two year groups at a time Oversee arrival, hand-washing, use of sanitiser, waiting and lining up on courts Arriving pupils and students are led to Form Room by Tutor Group Oversee departure Ensure sufficient staff on duty for each arrival and departure Agreed follow-up with those who do not follow process. Staff in this role are prepared for dealing with any pupils and students who do not understand or accept routines needed. there is also one senior or pastoral leader on duty each time Staff arrival – wash hands on arrival through the back of the building where hand basins are available: routines established and facilities kept in good condition – Specified pupil and staff areas to be cleaned by site between 9.30am and 10.30am daily and again at 1pm 	COA	Continued from last term	On website Through start of term information and induction day
		COA Head of Year			On signs at entrance to school
		EYK	01/09	Via timetable	
		HoY Tutor Tutor	01/09 03-09/09	Staff briefing Year group induction days	
EYK / JEK + Duty team		Duty rota + Staff briefing / Senior staff on duty each time			
PAR/ Site staff		Letter to staff before start of term			
Further actions to reduce or control this risk			Who	When	Date action completed

Risk 4: Movement around the school site			Lead member of staff: EYK/COA		
Nature of risk, hazard or concern Level of risk	Who is affected	Initial actions to reduce or control this risk	Who	When	Date action completed
<p>Pupils not keeping in distinct groups as they move around the site between lessons Low</p> <p>Pupils used to being in school with others / not knowing what is acceptable; within their year group “bubble” things are less restricted, but in moving round the site and in interaction with staff social distance still applies. Physical factors (e.g. width of corridors) play a role here. Low</p> <p>Staff movement around the site will be more frequent, but we anticipate there will be fewer pupils moving each lesson Low</p>	<ul style="list-style-type: none"> • Pupils • Students • Teachers • All staff 	<ul style="list-style-type: none"> • Create a one-way circulation in corridors to keep groups apart as they move through the school • Organise the timetable so that KS3 and KS4 classes are <i>where possible</i> in the same area for each morning/afternoon session • Establish good routines for classes moving under teacher supervision around the site and providing additional oversight for this, at least in the first instance • Identify in advance, transitions for practice or extra supervision • The timetabling process will give an accurate indication of how much movement there will be between each lesson and where extra supervision will be required to make it possible for staff to move promptly between lessons in different parts of the school 	EYK, VIB	Sept 3 rd	
			EYK, LAL	July/Aug	
			EYK, COA, PAR	Sept: start of term	
				Induction Day / Form Time	
				Information Evening	
				Briefing for staff on Dev. days	
				Duty rota in place for start of term. Site also prepared.	
				By start of term.	
				When	Date action completed

Risk 5 : Use of different areas of the school site by staff and pupils			Lead member of staff: EYK/COA		
Nature of risk, hazard or concern Level of risk	Who is affected	Initial actions to reduce or control this risk	Who	When	Date action completed
<p>Use of common areas (toilets, dining area, recreational spaces) by different year groups one after the other could increase the risk of transmission, if routines of hand-washing, good respiratory hygiene and thorough cleaning of touch surfaces are not followed Low</p> <p>Staff move round the site often and use more different spaces than usual but whilst maintaining social distance; this habit has to be reinforced practically in shared areas. e.g. Staff Room. Low</p> <p>Shared staff use of workstations in classrooms and the staff room during the school day Low, but could become Moderate if Reproduction rate rises or if a culture of social distance is not maintained</p>	<p>All pupils, students and staff, with a particular concern for those who clinically vulnerable</p> <p>Staff in particular</p>	<ul style="list-style-type: none"> Briefing pupils and students about expectations; in year group bubbles and classes; moving around the site; interacting with staff; using common areas; before and after eating; before lessons; before and after using the toilet and communicating this information to parents and carers Full access to orange zone and blue zone on arrival and again during break/lunch and at the end of the day for each year group to keep the process streamlined; a supervising member of staff available after the 2nd and 5th periods Use of dining areas restricted to smaller groups at a time. Pupils and students to be called in/supervised by one member of staff; cleaning in between use East and West courts + front and back of school can be kept for particular year groups at specific times and overseen. Signs around school, floor markings of one-way system, 'high vis' jackets for duty staff etc. to reinforce expectations/rules + consistent application of sanctions, where not followed Good explanation to staff about use of staff areas; signs in Hall/staffroom. Ensure computer cleaning materials available in each space for staff to use before leaving an area. "Clean it when you leave it" 	<p>HoY Form Tutor</p> <p>HoY + HoD</p> <p>EYK, COA, PAR HoY Lunchtime Sup.</p> <p>JEK Duty Staff</p> <p>COA, EYK, PAR</p>	<p>Tutor Time</p> <p>Parents' Info Evening</p> <p>End of August + Start of Sept- ember</p> <p>Sept 1st</p> <p>End of August</p>	
		Further actions to reduce or control this risk	Who	When	Date action completed
<p>It is difficult to keep track of all the cleaning that is needed and to make sure that it happens if it is not well planned in advance. Low</p>		<ul style="list-style-type: none"> There is a rota and agreed responsibility for the cleaning of each area during the day + thorough cleaning at the end of the day. 	<p>EYK MCH VIB See RA 10</p>	<p>4th Sept</p>	

Risk 6: Timetabling and rooming of classes; organisation of classrooms			Lead member of staff: EYK		
Nature of risk, hazard or concern Level of risk	Who is affected	Initial actions to reduce or control this risk	Who	When	Date action completed
Pupil and students anxieties about the return to school Moderate	Pupils, students and Staff	Use of tutor time + PSD lessons in first weeks back Key staff (e.g. HoY/SEND and others) available for one-to-one when this is needed. Identify extra space to facilitate this safely, e.g. in F1 or the Study Centre	HoY ROA HUD MIL COA	Start of term	
		Availability of Heads of Year, Form Tutors and Senior staff when pupils and students are in tutor time and as they arrive, depart as well as break/lunch times	EYK	In doing t/table	
Transmission from pupil to pupil/staff Low		Reorganisation of the timetable to ensure that pupils and students are taught in distinct and consistent groups	EYK		
		Organisation of classrooms to ensure that teaching staff have a distinct area at the front of the class and that desks are facing forwards. Rooms are measured and furniture placed/floor marked to ensure distancing is safe.	MCH VIB	From June	
Staff anxieties about the return to school Low to Moderate		Rooms are cleaned with particular attention to touch areas to reduce risk of infection being transmitted. To have Caretaker (Isaac 2) on site on Fridays to clean Sports Hall on a weekly basis for 2 and half hours. To agree?	VIB COA/ HAN	12/6	
		Windows are opened to increase ventilation. Staff to be asked to open windows at first lesson and close at the end of the last lesson to support site staff. Door stops are in place where possible	EYK HOY	12/6 10/6	
		Pupils and students to bring and use their own equipment. Guidance issued to staff about using shared books and resources. Departmental guidance in place for practical subjects and the use of equipment. (e.g. Science: practical materials cleaned after use; glassware washed in dishwasher; safety goggles wiped over with alcohol after use; students work at separate workstations rather in pairs for Sixth Form practical lessons)		12/6	
		Further actions to reduce or control this risk	Who	When	Date action completed

Risk 7: Preparation of staff involved on-site in the initial return of pupils and students				Lead member of staff: PAR	
Nature of risk, hazard or concern Level of risk	Who is affected	Initial actions to reduce or control this risk	Who	When	Date action completed
<p>Staff health and safety</p> <ul style="list-style-type: none"> Transport, arrival, movement Working on site with other staff Shared spaces and work areas Hygienic practices <p>Low</p> <p>Staff not being fully prepared for the return</p> <ul style="list-style-type: none"> Changed procedures Physical movement Classroom management Pupil discipline Knowing what the specific expectations are in this new context <p>Low</p>	<ul style="list-style-type: none"> Any staff in school 	<ul style="list-style-type: none"> See Risk Assessments 2-4 above (transport, movement) See Risk Assessments 5-6 (use of site, organisation of classrooms) See Risk Assessments 8-10 (hygiene and cleaning) <p>General principles about returning to school</p> <p>See Summary of DfE Guidance and the school's response to it –</p> <ol style="list-style-type: none"> Careful decision-making about how things will work, including departmental, pastoral and administrative level Practical planning by the finance and site staff to make the premises ready for the start of term. The site team met on 27/8/2020 and attended Staff Development Day on Tuesday, 1st September. Working together as a whole staff team to think through the logistics and practicalities of the different school day and timetable and to anticipate problems to be solved Active preparation for pupils and students through communicating expectations beforehand, induction mornings, embodied from the start of term and reinforced in practice Ensuring a good understanding of the recently reviewed Discipline Policy and how it will be implemented, both in normal circumstances and under the unusual conditions we are currently facing. Putting appropriate arrangements in place to replace the sanctions and rewards system, which cannot work as normal. Pupil Support Room to be operational. Training from Trauma-Informed Schools to be drawn on and applied, particularly through sessions in tutor time on the Recovery Curriculum. A strong relational basis will be important for the year ahead and a high level of close teamwork between staff, will help to understand this. 	<p>COA EYK COA/ MCH</p> <p>PAR EYK COA SLT HoDs HoYs</p> <p>MCH VIB AMA BOI</p> <p>All Staff</p> <p>PAR COA EYK SLT HoYs HoDs</p> <p>PAR COA EYK JEK SCD GRH HoYs HoDs MIL ROA</p>	<p>Aug 25th on- wards</p> <p>July/ Aug</p> <p>Sept 1st & 2nd</p> <p>1st Sept on- wards</p> <p>1st Sept onwar ds</p>	

Risk 8: Hygiene (1) – access to hand-basins and hand-gel			Lead member of staff: COA		
Nature of risk, hazard or concern Level of risk	Who is affected	Initial actions to reduce or control this risk	Who	When	Date action completed
Indirect transmission (via touching contaminated surfaces) Moderate <i>Preventing the spread of coronavirus (COVID-19) involves dealing with indirect transmission (via touching contaminated surfaces). A range of approaches and actions should be employed to do this. When implemented, creates an inherently safer system, where the risk of transmission of infection is substantially reduced.</i>	All pupils, students and staff	<ul style="list-style-type: none"> 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 Clean hands more often than usual/frequently guidance on hand cleaning- wash hands thoroughly for 20 seconds with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered Ensure that sufficient hand washing facilities are available. Where a sink is not nearby, provide hand sanitisers. Ensure that all staff, visitors, pupils and students: <ul style="list-style-type: none"> clean their hands on arrival at the setting, before and after eating and after sneezing or coughing are encouraged not to touch their mouth, eyes and nose use a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it') Minimise contact and mixing and the sharing of equipment (including pens, pencils and resources). Frequency of hand washing as key to preventing transmission when surfaces are touched – hand gel and wipes readily available in different rooms and areas being used Clean frequently touched surfaces often using standard products, such as detergents and bleach (such as: computers in classrooms before new teacher enters, door handles, handrails and table tops) 			
		Further actions to reduce or control this risk	Who	When	Date action completed

Risk 9: Hygiene (2) – preventing direct transmission of disease by promoting good respiratory hygiene			Lead member of staff: COA		
Nature of risk, hazard or concern Level of risk	Who is affected	Initial actions to reduce or control this risk	Who	When	Date action completed
<p>Direct transmission (for instance, when in close contact with those sneezing and coughing) Low to Moderate</p> <p><i>Preventing the spread of coronavirus (COVID-19) involves dealing with direct transmission (e.g., when in close contact with those sneezing and coughing). As per Risk 8: Hygiene (1) a range of approaches and actions should be employed to do this.</i></p> <p>A young person becomes unwell with symptoms of coronavirus (COVID-19) while in their setting and needs direct personal care until they can return home. High</p> <p>Used PPE High</p> <p>Face coverings staff or pupils and students are wearing on arrival at school Low</p> <p>Disposing of waste from people with symptoms of coronavirus, such as disposable cleaning cloths, tissues and PPE: High</p>	<p>Site staff / cleaning staff</p>	<ul style="list-style-type: none"> 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 the school ensure all adults and children: <ul style="list-style-type: none"> clean their hands after sneezing or coughing are encouraged not to touch their mouth, eyes and nose use a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it') ensure bins for tissues are emptied at the end of the day where possible, all spaces should be well ventilated using natural ventilation (opening windows) or ventilation units prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation Obtain PPE supplies that meet the need of our school setting Use PPE: a) when supervising adult at a distance of 2 metres cannot be maintained and therefore contact with the child or young person is necessary, then disposable gloves, a disposable apron and a fluid-resistant surgical face mask should be worn by the supervising adult; b) If there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should be worn. should be placed in a refuse bag and can be disposed of as normal domestic waste unless the wearer has symptoms of coronavirus. <i>must be removed by the wearer and placed into a plastic bag that the wearer has brought with them in order to take it home. The wearer must then clean their hands</i> Use 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. Waste should be stored safely and securely. Do not put your waste in communal waste areas until the waste has been stored for at least 72 hours. Storing for 72 hours saves unnecessary waste movements. 	<p>COA</p> <p>Site staff</p> <p>COA</p> <p>AMA BOI</p> <p>Gate Duty Staff</p> <p>AMA BOI</p>		<p>See Risk Assessment 8</p> <p>Tissues in classrooms</p> <p>Starter pack received</p> <p>See RA 12</p>

		Further actions to reduce or control this risk	Who	When	Date action completed

Risk 10: Hygiene (3) – preventing indirect transmission of disease through regular, intensive cleaning of the site				Lead member of staff: MCH/VIB		
Nature of risk, hazard or concern Level of risk	Who is affected	Initial actions to reduce or control this risk	Who	When	Date action completed	
<p>Insufficient cleaning supplies Low (currently)</p> <p>Limited availability of cleaning staff Low (to date)</p> <p>Limited time for more extensive cleaning and limited access to the school during the day Low</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Secure stable supply of resources needed • Get in touch with public sector buying organisation partners (ESPO, YPO, NEPO) about proportionate supplies of soap, anti-bacterial gel and cleaning products if needed 	MCH/VIB			
		<ul style="list-style-type: none"> • Review arrangements for routine maintenance of the premises - follow COVID-19: cleaning of non-healthcare settings guidance • Agree with ZI Cleaning additional hours and changes to working hours for some staff as needed 	MCH/VIB			
		<ul style="list-style-type: none"> • Clean touch areas (desks, chairs, doors, sinks, toilets, light switches, windows, shared telephone, photocopier) more regularly than normal • Organise with site staff the cleaning that will be required during the day if any areas are used by more than one group in a day • Purchase sanitisers – they are already in school – and ensure they are placed strategically around the school. • Emphasise frequency of hand-washing + hand-washing before and after actions (e.g. making coffee in staff room) • Provide cleaning kits for staff to clean their area if required – 2 cloths in a zip bag for each teacher. 	ZI AMA BOI VIB EYK/ COA MCH/ VIB			
		Further actions to reduce or control this risk	Who	When	Date action completed	
		<ul style="list-style-type: none"> • Shared materials/surfaces are cleaned more frequently • Practical lessons can go ahead if equipment can be cleaned thoroughly and the classroom or learning environment is occupied by the same young people in one day, or properly cleaned between cohorts • outdoor equipment should not be used unless the setting is able to ensure it is appropriately cleaned between groups of young people using it, and that multiple groups do not use it simultaneously. COVID-19: cleaning of non-healthcare settings 	COA MCH VIB To be completed by Science and Food technicians.			

Risk 11: Staff presence and Pupil attendance on site - minimising contact with individuals who are unwell				Lead member of staff: COA (with help from HUD)		
Nature of risk, hazard or concern Level of risk	Who is affected	Initial actions to reduce or control this risk	Who	When	Date action completed	
<p>If pupils and students attend school feeling unwell, or displaying symptoms of COVID-19 there is a risk of transmission and the spread of the virus to pupils, students and staff. Moderate to High</p> <p>Parents and carers may not be aware of how to ask for a test for COVID-19 or be confused about when they should keep their child at home if unwell. Low to Moderate</p> <p>Parents and carers rely on the school to make the decision about whether their child is well enough to come to school and send their child in regardless Low</p> <p>Too many parents and carers arrive outside the site, making social distancing difficult and causing danger for pupils and parents who have to use the road being too close. Low</p>	<ul style="list-style-type: none"> Parents / carers Pupils Students Staff 	<ul style="list-style-type: none"> Put up signs that tell young people, parents, carers or any visitors, such as suppliers, not to enter the school if they are displaying any symptoms of coronavirus (following the COVID-19: guidance for households with possible coronavirus infection) <p>Communication:</p> <ul style="list-style-type: none"> Remind parents to inform the school if anyone in the house is displaying symptoms Inform parents and carers that if their child needs to be accompanied to the school, only one parent should attend inform parents, carers and young people their allocated drop off and collection point, times and the process for doing so, including protocols for minimising adult to adult contact Also think about engaging parents and children in education resources such as e-bug and PHE schools resources <p>Arrival</p> <ul style="list-style-type: none"> make clear to parents and carers not to gather at the school entrance gates or doors, or enter the site without speaking to the receptionist Parent and carers must have a pre-arranged appointment before entering the school site A clear register of pupils and students who have agreed to attend school and those who will not be attending. A process of follow up conversation with pupils and students who have not attended to ascertain if they have COVID-19 symptoms. A clear process for taking registers of the new groups and ensuring pupils and students are where they should be. Create a system to follow up absences from lessons. 				
		Further actions to reduce or control this risk		When	Date action completed	
		<ul style="list-style-type: none"> Inform reception staff how to direct parents and carers to the appropriate information about testing and COVID-19 symptoms Find a safe way for parents and carers to drop pupils and students at school without clogging Selborne Road and compromising social distancing. Discourage parents and carers from driving on Selborne Road or Brownlow Road. Education for parents and carers about what to do if their child displays symptoms, including communicating with the school. 	BAC PAR COA EYK SLT HoY			

Risk 12: First Aid - handling and caring for individuals displaying symptoms of the coronavirus			Lead member of staff: BAC		
Nature of risk, hazard or concern Level of risk	Who is affected	Initial actions to reduce or control this risk	Who	When	Date action completed
<p>If pupils and students attend school feeling unwell, or displaying symptoms of COVID-19 there is a risk of transmission and the spread of the virus to pupils, students and staff. High</p> <p>N.B.</p> <p><i>if a pupil becomes unwell with symptoms of coronavirus while at school and needs direct personal care until they can return home, a face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained.</i></p> <p>First Aiders issuing first aid do not have the correct level of training to cover infection control or support in an 'emergency' scenario without putting themselves at risk.</p>	Pupils, students and staff managing the unwell pupil	<ul style="list-style-type: none"> send home and advise to follow the COVID-19: guidance for households with possible coronavirus infection guidance. 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 child and with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If not possible to isolate them, move them to an area at least 2 metres away from others. Adapt the purpose of the governors' room or equivalent that can act as an 'isolated' room If they need to go to the toilet while waiting to be collected, they should use a separate toilet, which should be cleaned and disinfected using standard cleaning products before being used by anyone else. PPE is worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained – See Risk 9 (Hygiene 2) In an emergency, call 999 if they are seriously ill or injured or life is at risk. Do not visit GP, pharmacy, urgent care centre or a hospital. If a member of staff has helped someone who was unwell with a new, continuous cough or a high temperature, they do not need to go home unless they develop symptoms themselves (and in which case, a test is available) or the child subsequently tests positive (see 'What happens if there is a confirmed case of coronavirus in a setting?' below). They should wash their hands thoroughly for 20 seconds after any contact with someone who is unwell. Cleaning the affected area with normal household disinfectant after someone with symptoms has left will reduce risk of passing the infection on to other people. COVID-19: cleaning of non-healthcare settings guidance Consider first aiders when time-tabling on-site team for return Arrange training for the onsite first aid team that includes infection control and any managing 'emergencies' during COVID-19. 	Onsite first Aid Lead		
		Site team			
		Lead First Aider			
		Further actions to reduce or control this risk	Who	When	Date action completed
		<ul style="list-style-type: none"> 			

Risk 13: Dealing with a suspected case of COVID-19 on site			Lead member of staff: PAR		
Nature of risk, hazard or concern Level of risk	Who is affected	Initial actions to reduce or control this risk	Who	When	Date action completed
<p>A pupil or member of staff has an onset of:</p> <ul style="list-style-type: none"> a new continuous cough a high temperature a loss of, or change in, your normal sense of taste or smell (anosmia) <p>High</p> <p><i>Possible infection is where a person has coronavirus (COVID-19) symptoms and is currently awaiting a test result.</i></p> <p><i>Confirmed infection is where a person has tested positive for coronavirus (COVID-19). The section below (After ending self-isolation and/or household-isolation) has further information.</i></p> <p>Confusion may arise as to how the school and other pupils, students or members of staff should respond</p> <p>Staff dealing with this at the time may be unsure exactly what action they should take</p> <p>Other staff and pupils and students are likely to be worried or alarmed about the possible implications for them.</p>	<ul style="list-style-type: none"> Pupils Staff Families of all the above 	<p>Inform the person responsible for First Aid that day</p> <p>Minimise contact with pupils, students and staff who become unwell.</p> <p>Inform a member of the SLT who will consult with other senior staff, inform those who need to know both within and outside the school and ensure that the necessary steps taken.</p> <p>Communicate afterwards with anyone affected.</p> <p><i>Schools must ensure they understand the NHS Test and Trace process and how to contact their local Public Health England health protection team</i> https://www.gov.uk/guidance/contacts-phe-health-protection-teams</p> <p>We 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"> book a test if they or their child are displaying symptoms. Staff and pupils and students 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 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 self-isolate 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) <p>Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests can be booked online through the NHS testing and tracing for coronavirus 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 school has a small number of home testing kits that we 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</p>	<p>Staff on site</p> <p>PAR</p> <p>SLT</p>		

getting tested. The school has received advise on how to use these. We are now able to order more kits for our school. We should ask parents, carers and staff to inform us immediately of the results of a test and follow the guidance.

1. *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.*
2. *If someone tests positive, they should follow the <https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance> infection and must continue to self-isolate for at least 10 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone. The 10-day period starts from the day when they first became ill. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal. Other members of their household should continue self-isolating for the full 14 days.*

Implications for those who have been in close contact with a person who has coronavirus: [NHS Test and Trace: if you've been in contact with a person who has coronavirus](#) –

Close contact means:

- *having face-to-face contact with someone (less than 1 metre away)*
 - *spending more than 15 minutes within 2 metres of someone*
 - *travelling in a car or other small vehicle with someone (even on a short journey) or close to them on a plane*
1. *staying at home (self-isolate) for 14 days from day of last contact with the person - it can take up to 14 days for symptoms to appear*
 2. *not leaving home for any reason – order food or medicine online or by phone, or ask friends and family to drop it off at your home*
 3. *no visitors in home, including friends and family – except for essential care; trying to avoid contact with anyone they live with as much as possible; people they live with do not need to self-isolate if they do not have symptoms*

The health protection team will provide definitive advice on who must be sent home. The school should keep a record of pupils, students and staff in each group, and any close contact that takes places between children and staff in different groups We do not need to ask pupils and students to record everyone they have spent time with each day or ask staff to keep definitive records in a way that is overly burdensome.

A template letter will be provided, on the advice of the health protection team, to send to parents, carers and staff if needed. We 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 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 guidance for households with possible or confirmed coronavirus (COVID-19) infection. They should get a test, and:

- 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.
- if the test result is positive, they should inform us 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 guidance for households with possible or confirmed coronavirus (COVID-19) infection

In the event that a parent or carer 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, students and staff from possible infection with coronavirus (COVID-

		<p>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 via https://www.nhs.uk/conditions/coronavirus-covid-19/testing-and-tracing</p> <p>If schools have two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak and must continue to work with their local health protection team who will be able to advise if additional action is required.</p>			
		<p>Further actions to reduce or control this risk</p>	<p>Who</p>	<p>When</p>	<p>Date action completed</p>
		<ul style="list-style-type: none"> • Access to testing will enable pupils and students to get back into education, if the test proves to be negative. To access testing, parents will be able to use the 111 online coronavirus service. • Access to testing for teachers and other staff available to all essential workers. This includes anyone involved in education. Education settings as employers can book tests through an online digital portal. Employees can also book tests directly on the portal. 			

Risk 14: Managing an outbreak of COVID-19 on the school site			Lead member of staff: PAR		
Nature of risk, hazard or concern Level of risk	Who is affected	Initial actions to reduce or control this risk	Who	When	Date action completed
<p>Receiving <u>confirmed</u> case/s of COVID-19</p> <p>Very High</p>	<p>other members of the school community, family members and members of the public if individual travels to and from school via public transport</p>	<p>As soon as a confirmed case has been reported a member of SLT should Contact the LCRC on 0300 303 0450 and inform Croydon’s Director of Public Health and the Director of Education via</p> <ul style="list-style-type: none"> - Shelley.Davies@croydon.gov.uk and Rachel.Flowers@croydon.gov.uk <p>Report the case/s to PHE South London Local Health Protection Team Contact number – 0344 326 2052 to arrange a rapid investigation</p> <p>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>As per the guidance released on Sept 17th the school is also to contact the DfE helpline. All the information relating to process following a positive case is to be found on the ‘FlowChart’ (Key staff have copies)</p> <p>Ensure the school is being appropriately cleaned following the guidelines - COVID-19: cleaning of non-healthcare settings</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> <p>As part of the national test and trace programme, if other cases are detected within school or in the wider setting Public Health England’s local health protection teams will conduct a rapid investigation and will advise on the most appropriate action to take. In some cases, a larger number of other children may be asked to self-isolate at home as a precautionary measure – perhaps the whole class, site or year group.</p> <p>If we follow the guidance on infection prevention and control, this will reduce risk of transmission and closure of the school will not generally be necessary.</p>	<p>PAR</p> <p>EYK COA HAN</p>		

		Further actions to reduce or control this risk	Who	When	Date action completed

Risk 15: Wider implications for pupils, staff, parents and Governors			Lead member of staff: PAR		
Nature of risk, hazard of concern	Who is affected	Initial actions to reduce or control this risk	Who	When	Further points to note
<p>Pupils –</p> <ul style="list-style-type: none"> • may be worried about returning to school • may have been in challenging home circumstances or experienced bereavement during the pandemic (covid19 related or not) • may have specific needs which it has not been possible to meet during the period of closure • may not have coped well with an on-line curriculum and now be disadvantaged in their learning • may have been through a significant change in their circumstances since March • may not realise the implications of this pandemic for how the school has to operate now • may not react well to a return to school for reasons which are not anticipated or known • may already lack self-discipline in ordinary school time – this could make it worse 	<ul style="list-style-type: none"> • The pupils concerned • Other pupils in their classes • Other pupils on site • Staff who are working with these pupils 	<ul style="list-style-type: none"> • A well-structured and well organised welcome (RA3) • Clear boundaries set through preparatory information and the consistency of messages given by the team of staff on site (RA4) <p>In advance:</p> <ul style="list-style-type: none"> • Review the circumstances of pupils who are likely to be returning – are there any new circumstances that may pose a risk • Consider how pupils with specific needs are reintegrated and which pupils need specific care which cannot be delivered whilst ensuring social distancing • Identify pupils needing particular preparation before starting lessons • Put support in place for pupils who are having difficulties in their classes in the first days after a return • Make support available to staff encountering disruptive or disrespectful conduct in their classes <p>On the return to school:</p> <ul style="list-style-type: none"> • Include proper opportunities for teaching and pastoral staff to lead structured sessions on the process of return to school – use of ideas from the Recovery Curriculum / RESTORE principles • Use good materials to explain and maintain social distancing • Promote understanding of the different experiences for pupils and students during closure • Deliver activities that focus on relationships – adult/pupil, pupil/pupil <p>At the end of each day/week</p> <ul style="list-style-type: none"> • Provide a good opportunity for staff involved to review how things are going and what can be improved • Communicate well with Parents as the term develops 	<p>PAR + SLT</p> <p>HoYs</p> <p>ROA</p> <p>HOYs HUD MIL SLT</p> <p>ROA RUI HoYs Form Tutors</p> <p>COA EYK PAR</p>		

<p>Staff</p> <p>Communication: working remotely has made this much more difficult</p> <p>Availability: being able to assess who is able to come into school and matching this with the needs of provision on site; this may also change on a daily basis</p> <p>Workload: everything is taking much longer and for most pupils and students their curriculum will continue to be on-line</p> <p>Expectations: it is difficult to communicate thinking as it is developing and staff coming in to teach classes now may be unsure how things are going to work</p> <p>Anxieties: the effects of the virus, the risk to their own health; the risks of travelling into school; the risks of contact with other staff and pupils here; the uncertainties of the situation – number of pupils / students in; procedures for movement around site; classrooms to be used; how pupils will respond; what happens if they do not follow instructions; what happens if they are not in a good state of mind to learn; the effects of not having been in school for some time</p>	<ul style="list-style-type: none"> • All staff, including those who are not working on the school site at the moment 	<ul style="list-style-type: none"> • Quality of communication on return • Keeping staff informed about plans and changes • Informal communication with staff who have particular concerns • Formal communication with groups of staff, where appropriate; liaison with Trade Union representatives • Be aware of concerns of staff with underlying health conditions, family considerations, who have been subject to shielding or are in a household where someone was shielding • Be prepared for some continuing absences related to COVID-19 • Be alert for continuing impact of the last few months on staff and to the support and time needed to adjust back to work • Where needed, carry out a risk assessment for individual staff, using a format provided. Follow ASCL/BAME Network guidance of doing this in an open, collaborative way: use form provided by Octavo/Croydon LA for individual staff assessments, with review also, as needed - clinically extremely vulnerable , vulnerable or underlying health condition, pregnant, - All the above: (self or household member) BAME (self or family / household members) • Organise timetable and share workload in the departmental team so that all parts are covered without any individual being overloaded • Reminders for staff of: <ul style="list-style-type: none"> ○ Being steady, regulated and calm, familiar and consistent ○ Socially engaging – facial cues, prosody, body language ○ Listening – PSD/ 1:1 – accepting and validating, reflecting back, clarifying, offering support, empathic response • Work together on getting the environment right <ul style="list-style-type: none"> ○ Establishing routines and expectations before pupils return ○ Clearly defined and visual; explicitly taught; gently held and modelled; predictable – highlighting certainty – rooms/ spaces/ adults/ routine - same spaces – proprioception • Consider the support needs of staff and put in place interventions to support everybody’s mental health - N.B. Staff wellbeing linked with pupil wellbeing – Dysregulated adults cannot calm dysregulated children. Staff wellbeing helps staff support pupils effectively. 	<p>PAR</p> <p>PAR EYK COA</p> <p>SLT Links</p> <p>Team Leaders</p> <p>EYK HoDs</p> <p>JEK ROA</p> <p>PAR EYK COA</p>		
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<p>Curriculum & Transition <i>We assume pupils are ready to proceed with the curriculum model we would typically follow.</i></p> <p>Staff are not prepared for the different challenges posed by the new environment for teaching.</p> <p>Pupils with specific needs are unsettled, unable to cope with this new way of working. Pupils are not used to working in a classroom environment and the expectations that come with that. Pupils are anxious about the changes to their school lives as well as all the changes in their home lives. Year 6 pupils are made more anxious about transition due to the circumstances.</p>	<p>Pupils Teachers Support staff</p>	<ul style="list-style-type: none"> Balancing the need for remedial work and “catch up” with the social/emotional needs of the children & young people Addressing gaps in learning in a structured and appropriately paced way to maximise impact of teaching without overwhelming the pupils Maximising impact of additional adults matched to those identified pupils who need the support most Sharing new ways of working with staff required onsite Managing transition (at all stages) to best support the next stage of learning Supporting the handover of critical information to best support transition (e.g.: Y6/7, SEND pupils) Funding may be offered to support the most vulnerable pupils over the summer 			
<p>Safeguarding</p> <p>The new ways of working may impact our ‘normal’ internal practices</p> <p>Pupils and pupils’ families may have experienced significant challenges throughout lockdown that have led to new welfare of safeguarding concerns that will only become apparent when pupils return fully</p> <p>A change to the school safeguarding team</p>	<ul style="list-style-type: none"> Pupils, parents, staff and all visitors or agencies that actively engage with the school 	<ul style="list-style-type: none"> Designated Safeguarding Lead has reviewed the existing addendum and then full safeguarding policy. We have returned to our full policy following our full return. Communicate changes to KCSiE 2020 and the subsequent impact. Include this statutory guidance in new staff induction Meet with the new team and ensure there is time planned early in the term that is dedicated to helping provide support to staff and children when any new safeguarding and welfare concerns and the handling of referrals to children’s social care and other agencies where these are appropriate, and agencies and services should prepare to work together to actively look for signs of harm. Communication with the local authority with regards to opportunities to work with school nurses particularly in safeguarding and supporting wellbeing, as they have continued virtual support to pupils who have not been in school. 	<p>COA</p> <p>COA</p> <p>EYK/COA</p> <p>COA</p>	<p>3rd Sept</p>	<p>Use the staff INSET days to communicate changes to practice and policy</p> <p>Complete</p>
<p>Parents and Carers</p>	<ul style="list-style-type: none"> All parents and carers in some way 	<ul style="list-style-type: none"> Quality and frequency of information provided Appropriate timescales for notice of changes to provision Support with access to on-line materials and resources Personal contact, as needed 			

<p>Some are very concerned about their children coming back to school at all.</p> <p>Some are very concerned about their children remaining at home.</p>		<ul style="list-style-type: none"> • Availability of staff for those with particular concerns • Understanding of the different implications of this pandemic for different families • Awareness of additional anxieties of those in more vulnerable groups 			
<p>Governors They have important responsibilities for overseeing the leadership of the school at a time when they also have to meet and work remotely and cannot visit the site.</p>	<ul style="list-style-type: none"> • All members of the Governing Body 	<ul style="list-style-type: none"> • Flow of information to keep pace with changes in circumstances and Government guidance • Ability to hold meetings remotely • Effectiveness of Committees in taking responsibility for specific areas • Availability of Chair and others, when needed at short notice • Quality of advice and support provided by the SDBE and the LA in dealing with unusual circumstances 			