


Eversley Primary School Risk Assessment: Coronavirus – To be implemented on 23rd March 2020 – Updated 17th April 2020 – Updated 18th May 2020

Updated 9th July to be implemented by 4th September 2020 – Updated 4th November 2020 – updated 11th December 2020 – updated 22nd January 2021-
updated 12th February 2021

| | |
|---|---|
|  | <p>RISK ASSESSMENT FOR:</p> <p>School activities during COVID 19 outbreak.</p> <p>During this evolving situation please monitor and follow government guidance given in the web links provided</p> <p>Guidance for full opening: schools Published 2nd July for Autumn Term 2020 Guidance updated: 22nd October 2020 11th December 2020 22nd January 2021 12th February 2021</p> |
| Assessment by: SLT | Date: 9 th July Date: 4 th November 2020 |
| Governor Approval: Virtual meeting unanimously agreed to approve this risk assessment | Date: TBC |

| | |
|---|---|
| <p>All employers have a duty to consult employees on health and safety.</p> <p>Have staff been consulted in production of this risk assessment?</p> | <p>Yes, emailed to all staff date: 10.07.2020</p> <p>Updates emailed to staff on 12.11.2020</p> <p>Feedback from staff 19.11.2020</p> <p>Updates emailed to staff on 14.12.2020</p> <p>Feedback from staff 14.12.2020</p> <p>Updates emailed to staff on 22.01.21</p> <p>Feedback from staff 22.01.21</p> <p>Updates emailed to staff on 12.02.21</p> <p>Feedback from staff 24.02.21</p> |
|---|---|

Employers must protect people from harm. This includes taking reasonable steps to protect staff, pupils and others from coronavirus (COVID-19) within the education setting.

As part of planning for full return in the autumn term, it is a legal requirement that schools should revisit and update their risk assessments (building on the learning to date and the practices they have already developed), to consider the additional risks and control measures to enable a return to full capacity in the autumn term. Below is the updated risk assessment:

| What are the hazards? | Who might be harmed and how? | What are we doing to control the risk? | What further action is needed to control the risks? | Who needs to carry out the action? | When is the action completed? | Done |
|--|--|--|--|---|---|------|
| School approach to the public health advice to minimise coronavirus (COVID -19) risks | | | | | | |
| <p>Ensure we have complied with health and safety law, which requires us to assess risks and put in place proportionate control measures.</p> <p>Systems of control measures</p> <p>Ensure we have active arrangements in place to</p> | <p>Staff, pupils, parents/carers community</p> | <p><u><i>The system of controls: protective measures</i></u></p> <p>This is the set of actions schools must take.</p> <p>Prevention:</p> <p>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</p> <p>2) Where recommended, the use of face coverings in schools</p> <p>3) clean hands thoroughly more often than usual</p> | <p>Risk assessment shared with all staff</p> <p>School Smart to link with school and cleaning providers – install regular inspections and monitoring</p> | <p>Headteacher SLT Site Staff</p> | <p>Actions identified need to be continuously communicated to all staff</p> | |

| | | | | | | |
|---|--|---|--|---|---|-------------|
| <p>monitor that the controls are:</p> <ul style="list-style-type: none"> -Effective -Working as planned -updated appropriately considering any issues identified and changes in public health advice | | <p>4) ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach</p> <p>5) introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach</p> <p>6) minimise contact between individuals and maintain social distancing wherever possible</p> <p>7) where necessary, wear appropriate personal protective equipment (PPE)</p> <p>8) Always keeping occupied spaces well ventilated.</p> <p>Numbers 1 to 5, and number 8, must be in place in all schools, all the time. Number 6 must be properly considered and schools must put in place measures that suit their particular circumstances. Number 7 applies in specific circumstances.</p> <p>Response to any infection:</p> <p>9) Engage with the NHS Test and Trace process.</p> <p>10) Manage confirmed cases of coronavirus (COVID-19) amongst the school community.</p> <p>11) Contain any outbreak by following local health protection team advice. Numbers 9 to 11 must be followed in every case where they are relevant.</p> | <p>Continuous reminders given to pupils and staff</p> <p>Numbers 1 to 4 must be in place in all schools, all the time.</p> <p>Number 5 must be properly considered and schools must put in place measures that suit their particular circumstances.</p> <p>Number 6 applies in specific circumstances.</p> | | | |
| <p>What are the hazards?</p> | <p>Who might be harmed and how?</p> | <p>What are we doing to control the risk?</p> | <p>What further action is needed to control the risks?</p> | <p>Who needs to carry out the action?</p> | <p>When is the action completed?</p> | <p>Done</p> |
| <p>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</p> | | | | | | |
| <p>Direct transmission of coronavirus in the school environment through person to person contact</p> <p>Systems of control 1</p> | <p>Staff Pupils Contractors Visitors</p> | <ul style="list-style-type: none"> Ensure that pupils, staff and other adults do not come into the school if they have coronavirus (COVID-19) symptoms, or have tested positive in the last 10 days. Ensure anyone developing those symptoms during the school day is sent home. If anyone in the school becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they must be sent home and advised to follow 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection', which sets out that they must self-isolate for at least 10 days and should arrange to have a test to see if they have coronavirus (COVID-19). Communicate that other members of their household (including any siblings) should self-isolate for 10 days from when the symptomatic person first had symptoms. | <p>All staff must follow this process and leaders must ensure all staff are aware of it.</p> <p>Communicate to staff through briefings, updates, CPD training not to attend if they have symptoms</p> <p>Contact Local Health protection team to notify them of any cases and seek advice.</p> | <p>Headteacher SLT Site Staff</p> | <p>Actions identified need to be continuously communicated to all staff</p> | |

| | | | | | | |
|--|--|--|---|--|--|--|
| | | <ul style="list-style-type: none"> • If a child is awaiting collection, they should be moved, to the library where they can be isolated behind a closed door. A window should be opened for ventilation. • If they need to go to the bathroom while waiting to be collected, they should use the toilet at school reception. • The bathroom must be cleaned and disinfected using standard cleaning products before being used by anyone else. • 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). • Any members of staff who have helped someone with symptoms and any pupils who have been in close contact with them do not need to go home to self-isolate unless they develop symptoms themselves (in which case, they should arrange a test) or if the symptomatic person subsequently tests positive (see below) or they have been requested to do so by NHS Test and Trace. • 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 • Letters to parents informing them not to attend school if their child or someone in their household have coronavirus symptoms • Reinforce the message on school website, newsletters etc • If there are home testing kits available in school, these will be given to parents/carers collecting symptomatic children, and to staff who've developed symptoms at school, if providing one will increase the likelihood of them getting tested. <p>Only in exceptional circumstances will staff take symptomatic children home themselves, and in this case one of the following steps will be taken:</p> <ul style="list-style-type: none"> • Use of a vehicle with a bulkhead (i.e. the driver is in a separate compartment to any passengers); or • The driver and passenger will maintain a distance of 2m from each other; or • The driver will use PPE (the same PPE as when supervising a symptomatic pupil, as explained above) and the passenger will wear a face mask if they are old enough and able to do so • A deep clean will take place in the areas that the symptomatic person has been in, and PPE will be disposed of properly, following decontamination guidance. | <p>Full details of all adults for track and trace purposes have been implemented.</p> | | | |
|--|--|--|---|--|--|--|

| | | <ul style="list-style-type: none"> If the school becomes aware that a pupil or a staff member has tested positive for coronavirus, the school will contact the local health protection team. The team will carry out a rapid risk assessment to confirm who's been in close contact with the person, and these people will be asked to self-isolate. <p>To help with this, records will be kept of:</p> <ul style="list-style-type: none"> The pupils and staff in each group Any close contact that takes place between children and staff in different groups <p>Close contact means:</p> <ul style="list-style-type: none"> Direct close contact – face-to-face contact with an infected person for any length of time, within 1 metre, including: <ul style="list-style-type: none"> Being coughed on, A face-to-face conversation, or Unprotected physical contact (skin-to-skin) Proximity contacts – extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected person <p>Direct contact</p> <ul style="list-style-type: none"> Travelling in a small car with an infected person <p>If there are 2 or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus is suspected, the school will work with the local health protection team to decide if additional action is needed. Any advice given by the team will be followed.</p> | | | | |
|--|--|---|---|------------------------------------|--|------|
| What are the hazards? | Who might be harmed and how? | What are we doing to control the risk? | What further action is needed to control the risks? | Who needs to carry out the action? | When is the action completed? | Done |
| Clean hands thoroughly more often than usual | | | | | | |
| <p>Direct transmission of coronavirus in the school environment through person to person contact</p> <p>Systems of control 3</p> | <p>Staff, pupils, wider contacts</p> <p>It is important to note that primary aged pupils are not expected to stay 2m apart, but where they can they should</p> | <ul style="list-style-type: none"> 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. Wash hands before eating and after going toilet and sanitise at all other times Regular and thorough hand cleaning is going to be needed for the foreseeable future. Continue to provide hand washing or hand sanitiser 'stations': - each entrance to school has a foot hand sanitiser Portable hand washing stations (x 5) to continue to be used by staff and pupils <p>Ensure these are well stocked so that all pupils and staff can clean their hands regularly</p> | Control measures to be communicated to staff | Headteacher SLT Site Staff | Actions identified need to be continuously communicated to all staff | |

| What are the hazards? | Who might be harmed and how? | What are we doing to control the risk? | What further action is needed to control the risks? | Who needs to carry out the action? | When is the action completed? | Done |
|---|-------------------------------|--|--|------------------------------------|-------------------------------|------|
| Where recommended, the use of face coverings in schools. | | | | | | |
| <p>The government is not recommending universal use of face coverings in all schools.</p> <p>Systems of control 2</p> | Staff, pupils, wider contacts | <ul style="list-style-type: none"> We will ask staff or visitors to wear, or agree to them wearing face coverings where social distancing is not possible in indoor areas outside of classrooms between members of staff or visitors, for example in staffrooms. Based on current evidence and the measures that we have 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. However, if staff feel the need to wear them in class they can do so. Face coverings could have a negative impact on teaching and their use in the classroom should be avoided. <p>Access to face coverings</p> <ul style="list-style-type: none"> It is reasonable to assume that staff 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. 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, Eversley will 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. <p>Safe wearing and removal of face coverings:</p> <ul style="list-style-type: none"> Eversley will introduce 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 will be communicated clearly to pupils and staff: <p><i>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.</i></p> <p><i>Where a face covering becomes damp, it should not be worn and the face covering should be replaced carefully.</i></p> | No one should be excluded from education on the grounds that they are not wearing a face covering . | | | |
| What are the hazards? | Who might be harmed and how? | What are we doing to control the risk? | What further action is needed to control the risks? | Who needs to carry out the action? | When is the action completed? | Done |

| Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach | | | | | | |
|--|-------------------------------------|---|--|---|--|---|
| <p>Direct transmission of coronavirus in the school environment through person to person contact</p> <p>Systems of control 4</p> <p><i>Public Health England does not (based on current evidence) recommend the use of face coverings in schools. This evidence will be kept under review. They are not required in schools as pupils and staff are mixing in consistent groups, and because misuse may inadvertently increase the risk of transmission. There may also be negative effects on communication and thus education.</i></p> | Staff, pupils, wider contacts | <ul style="list-style-type: none"> Class teachers to consistently promote the 'catch it, bin it, kill it' approach to their class as part of the daily reminders Tissues supplies in each area of the school Lidded bins in each classroom 'catch it, bin it' posters to be displayed Younger children and those with complex needs are helped to get this right, and all pupils understand that this is now part of how school operates. 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. Respiratory hygiene to be part of individual pupil risk assessments where appropriate Pupils to sign home school agreement <p>Everyone in school will:</p> <ul style="list-style-type: none"> Frequently wash their hands with soap and water for 20 seconds and dry thoroughly using NHS guidelines, or use alcohol-based hand sanitiser to cover all parts of their hands Clean their hands on arrival, after breaks, if they change rooms, before and after eating, and after sneezing or coughing Be encouraged not to touch their mouth, eyes and nose Use a tissue or elbow to cough or sneeze, and use bins for tissue waste Pupils will be encouraged to learn and practise these habits in lessons and by posters put up across the school. Help will be available for any pupils who have trouble cleaning their hands independently. Skin friendly cleaning wipes can be used as an alternative. Young children will be supervised during hand washing. | Control measures to be communicated to staff | Headteacher SLT Site Staff | Actions identified need to be continuously communicated to all staff | |
| What are the hazards? | Who might be harmed and how? | What are we doing to control the risk? | What further action is needed to control the risks? | Who needs to carry out the action? | When is the action completed? | Done |
| Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach | | | | | | |
| <p>Spreading infection through contact with coronavirus on surfaces</p> <p>Systems of control 5</p> | Staff, pupils, wider contacts | <p>Cleaning staff will regularly clean frequently touched surfaces using standard cleaning products (e.g. bleach, detergent), including:</p> <ul style="list-style-type: none"> Banisters Classroom desks and tables Bathroom facilities (including taps and flush buttons) Door and window handles Furniture | Continuous reminders | Headteacher SLT Site Staff | Controls in place Further action ongoing | Hand washing with soap employs mechanical action that loosens bacteria and viruses from the skin, rinsing them into the |

| | | | | | | |
|--|--|--|--|--|--|---|
| | | <ul style="list-style-type: none"> • Light switches • Reception desks • Teaching and learning aids • Books and games and other classroom-based resources • Computer equipment (including keyboards and mouse) • Sports equipment • Hard toys • Telephones • Fingerprint scanners • Outdoor play equipment <p>Items that need laundering (e.g. towels, flannels, bedding) will be washed regularly in accordance with the manufacturer’s instructions, on the warmest water setting. These items will not be shared between children between washes.</p> <p>Pupils and parents/carers will be asked to limit the amount of equipment they bring into school each day to essentials like bags, lunch boxes, hats, coats, books, stationery and mobile phones.</p> <p>Areas of the school that are used by pupils will be cleaned thoroughly during the day and at the end of the day:</p> <ul style="list-style-type: none"> • Plan additional cleaning during school day – contact agency • 4 cleaners during the day <ul style="list-style-type: none"> – 10:30 – 2:30 (2 cleaners) – 11:30 – 2:30 (2 cleaners) • 3:30 onwards (x5 cleaners) <p>Areas of the school not in use will be shut off to make cleaning more manageable.</p> <p>Any resources shared between groups, such as sports, art and science equipment, will be either:</p> <ul style="list-style-type: none"> • Cleaned frequently and meticulously, and always between groups using them; or • Rotated so they can be unused and out of reach for 48 hours (72 hours for plastics) between use by different groups <p>The same rules will be followed for books and other shared resources that pupils or staff take home. However, unnecessary sharing will be avoided, especially where it doesn’t contribute to pupil education and development.</p> | | | | <p>drain. Drying hands afterwards makes the skin less hospitable to the virus. Hand sanitiser can be effective if soap is not available or the situation makes using soap less feasible (i.e. when outside) but using hand sanitiser provides none of the virus-destroying friction that rubbing your hands together and rinsing with water provides.</p> |
|--|--|--|--|--|--|---|

| | | <p>Individual and very frequently used equipment, like pens and pencils, will not be shared.</p> <p>Therapy equipment, such as physiotherapy or sensory equipment, will be cleaned between each use. If this is not possible or practical, it will be:</p> <ul style="list-style-type: none"> • Restricted to one user; or • Rotated so it can be unused for 48 hours (72 hours for plastics) between use by different individuals <p>Shared rooms, such as halls, ICT suite and dining areas, will be cleaned between different groups using them.</p> <p>If a person with coronavirus symptoms comes into school, a deep clean will take place in the areas that the person has been in, following decontamination guidance.</p> <p>Cleaning supplies will be topped up regularly and monitored to make sure they're not close to running out.</p> <p>Teachers will wash their hands and surfaces before and after handling pupils' books.</p> <p>Communal areas/equipment need to be cleaned before and after use:</p> <ul style="list-style-type: none"> • Remote desks • Photocopiers • Additional room space • Phones • Signing in and signing out | | | | |
|---|-------------------------------|--|--|---|---|------|
| What are the hazards? | Who might be harmed and how? | What are we doing to control the risk? | What further action is needed to control the risks? | Who needs to carry out the action? | When is the action completed? | Done |
| Minimise contact between individuals and maintain social distancing wherever possible | | | | | | |
| <p>Spreading infection due to excessive contact and mixing between pupils and staff in lessons</p> <p>Systems of control 6</p> | Staff, pupils, wider contacts | <ul style="list-style-type: none"> • Social distancing policy distributed to all staff • Where necessary mark areas with 1m distance measures for adult to adult contact • Bubbles set up for class/year group • Staff lists compiled for class/year group • Deployment of additional staff • Limit visitors and contractors on site • Parents not allowed on school site unless this is strictly controlled and appointments are made in advance | <p>Risk assessment shared with all staff</p> <p>Continuous reminders given to pupils and staff</p> <p>Communicate to parents what pupils</p> | <p>Headteacher SLT Site Staff</p> | <p>Actions identified need to be continuously communicated to all staff</p> | |

| | | | | | | |
|--|--|---|---|--|--|--|
| | | <ul style="list-style-type: none"> • Posters displayed around the site to remind staff and pupils about social distancing • Timetables in place to stagger different times of the day – start, break, lunch and end of day. SLT to set up timetables for each class/group – minimise contact between groups and mixing • Circulation routes are in place to keep groups apart • Pupils have limited access to resources • Classes have been stripped back - unnecessary items from each class including soft toys and furnishings have been removed • All pupils attending to have a pack of resources which are for their use only • Reading books remain in school • Pupils only to bring in fruit for break time, packed lunch and water bottle • Children come to school in appropriate clothing for PE days; no changing in school • Playground equipment out of bounds and taped off • Pupils will be kept to their class groups. • Children in the EYFS will be kept in consistent groups based on their age groups, while adhering to the usual staffing ratios. • Where pupils are old enough and capable enough, they will be taught and reminded to maintain their distance and not touch staff or peers. • Pupils will be seated side-by-side and facing forwards, and unnecessary furniture will be moved out of classrooms to allow for this. • Lessons that involve singing, chanting, shouting or playing instruments (particularly wind or brass instruments) will be limited to no more than 15 pupils, and will take place outside wherever possible (if taking place inside, the space will be well ventilated). Pupils will be positioned either back-to-back or side-to-side at an appropriate distance. Instruments won't be shared. Singing or instrument playing won't take place in any larger groups such as choirs or assemblies. • For physical activity, contact sports will be avoided. Outdoor sports will be prioritised where possible, or large indoor spaces used where it is not. Distance between pupils will be maximised as much as possible. | <p>are allowed to bring into school and when PE day will be</p> <p>Purchase pencil pots and zippy wallets</p> <p>Consider how books will be stored/distributed</p> <p>Additional play equipment to be ordered- class boxes with equipment for playtimes to be organised (PR/NH)</p> | | | |
|--|--|---|---|--|--|--|

| | | <ul style="list-style-type: none"> Staff can work across different groups across one year group bubble only, in order to deliver the school timetable, but they will keep their distance from pupils and other staff as much as they can (ideally 2 metres apart). This won't always be possible, particularly when working with younger children, but close face-to-face contact will be avoided, and time spent within 1 metre will be minimised. Crossing bubbles, any close contact with children that are not in your bubble, visors/ mask MUST be worn and a distance of 2m MUST be maintained where possible. Any pupils with complex needs or who need close contact care will have the same support as normal as distancing isn't possible here. Staff will be rigorous about hand washing and respiratory hygiene. The number of temporary staff entering the school premises will be kept to a minimum. Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. These staff will be advised to be rigorous about hand washing and respiratory hygiene. | | | | |
|--|-------------------------------|---|---|------------------------------------|--|------|
| What are the hazards? | Who might be harmed and how? | What are we doing to control the risk? | What further action is needed to control the risks? | Who needs to carry out the action? | When is the action completed? | Done |
| Minimise contact between individuals and maintain social distancing wherever possible | | | | | | |
| How to group children Systems of control 6 | Staff, pupils, wider contacts | How to group children: <ul style="list-style-type: none"> Maintain consistent groups to reduce the risk of transmission by limiting the number of pupils and staff in contact with each other to only those within the group. Continuing to maintain 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. Maintaining consistent groups remains important, but given the resumption of the full range of curriculum subjects, we have in some cases changed the emphasis on bubbles within our system of controls. Year 6 have assessed their circumstances and decided that class-sized groups are not compatible with managing the | Continue to assess | Headteacher SLT Site Staff | Actions identified need to be continuously communicated to all staff | |

| | | <p>practical logistics within and around the school so have implemented a year group sized 'bubble'.</p> <ul style="list-style-type: none"> At Eversley we keep children in their class groups for the majority of the classroom time, but also allow mixing into wider groups for specialist teaching. Siblings are also in different groups. All teachers and other staff operate across different classes within their year group bubble in order to facilitate the delivery of the school timetable. Where staff move between classes, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults. | | | | |
|--|-------------------------------|--|---|------------------------------------|--|------|
| What are the hazards? | Who might be harmed and how? | What are we doing to control the risk? | What further action is needed to control the risks? | Who needs to carry out the action? | When is the action completed? | Done |
| Minimise contact between individuals and maintain social distancing wherever possible | | | | | | |
| <p>Measures within the classroom</p> <p>Systems of control 6</p> | Staff, pupils, wider contacts | <p>Measures within the classroom</p> <ul style="list-style-type: none"> 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. It is strong public health advice that staff maintain distance from their pupils, staying at the front of the class, and away from their colleagues where possible. Ideally, adults should maintain 2 metre distance from each other, and from children. We know that this is not always possible, particularly when working with younger children, but if adults can do this when circumstances allow that will help. In particular, they should avoid close face to face contact and minimise time spent within 1 metre of anyone. Similarly, it will not be possible when working with many pupils who have complex needs or who need close contact care. These pupils' educational and care support should be provided as normal. 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 | Continue to assess | Headteacher SLT Site Staff | Actions identified need to be continuously communicated to all staff | |

| | | | | | | |
|--|-------------------------------------|---|--|---|--|-------------|
| | | <p>where they can, and even doing this some of the time, will help.</p> <ul style="list-style-type: none"> 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. Adaptations to the classroom have been made to support distancing where possible. That includes seating pupils side by side and facing forwards, rather than face to face or side on, and include moving unnecessary furniture out of classrooms to make more space. <p>Measures elsewhere</p> <ul style="list-style-type: none"> Groups are kept apart, meaning that we avoid large gatherings such as assemblies or collective worship with more than one group. When timetabling, groups are kept apart and movement around the school site kept to a minimum. While passing briefly in the corridor or playground is low risk, we have avoided creating busy corridors, entrances and exits. | | | | |
| What are the hazards? | Who might be harmed and how? | What are we doing to control the risk? | What further action is needed to control the risks? | Who needs to carry out the action? | When is the action completed? | Done |
| Minimise contact between individuals and maintain social distancing wherever possible | | | | | | |
| <p>Spreading infection due to excessive contact and mixing between pupils and staff around and outside of the school</p> <p>Systems of control 6</p> | Staff, pupils, wider contacts | <ul style="list-style-type: none"> Pupils will be kept in the same groups at all times each day, and be kept separate from other groups. For pupils who routinely attend other settings on a part-time basis, such as an alternative provision setting, the school will work with these other settings to work out a system to keep these pupils safe. Pupil groups will have staggered timetables, including for start and finish times, break and lunch times Movement around the school site will be kept to a minimum. Pupils will be supervised at all times to ensure mixing between groups doesn't occur, and they will be reminded about the rules throughout the day. | <p>Risk assessment shared with all staff</p> <p>Continuous reminders given to pupils and staff</p> | Headteacher SLT Site Staff | Actions identified need to be continuously communicated to all staff | |

| | | <ul style="list-style-type: none"> • Rooms will be accessed directly from outside where possible, and any corridors will have one-way circulation or a divider down the middle to keep groups apart. • All shared rooms, such as sport halls and dining areas, will be kept at half capacity where possible to allow groups to keep apart when using them. They will be cleaned between each use. • For dining, lunch will be brought to pupils in their classrooms apart from reception and two Year 2 classes • Toilet use will be managed to avoid crowding. • Classes allocated toilets to use to limit movement • Number of pupils going to the toilet are limited to one at a time • Allotted times for year groups to use the toilet at break times • Toilets allocated- consider allocating specific cubicles to classes • Staff use of staff rooms and offices will be staggered to limit occupancy. • Dishwashers to be used to clean staff room utensils/cutlery etc. for extra hygiene • Visitors to the site, such as contractors, will have guidance on physical distancing and hygiene explained to them on or before arrival. Visits will happen outside of school hours wherever possible. A record will be kept of all visitors. • Non-overnight domestic educational visits can take place in the same pupil groups, but only subject to a separate risk assessment that considers the coronavirus measures in place at the destination. • Breakfast and afterschool club - Set up provision in year groups • Plan which year groups the provision can be provided for – communicate this to parents • Cancel clubs for Autumn term • Discuss with Sherpa the provision they can provide (see separate guidance provided by Sherpa) | <p>Note: this doesn't have to be an 'all-or-nothing' approach – it'll still bring benefits to implement it partially- to be considered at a later date</p> <p>Review ongoing regarding Government Guidelines</p> <p>Due to National Lockdown commenced 5th November no clubs – Ofsted child care provision is able to continue</p> | | | |
|--|-------------------------------|---|---|------------------------------------|--|--|
| What are the hazards? | Who might be harmed and how? | What are we doing to control the risk? | What further action is needed to control the risks? | Who needs to carry out the action? | When is the action completed? | Done |
| Minimise contact between individuals and maintain social distancing wherever possible | | | | | | |
| Spreading infection due to the school environment | Staff, pupils, wider contacts | <ul style="list-style-type: none"> • Checks to the premises will be done to make sure the school is up to health and safety standards before opening in September. | Risk assessment shared with all staff | Headteacher H&S lead | Actions identified need to be continuously | Fire drill carried out October 2020 |

| | | | | | | |
|--|-------------------------------|---|--|---|-------------------------------|------|
| Systems of control 6 | | <ul style="list-style-type: none"> • Fire, first aid and emergency procedures will be reviewed to make sure they can still be followed with limited staff and changes to how the school space is being used. • Fire Evacuation procedures to be updated (CW) • Ensure staff know the priority if the fire alarm is activated is to exit the building not social distancing • Check all fire procedure notices are in place • Areas in use will be well ventilated by opening windows or using ventilation units. Doors will be propped open, where fire safety and safeguarding wouldn't be compromised. • The use of lifts will be avoided unless essential. • Lidded bins will be provided in classrooms and other key locations to dispose of tissues and any other waste. • Outdoor space will be used for exercise and breaks, and for education where possible. • The indoor space used for children in the EYFS will meet the following requirements: | Continuous reminders given to staff | Facilities manager - <ul style="list-style-type: none"> •Fire Evacuation procedures to be updated (CW) •Ensure staff know the priority if the fire alarm is activated is to exit the building not social distancing •Check all fire procedure notices are in place | communicated to all staff | |
| What are the hazards? | Who might be harmed and how? | What are we doing to control the risk? | What further action is needed to control the risks? | Who needs to carry out the action? | When is the action completed? | Done |
| Minimise contact between individuals and maintain social distancing wherever possible | | | | | | |
| Spreading infection due to excessive contact and mixing in meetings | Staff, pupils, wider contacts | <ul style="list-style-type: none"> • Where possible, all meetings will be conducted by telephone or using video conferencing. This includes meetings with staff, parents/carers, visitors and governors. • Where this isn't possible, essential meetings will be conducted outside, or in a room large enough to allow for social distancing. • Any essential face to face meeting should follow the guidance on proximity contact | Sign post all visitors to read the poster with the 5 systems of control before entering the building | Headteacher H&S lead Facilities manager | 10.07.2020 | |
| Systems of control 6 | | | | | | |
| What are the hazards? | Who might be harmed and how? | What are we doing to control the risk? | What further action is needed to control the risks? | Who needs to carry out the action? | When is the action completed? | Done |
| Minimise contact between individuals and maintain social distancing wherever possible | | | | | | |

| | | | | | | |
|--|--------------------------------------|---|---|---|--|--|
| <p>Individuals vulnerable to serious infection coming into school</p> <p>Systems of control 6</p> | <p>Staff, pupils, wider contacts</p> | <ul style="list-style-type: none"> The school will continue to follow any shielding guidance in place to decide who should come into school. If the guidance is paused, all staff and pupils are expected to come into school, apart from staff who can continue to work from home (e.g. some admin staff). Staff who are clinically vulnerable or clinically extremely vulnerable and coming into school will be placed in the safest possible on-site roles where it's possible to maintain social distancing. Update all individual risk assessments | <p>All individual risk assessments to be updated</p> | <p>Headteacher SLT</p> | <p>End of summer term 2020</p> | <p>Updated all risk assessments 4th November 2020</p> |
| <p>What are the hazards?</p> | <p>Who might be harmed and how?</p> | <p>What are we doing to control the risk?</p> | <p>What further action is needed to control the risks?</p> | <p>Who needs to carry out the action?</p> | <p>When is the action completed?</p> | <p>Done</p> |
| <p>Minimise contact between individuals and maintain social distancing wherever possible</p> | | | | | | |
| <p>Contact with coronavirus when getting to and from school</p> <p>Systems of control 6</p> | <p>Staff, pupils, wider contacts</p> | <ul style="list-style-type: none"> Everyone will be encouraged to walk or cycle into school, and asked to avoid taking public transport during peak times if possible. Plans to set up 'walking buses', staggered start times to help pupils avoid peak times. Parents/carers who need to drop off and pick up pupils will be told through messages and signage: - Their allocated drop off and collection times, with different groups being given different times <ul style="list-style-type: none"> -the protocols for minimising adult to adult contact - Protocols in place to minimise adult to adult contact - Allocated entrance and exit points - Only one parent can accompany their child to school - Communicated to parent's routines for dropping and collecting their child at school - 2 metre markers used for parents to queue into school if needed - Not to gather at entrance gates or doors, or enter the site unless they have a pre-arranged appointment - Anyone wearing non-disposable face coverings when arriving to school will be expected to bring a plastic bag to keep these in during the school day. If they're using disposable face coverings, these will be put in a covered bin. - parent group introduced to support school safer drop off and pick up. - all parents required to wear masks at drop off and pick up unless they are exempt. Pupils wearing any sort of face covering when arriving to school will wash their hands on arrival (as all pupils will), | <p>Anyone who needs to take public transport will be referred to government guidance.</p> <p>Continue to review these and make alterations where needed</p> <p>Set up an additional home school agreement with parents – must arrive and pick up pupils on allotted times, agree to the statements set out in the agreement</p> | <p>Headteacher SLT</p> | <p>Actions identified need to be continuously communicated to all staff</p> <p>Beginning of autumn term parents need to be informed and have opportunity to sign the 'home/school agreement'</p> | |

| | | <p>dispose of/store the covering, and wash their hands again before going to their classroom.</p> <ul style="list-style-type: none"> Pupils will be made aware that they mustn't touch the front of the covering during use or removal. | | | | |
|---|------------------------------|--|---|---|-------------------------------|------|
| What are the hazards? | Who might be harmed and how? | What are we doing to control the risk? | What further action is needed to control the risks? | Who needs to carry out the action? | When is the action completed? | Done |
| Where necessary, wear appropriate personal protective equipment (PPE) | | | | | | |
| <p>PPE is only needed in a very small number of cases.</p> <p>System of control 7</p> | Staff, pupils | <p>PPE is only needed in a very small number of cases, including:</p> <ul style="list-style-type: none"> where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at schools, and only then if a distance of 2 metres cannot be maintained where a child or young person already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used PPE equipment available – gloves, aprons and visors Moisture resistant masks to be used if a child is showing any symptoms compatible with coronavirus Identified an area where pupils are unwell can be isolated (currently school library) All welfare staff have had training/support to think about how they can do their job differently – e.g. children bathing their own cut or graze, not bending down to speak to a child – side to side rather than standing in front Gloves and aprons have been made available for staff to use if a pupil is vomiting Stop signs outside welfare room to ask pupils to wait before they enter All staff are clear about the actions they should take if a child presents with symptoms compatible with coronavirus Staff to call welfare before sending child for any reason | <p>Inform medical staff/all staff</p> <p>Review of welfare provision to take place at the end of the second week in September</p> | <p>Headteacher SLT</p> <p>Welfare staff</p> | Continuous | |

| What are the hazards? | Who might be harmed and how? | What are we doing to control the risk? | What further action is needed to control the risks? | Who needs to carry out the action? | When is the action completed? | Done |
|--|-------------------------------|--|--|---|-------------------------------|------|
| Keeping occupied spaces well ventilated | | | | | | |
| <p>It is important to ensure that the school is well ventilated and a comfortable teaching environment is maintained.</p> <p>System of control 8</p> | Staff, pupils, wider contacts | <p>The below systems have been put in place to ensure the school is well ventilated:</p> <ul style="list-style-type: none"> Natural ventilation – opening windows (in cooler weather windows should be opened just enough to provide constant background ventilation, and opened more fully during breaks to purge the air in the space). Opening internal doors can also assist with creating a throughput of air Natural ventilation – if necessary external opening doors may also be used (as long as they are not fire doors and where safe to do so) <p>To balance the need for increased ventilation while maintaining a comfortable temperature, the following measures should also be used as appropriate:</p> <ul style="list-style-type: none"> Opening high level windows in preference to low level to reduce draughts Increasing the ventilation while spaces are unoccupied (e.g. between classes, during break and lunch, when a room is unused) Providing flexibility to allow additional, suitable indoor clothing. Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces. | Further advice on this can be found in Health and Safety Executive guidance on air conditioning and ventilation during the coronavirus outbreak and CIBSE coronavirus (COVID-19) advice. | | | |
| What are the hazards? | Who might be harmed and how? | What are we doing to control the risk? | What further action is needed to control the risks? | Who needs to carry out the action? | When is the action completed? | Done |
| Response to any infection | | | | | | |
| <p>Engage with the NHS Test and Trace process</p> <p>Essential workers, which includes anyone involved in education or childcare, have priority access to testing.</p> | Staff, pupils, wider contacts | <p>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 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 | 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. | Headteacher SLT Welfare staff | Ongoing | |

| | | | | | | |
|---|--------------------------------------|--|--|---|--------------------------------------|-------------|
| <p>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> | | <ul style="list-style-type: none"> provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace self-isolate for at least 10 days if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19) Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. <p>Schools should ask parents and staff to inform them immediately of the results of a test:</p> <ul style="list-style-type: none"> 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. if someone tests positive, they should follow the ‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’ and must continue to self-isolate for at least 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 10 days also. | | | | |
| <p>What are the hazards?</p> | <p>Who might be harmed and how?</p> | <p>What are we doing to control the risk?</p> | <p>What further action is needed to control the risks?</p> | <p>Who needs to carry out the action?</p> | <p>When is the action completed?</p> | <p>Done</p> |
| <p>Attendance</p> | | | | | | |
| <p>Attendance expectations</p> <p>It is vital for all children to return to school to minimise as far as possible the longer-term impact of the</p> | <p>Staff, pupils, wider contacts</p> | <p>The usual rules on school attendance will apply, including:</p> <ul style="list-style-type: none"> parents’ duty to secure that their child attends regularly at school where the child is a registered pupil at school and they are of compulsory school age; | <p>Communicate rules to staff</p> | <p>Attendance officer</p> | <p>Ongoing</p> | |

| | | | | | | |
|---|-------------------------------|--|---|---|-------------------------------|------|
| pandemic on children's education, wellbeing and wider development. | | <ul style="list-style-type: none"> schools' responsibilities to record attendance and follow up absence the availability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct | | | | |
| What are the hazards? | Who might be harmed and how? | What are we doing to control the risk? | What further action is needed to control the risks? | Who needs to carry out the action? | When is the action completed? | Done |
| Pupils who are shielding or self-isolating | | | | | | |
| We now know much more about coronavirus (COVID-19) and so in future there will be far fewer children and young people advised to shield whenever community transmission rates are high. | Pupils, parents/carers, staff | <ul style="list-style-type: none"> A small number of pupils will still be unable to attend in line with public health advice because they are self-isolating and have had symptoms or a positive test result themselves; or because they are a close contact of someone who has coronavirus (COVID-19) Shielding advice for all adults and children will pause on 1 August, subject to a continued decline in the rates of community transmission of coronavirus (COVID-19). This means that even the small number of pupils who will remain on the shielded patient list can also return to school, as can those who have family members who are shielding. If rates of the disease rise in local areas, children (or family members) from that area, and that area only, will be advised to shield during the period where rates remain high and therefore they may be temporarily absent (see below). some pupils no longer required to shield but who generally remain under the care of a specialist health professional may need to discuss their care with their health professional before returning to school (usually at their next planned clinical appointment). Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, we will immediately offer them access to remote education. We will monitor engagement with this activity Where children are not able to attend school as parents are following clinical and/or public health advice, absence will not be penalised. | <p>Circulate the current advice on shielding to all staff and parents</p> <p>More advice from the Royal College of Paediatrics and Child Health at COVID-19 - 'shielding' guidance for children and young people can be found</p> | <p>Headteacher SLT</p> <p>Welfare staff</p> | Ongoing | |
| What are the hazards? | Who might be harmed and how? | What are we doing to control the risk? | What further action is needed to control the risks? | Who needs to carry out the action? | When is the action completed? | Done |
| Pupils and families who are anxious about return to school | | | | | | |

| | | | | | | |
|---|------------------------------|---|--|--|-------------------------------|---|
| <p>Pupils not attending school due to anxiety</p> <p>Be clear with parents that pupils of compulsory school age must be in school unless a statutory reason applies (for example, the pupil has been granted a leave of absence, is unable to attend because of sickness, is absent for a necessary religious observance etc).</p> | Pupils | <ul style="list-style-type: none"> Support to be put in place to address the potential concerns of pupils, parents and households who may be reluctant or anxious about returning This may include pupils who have themselves been shielding previously but have been advised that this is no longer necessary, those living in households where someone is clinically vulnerable, or those concerned about the comparatively increased risk from coronavirus (COVID-19), including those from Black, Asian and Minority Ethnic (BAME) backgrounds or who have certain conditions such as obesity and diabetes. If parents of pupils with significant risk factors are concerned, school to discuss their concerns and provide reassurance of the measures they are putting in place to reduce the risk in school. | <p>Learning mentor and SLT to be aware of pupils with possible anxieties</p> <p>Pupils questionnaire to be sent out</p> | Headteacher Mental Health Lead Learning Mentor | Ongoing | |
| What are the hazards? | Who might be harmed and how? | What are we doing to control the risk? | What further action is needed to control the risks? | Who needs to carry out the action? | When is the action completed? | Done |
| School workforce | | | | | | |
| <p>Following the reduction in the prevalence of coronavirus (COVID-19) and relaxation of shielding measures from 1 August, we expect that most staff will attend school.</p> <p>It remains the case that wider government policy advises those who can work from home to do so. We recognise this will not be applicable to most school staff, but where a role may be conducive to home working, for example some administrative roles, school leaders should consider</p> | Staff workforce | <p>Staff who are clinically vulnerable or extremely clinically vulnerable</p> <ul style="list-style-type: none"> most staff will return to the workplace, although we advise those in the most at risk categories to take particular care while community transmission rates continue to fall. Individuals who were considered to be clinically extremely vulnerable and received a letter advising them to shield are now advised that they can return to work from 1 August as long as they maintain social distancing. Discuss flexibility in how those members of staff are deployed to enable them to work remotely where possible or in roles in school where it is possible to maintain social distancing. People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace. <p>Staff who are pregnant</p> <p>As a general principle, pregnant women are in the 'clinically vulnerable' category and are advised to follow the relevant guidance available for clinically-vulnerable people.</p> | <p>Advice for those who are clinically-vulnerable, including pregnant women, is available.</p> <p>Advice for those who are extremely clinically vulnerable can be found in the guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19</p> <p>Some people with particular characteristics may be</p> | Headteacher SLT | End of summer term 2020 | <p>Updated individual risk assessments 4th November - staff emailed to alert Head teacher of any to changes to risk assessment</p> |

| | | | | | | |
|---|------------------------------|--|---|--|-------------------------------|------|
| what is feasible and appropriate | | <p>Staff who may otherwise be at increased risk from coronavirus (COVID-19)</p> <ul style="list-style-type: none"> • If people with significant risk factors are concerned, we will discuss their concerns and explain the measures the school is putting in place to reduce risks. • School leaders will try as far as practically possible to accommodate additional measures where appropriate. • People who live with those who have comparatively increased risk from coronavirus (COVID-19) can attend the workplace. | at comparatively increased risk from coronavirus (COVID-19), as set out in the COVID-19: review of disparities in risks and outcomes report . The reasons are complex and there is ongoing research to understand and translate these findings for individuals in the future. | | | |
| What are the hazards? | Who might be harmed and how? | What are we doing to control the risk? | What further action is needed to control the risks? | Who needs to carry out the action? | When is the action completed? | Done |
| Supporting staff | | | | | | |
| <p>Mental health and well-being of staff</p> <p>All employers have a duty of care to their employees, and this extends to their mental health. Schools already have mechanisms to support staff wellbeing and these will be particularly important, as some staff may be particularly anxious about returning to school.</p> | Staff | <ul style="list-style-type: none"> • Ongoing programme of support – Continues to be SIP priority • SLT stay in regular contact with staff • Continue to promote well-being to all staff • Electronic staff briefings sent out each week to staff so they are kept up to date • Staff are signposted to organisations for support through briefings and conversations with leaders • Staff well-being on the agenda of Governing Body meetings • Well-being survey sent to staff and Well-being Working party set up | <p>Information about the extra mental health support for pupils and teachers is available.</p> <p>The Education Support Partnership provides a free helpline for school staff and targeted support for mental health and wellbeing.</p> | Headteacher Mental Health Lead Learning Mentor | Ongoing | |

| What are the hazards? | Who might be harmed and how? | What are we doing to control the risk? | What further action is needed to control the risks? | Who needs to carry out the action? | When is the action completed? | Done |
|---|------------------------------|--|--|------------------------------------|-------------------------------|------|
| Deploying support staff and accommodating visiting specialists | | | | | | |
| Ensure that appropriate support is made available for pupils with SEND, for example by deploying teaching assistants and enabling specialist staff from both within and outside the school to work with pupils in different classes or year groups. | Staff/pupils/wider contacts | <ul style="list-style-type: none"> Using guidance create list of staff that are able to return to work – agree responsibilities for those not returning Maintain contact with staff unable to return Provide online training for staff returning to work that have not been in school Allocate staff to ‘bubbles’ Use current guidance to write to staff about those who will need to return to work – call first (HK) Arrangements made for all staff that have not been in school to visit before the end of term – providing this is safe to do so Complete individual risk assessments – follow guidance and personnel advice Assess how many staff may be at increased risk due to protected characteristics (complete risk assessments) Use outcomes of risk assessments to decide how staff will be deployed -Consider best use of staff who are not attached to class/bubble All specialist teachers – music, PE, PSHE to be timetabled with year group Accelerating progress teachers/additional support staff to be allocated year groups to support PPA teachers to be allocated to year groups to limit contact across the schools Reception: Lucie D; Lucy T; Doulla Year 1: Claire Year 2: Luna Year 3: Sara Year 4: Jenny Year 5: Tara/Shirley Year 6: Peter/Niall Additional teacher allocated to NQT classes- they will provide the release No mixing of groups to deliver intervention programmes Formative and summative assessments used to identify gaps in pupils learning Teachers planning reflects how gaps will be addressed Phase Leaders to work with year groups to re-establish good progress in essential aspects of learning (phonics and reading, vocabulary, writing and mathematics) Programmes to be delivered as whole class teaching sessions | <ul style="list-style-type: none"> Look at use of google classroom or Teams Investigate use of pre-recorded lessons Communicate the staff that PPA may need to change – smaller units of time and/or not in year groups | Headteacher SLT | Ongoing | |

| | | <ul style="list-style-type: none"> Additional adult in class/year group to deliver catch up programme u/interventions Guidance in place Use analysis in week 3 to plan programme of support Advertise to teaching staff tuition programme – payments and expectations Set up system for measuring impact of tuition Put together plan for staff to deliver small group tuition in week 4 | | | | |
|---|------------------------------|---|---|------------------------------------|--------------------------------|------|
| What are the hazards? | Who might be harmed and how? | What are we doing to control the risk? | What further action is needed to control the risks? | Who needs to carry out the action? | When is the action completed? | Done |
| Staff taking leave | | | | | | |
| Many staff will want to take a holiday over the summer period, which may involve travelling abroad. The government has set a requirement for people returning from some countries to quarantine for 14 days on their return. The latest guidance on quarantine can be accessed at coronavirus (COVID-19): how to self-isolate when you travel to the UK . | Staff | <ul style="list-style-type: none"> Staff will need to be available to work in school from the start of the autumn term. Discuss leave arrangements with staff before the end of the summer term to inform planning for the autumn term. There is a risk that where staff travel abroad, their return travel arrangements could be disrupted due to factors arising beyond their control in relation to coronavirus (COVID-19), such as the potential for reinstatement of lockdown measures in the place they are visiting. Where it is not possible to avoid a member of staff having to quarantine during term time, consider if it is possible to temporarily amend working arrangements to enable them to work from home. | Inform staff of expectations before summer holidays | Headteacher SLT | End of summer term 2020 | |
| What are the hazards? | Who might be harmed and how? | What are we doing to control the risk? | What further action is needed to control the risks? | Who needs to carry out the action? | When is the action completed? | Done |
| Safeguarding | | | | | | |
| Revision of the child protection policy (led by their Designated Safeguarding Lead) to reflect the return of more pupils. Schools must have regard to the statutory safeguarding guidance, keeping children safe in education and should refer to the coronavirus (COVID-19): safeguarding in | Staff, pupils | <ul style="list-style-type: none"> Designated safeguarding Lead (and deputies) should be provided with more time, especially in the first few weeks of term, to help them provide support to staff and children regarding any new safeguarding and welfare concerns and the handling of referrals to children's social care and other agencies where these are appropriate, and agencies and services should prepare to work together to actively look for signs of harm. Communication with school nurses is important for safeguarding and supporting wellbeing, as they have continued virtual support to pupils who have not been in school. | Share relevant documents with all staff and governors | DSL | 4 th September 2020 | |

| | | | | | | |
|--|------------------------------|--|---|---|-------------------------------|------|
| <u>schools, colleges and other providers guidance.</u> | | <ul style="list-style-type: none"> Safeguarding training planned for September 4th online whole school 3 year update Ongoing safeguarding training for staff on procedures and processes for raising concerns Safeguarding is an agenda item on Governing Body meetings Updated CP policy in line with KCSIE 2020 Safeguarding review to take place in Autumn term Training Protocols for online training set with regards to attendance and use of video links Safeguarding protocols to be in place for virtual classrooms | | | | |
| What are the hazards? | Who might be harmed and how? | What are we doing to control the risk? | What further action is needed to control the risks? | Who needs to carry out the action? | When is the action completed? | Done |
| Extra-curricular provision | | | | | | |
| Schools should consider resuming any breakfast and after-school provision, where possible, from the start of the autumn term. We recognise that schools may need to respond flexibly and build this up over time. Such provision will help ensure pupils have opportunities to re-engage with their peers and with the school, ensure vulnerable children have a healthy breakfast and are ready to focus on their lessons, provide enrichment activities, and also support working parents. | Pupils, parents/carers | <ul style="list-style-type: none"> Set up provision in year groups Plan which year groups the provision can be provided for – communicate this to parents Cancel clubs for Autumn term Discuss with Sherpa the provision they can provide | | Headteacher Office manager | End of summer term 2020 | |
| What are the hazards? | Who might be harmed and how? | What are we doing to control the risk? | What further action is needed to control the risks? | Who needs to carry out the action? | When is the action completed? | Done |
| Curriculum | | | | | | |
| The key principles that underpin our advice on curriculum planning are: Education is not optional: all pupils receive a high-quality education that promotes | Staff, pupils | <ul style="list-style-type: none"> Keep outdoor learning a priority Focus on maths; English; outdoor learning; P.E; creative learning; PSHE for Autumn Term Focus on curriculum drivers Resources used are disinfected/washed throughout the school day | | Curriculum Team Phase/curriculum leads | Ongoing | |

| | | | | | | |
|--|--------------------------------------|---|--|---|--------------------------------------|-------------|
| <p>their development and prepares them for the opportunities, responsibilities and experiences of later life.</p> <p>The curriculum remains broad and ambitious: all pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.</p> <p>Remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed.</p> | | <ul style="list-style-type: none"> • Limit the amount of equipment pupils use during break times – climbing frames out of bounds • No carpet time • Additional phonics sessions to take place in year 1 and 2 each day • Continue staff training online • PSHE programme in place and staff support available • Plan for September INSET days; CPD around Teaching and Learning and recovery curriculum. Send planning ideas and documents to teachers (HK/FG/CK) • Discuss ways of peripatetic teachers continuing to work remotely for first half term – extended to all term • No educational visits to take place in the Autumn term – keep this under review • Separate PE equipment for year groups • PE leads to provide guidance on non-contact PE with maximum distance • Hall space to be used for Yoga, stretching type sessions not physical sports • Remote learning updated see policy • New curriculum implemented from January | | | | |
| What are the hazards? | Who might be harmed and how? | What are we doing to control the risk? | What further action is needed to control the risks? | Who needs to carry out the action? | When is the action completed? | Done |
| Behaviour | | | | | | |
| <p>Updating behaviour policies with any new rules/policies, and consider how to communicate rules/policies clearly and consistently to staff, pupils and parents, setting clear, reasonable and proportionate expectations of pupil behaviour</p> | <p>Staff, pupils, wider contacts</p> | <ul style="list-style-type: none"> • Expectations reinforced – follow behaviour policy • Behaviour policies have been updated to reflect the new rules and routines necessary to reduce the risk • New rules and routines established with pupils • Continue to risk assess pupils with any behaviour concerns before they return to school • Behaviour expectations communicated to parents • Share advice not from LA on dealing with behaviour concerns with a remote learning offer Pupils not adhering to rules sent home- blended learning provided | <p>Consult LA regarding 'blended learning' legalities</p> | <p>Headteacher/SLT</p> | <p>End of summer term 2020</p> | |

| What are the hazards? | Who might be harmed and how? | What are we doing to control the risk? | What further action is needed to control the risks? | Who needs to carry out the action? | When is the action completed? | Done |
|---|-------------------------------|--|--|------------------------------------|-------------------------------|---|
| Contingency planning for outbreaks | | | | | | |
| Contingency planning for outbreaks | Staff, pupils, wider contacts | <ul style="list-style-type: none"> For individuals or groups of self-isolating pupils, remote education plans will 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 on remote education support. In the event of a local outbreak, the PHE health protection team or local authority may advise a school or number of schools to close temporarily to help control transmission. <p>Remote education support</p> <ul style="list-style-type: none"> Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we will offer immediate remote education. Remote education provision in place by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home. <p>In developing these contingency plans, we will:</p> <ul style="list-style-type: none"> use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school's curriculum expectations give access to high quality remote education resources select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback, and make sure staff are trained in their use provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools should work with families to deliver a broad and ambitious curriculum. <p>When teaching pupils remotely, we will:</p> <ul style="list-style-type: none"> set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good | In the event of a local outbreak we will need a contingency plan for this eventuality. This may involve a return to remaining open only for vulnerable children and the children of critical workers, and providing remote education for all other pupils. | Headteacher/SLT | Ongoing | See Online Offer on school website for Remote learning at Eversley during January 2021 lockdown for full provision offer. |

| | | | | | | |
|--|--|--|--|--|--|--|
| | | <p>level of clarity about what is intended to be taught and practised in each subject</p> <ul style="list-style-type: none"> • provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos • gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work • enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding • plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers <p>We will consider these expectations in relation to the pupils' age, stage of development and/or special educational needs, for example where this would place significant demands on parents' help or support. We will avoid an over-reliance on long-term projects or internet research activities.</p> <p>A range of resources to support schools in delivering remote education is available:</p> <ul style="list-style-type: none"> • Curriculum maps for key subjects for year groups from Reception to year 9 will be published in July. They aim to provide support to schools in developing the ability to switch from classroom teaching to remote provision immediately in case of local lockdowns or self-isolation. A number of education resource providers intend to align their resources to these maps, to further support schools. These maps are designed as a support for schools and are entirely non-mandatory, for use at the discretion of the school. • DfE has produced a quality assured list of remote education resources which are available to schools and parents for free over the summer term. Where pricing models have changed, schools may consider using some of their catch-up funding on remote resources in line with the access to technology section of the EEF's COVID-19 support guide for schools • From that start of the autumn term, Oak National Academy will make available video lessons covering the entire national curriculum, available to any school for free. These are being developed in partnership with a | <p>The government will also explore making a temporary continuity direction in the autumn term, to give additional clarity to schools, pupils and parents as to what remote education should be provided. DfE will engage with the sector before a final decision is made on this.</p> | | | |
|--|--|--|--|--|--|--|

| | | | | | | |
|--|--|---|--|--|--|--|
| | | <p>wide group of teachers and school leaders to develop lessons in the popular topics. The resources will be as flexible as possible, allowing schools to reorder topics and lessons, to match their own plans and curriculum.</p> <ul style="list-style-type: none"> • Oak National Academy specialist content for pupils with SEND. This covers communication and language, numeracy, creative arts, independent living, occupational therapy, physical therapy and speech and language therapy. Their provision for next academic year will include an expanded range of content for the specialist sector. • government-funded access to one of two free-to-use digital education platforms: Google for Education or Microsoft Office 365 Education. Schools can apply through The Key for School Leaders. The Key also provides feature comparison and case studies on how schools are making the most of these platforms. • a network of schools and colleges for help and support on effective use of tech for remote education that can be accessed through the EdTech Demonstrator Programme. • laptops, tablets and 4G wireless routers have been made available to local authorities and academy trusts to support vulnerable and disadvantaged children (specifically, care leavers, children and young people with a social worker, and disadvantaged year 10 pupils). Local authorities and academy trusts will continue to own and use these devices (including for catch up purposes) following pupils returning to school in the autumn term. They will be responsible for loaning them in the event that a school is required to close temporarily due to coronavirus (COVID-19). If required, the department will look to provide further device and connectivity support for disadvantaged pupils who would otherwise lack access during a school closure. These devices will be owned by the school. • In addition to 4G routers provided to local authorities and academy trusts, the Department for Education is working in partnership with BT to offer free access to BT WiFi hotspots for disadvantaged pupils. We are also working with the major telecommunications companies to expand this offer and provide access to free additional data to families who rely on a mobile internet connection while the response to coronavirus (COVID- | | | | |
|--|--|---|--|--|--|--|

| | | 19) requires pupils to learn from home and access social care services online. More information on increasing internet access for vulnerable and disadvantaged children is available. | | | | |
|--|------------------------------|--|--|--|-------------------------------|------|
| What are the hazards? | Who might be harmed and how? | What are we doing to control the risk? | What further action is needed to control the risks? | Who needs to carry out the action? | When is the action completed? | Done |
| Contractors | | | | | | |
| | Catering Supplies | <ul style="list-style-type: none"> Hot meals provided each day with a menu choice Numbers for lunches communicated to catering Contact with school meal staff is limited through pupils eating their lunch in classes or in designated areas Pupils and staff order lunches in advance TAs to collect lunches from kitchen to support kitchen staff- allocated times given Ensure FSM vouchers have been ordered for the summer Food vouchers for vulnerable families for summer from hardship fund | | Headteacher/SLT Office manager | | |
| | Contractors on site | <ul style="list-style-type: none"> All contractors on site are asked to sanitise their hands before entering the building Site manager/office manager to accompany contractors on site to ensure they are following protocols Sign post all visitors to read the poster with the 5 systems of control before entering the building | | Headteacher/SLT Office manager | | |
| | Cleaning company | <ul style="list-style-type: none"> Monthly monitoring visits in place Reports shared with headteacher Mechanisms in place to report areas that have not been cleaned Staff instructed to clean high usage areas | Invite new day cleaning staff to induction/safeguarding training | Headteacher/SLT Office manager | | |
| What are the hazards? | Who might be harmed and how? | What are we doing to control the risk? | What further action is needed to control the risks? | Who needs to carry out the action? | When is the action completed? | Done |
| Rapid Asymptomatic Coronavirus (COVID-19) Testing | | | | | | |
| Safe Storage of the NFD | Staff, pupils | <ul style="list-style-type: none"> Deliveries are checked on arrival and lists of contents retained All tests to be stored in the disabled toilet in reception, locked away with key personnel only having access to the key. | Systems and processes to be checked by Headteacher | Headteacher Marie/Kat/ Nicole/Veronica/Ellie | Ongoing | |

| | | | | | | |
|------------------------|--|--|--|--|--|--|
| Distributing test kits | | <ul style="list-style-type: none"> • Testing supplies are safely maintained at temperatures between 2 and 30 degrees Celsius. • All staff taking part to collect test kits as instructed by the school – information shared at Monday 25th January staff meeting. • 1 box to be given to each member of staff as each box contains 7 test kits • School to complete Test Kit Log – retain this document for 8 Years – ensure all columns are completed – name of school, date of test kit received by school, name of test kit issuer, date test kit issued to test subject (staff), name of test subject (staff), lot number, test expiry date and has new IFU been issued • Ensure all staff the correct Instructions for Use (IFU) and they know that instruction in the test kit are not to be used • Systems of control to be in place when distributing test kits eg 2 metres distance, wearing a face mask etc • Ensure there is enough supply by ordering when details are published • All staff to receive a copy the ‘Staff Rapid COVID-19 LFD Test booklet | | | | |
| Test results | | <ul style="list-style-type: none"> • Reminders given during staff meetings and briefings • All staff given guidance on reporting their result to NHS Test and Trace (booklet) • All staff given guidance on what to do if they have a positive, negative or void test result (booklet) • All staff to complete a google form to submit to the school when the test is taken • Consistent approach implemented to testing with a Monday and Thursday testing day each week – this supports schools to collect results • Clear communication to staff that if they have 2 void results or a positive test they have to book a PCR test • Staff to inform the school when a PCR test is booked • Headteacher to contact staff who report a positive or 2 void test • Bubbles and contacts asked to self-isolate until a PCR test result is received • For individual staff If there are any issues with the test then staff should raise this with the school lead • If there is a clinical incident which led or has potential to harm, participants are advised to report it on https://coronavirusyellowcard.mhra.gov.uk. | | | | |
| Incident Report | | <ul style="list-style-type: none"> • If a staff member needs medical care this should be sought through contacting 111 or 999. | | | | |

| Mitigating Risk to the schools or Trust | | <ul style="list-style-type: none"> For non-clinical incidents occurring at home, participants are advised to report any issues (something damaged, or missing or difficult to use in the kit, unable to log result etc.) to 119 School must record time, date and details of concerns and report incidents to the DfE helpline if there seems to be repeated or similar issues (eg multiple repeat void test, unclear results, leaking/damaged tubes RPA insurance states that they will indemnify members if a claim is brought by a third party (employees). It will cover death, injury, or damage to party property, due to the school undertaking the asymptomatic tests | | | | |
|---|------------------------------|--|---|------------------------------------|------------------------------|------|
| What are the hazards? | Who might be harmed and how? | What are we doing to control the risk? | What further action is needed to control the risks? | Who needs to carry out the action? | When is the action completed | Done |
| COVID-19 being vaccinated | | | | | | |
| Preparing for the COVID19 vaccination | Staff, pupils | <ul style="list-style-type: none"> Eversley will encourage all members of staff to get vaccinated once their age group becomes entitled to it. This risk assessment will also include alternative safety measures to receiving the vaccine (for example the continued use of PPE). <p><u>UK government plan for rollout</u></p> <ul style="list-style-type: none"> In December 2020 the NHS began administering a coronavirus vaccine made by PfizerBioNTech, followed by the Oxford AstraZeneca vaccine. A third vaccine, from Moderna, was also approved, and other vaccines are in the pipeline. On 11 January 2021 the Department of Health and Social Care published a delivery plan setting out its strategy and targets with three phases: By mid-February: Offer the vaccine to the top four priority groups (around 15 million people in the UK), including residents in care homes for older adults and their carers, over 80s and frontline health and social care workers, over 75s, over 70s and clinically extremely vulnerable individuals. By mid-April: Offer the vaccine to the remaining priority groups (around 17 million people in the UK), including the | Systems and processes to be checked by Headteacher | Headteacher/SLT | Ongoing | |

| | | | | | | |
|--|--|---|--|--|--|--|
| <p>Employees vaccinated in first wave of rollout</p> | | <p>over 50s, over 60s and those younger people who are under 65 but at risk.</p> <ul style="list-style-type: none"> By autumn, offer the vaccine to all remaining adults in the UK by the autumn, (another 21 million people), possibly prioritising front-line workers, such as the police, the fire service and teachers (although this has yet to be confirmed). <ul style="list-style-type: none"> Second dose: The government initially planned to follow medical trial recommendations and give people a second dose of the vaccine within three weeks of receiving their first dose. However, in early January 2021, because of the rates of transmission and hospitalisation, this policy was changed to prioritise the first dose, and the second dose is now only being given after a bigger gap of up to 12 weeks. This gives more people a first dose more quickly. Some epidemiologists have expressed doubts over diverging from the original gap between doses with an increased risk of virus mutation as a result, and by early February trials were still ongoing to prove otherwise. Importantly, while the vaccination can prevent serious illness in the person who has been vaccinated, trials to prove the extent to which vaccination prevents transmission of coronavirus are still ongoing. England's deputy chief medical officer Professor Jonathan Van-Tam has warned that people who have received their vaccination must still obey social-distancing rules so Eversley must continue to consider our other COVID-19 security measures. Eversley will stay up to date with the latest plans on the government website regarding the rollout and adjust plans accordingly. <p><u>Employees vaccinated in first wave of rollout</u></p> <ul style="list-style-type: none"> Although most people receiving the vaccine in the first wave are elderly and retired, some younger working people have received the vaccine in the first wave because they are clinically extremely vulnerable or they are a health care worker or engaged in a similar sector. | | | | |
|--|--|---|--|--|--|--|

| | | | | | | |
|---|--|---|--|--|--|--|
| <p><u>Planning for wider rollout</u></p> <p><u>Planning for different groups of employees:</u></p> <p><u>Employees who can't have the vaccine</u></p> | | <ul style="list-style-type: none"> • Anyone who receives the vaccine must continue to follow lockdown rules and their COVID19 secure workplace procedures as they could potentially transmit the virus to unvaccinated people. • Vaccination does alter Everlsey's approach for some clinically highly vulnerable staff. • Having the vaccine means these workers can better protect themselves and after both doses may be able to finish shielding and return to the workplace following an individual risk assessment. Current lockdown rules will apply to other employees who may still need to work from home depending on the nature of the role. <p><u>Planning for wider rollout</u></p> <ul style="list-style-type: none"> • In the UK, generally, vaccination has not been mandatory and there is no indication this will change for COVID-19. Given that, for public health reasons and to protect themselves and others from disease, it's desirable to have as many people vaccinated against COVID19 as possible, employers should encourage staff to be vaccinated and publicise the benefits to improve take up of the vaccine when individuals are offered it through the NHS. <p><u>Planning for different groups of employees:</u></p> <p><u>Employees who can't have the vaccine</u></p> <ul style="list-style-type: none"> • Some individuals may be advised not to have the vaccine due to a medical condition, while others may be allergic or have trypanophobia (a fear of needles). These people could be protected by the disability provisions within the Equality Act 2010 if they refuse the vaccine. • For employees with a genuine medical reason that prevents vaccination, Eversley will take other steps with regards to health and safety, for example reinforcing our COVID-19 secure working environment, facilitating remote working where possible, or considering a different | | | | |
|---|--|---|--|--|--|--|

| | | | | | | |
|--|--|---|--|--|--|--|
| <p><u>Employees who may be hesitant</u></p> <p><u>'Vaccine hesitancy' is the term used to describe either a delay in taking vaccines, or a refusal to have them</u></p> <p><u>Pregnant or breastfeeding employees</u></p> <p><u>Ethnic minority groups</u></p> | | <p>role. In some cases, medical advice may need to be taken with the employee's consent.</p> <p><u>Employees who may be hesitant</u></p> <p><u>'Vaccine hesitancy' is the term used to describe either a delay in taking vaccines, or a refusal to have them</u></p> <ul style="list-style-type: none"> As Employers, we will listen to any concerns employees have around vaccination with empathy and understanding, as with the many issues that people have been facing due to the pandemic (like illness, fear and anxiety, childcare issues and so on) – this is a period that needs very careful and sensitive management. <p><u>Pregnant or breastfeeding employees</u></p> <ul style="list-style-type: none"> Advice for those who are pregnant, breastfeeding or planning to get pregnant has changed since the vaccination programme started. There's no evidence the COVID-19 vaccines are unsafe, but more evidence is needed before pregnant women are routinely offered the vaccine and they have to discuss pros and cons with a healthcare professional before having the vaccination. Women may be able to have the vaccine if they are pregnant and: <ul style="list-style-type: none"> at high risk of getting coronavirus because of where they work have a health condition that means they are at high risk of serious complications of coronavirus. Breastfeeding women can have the COVID-19 vaccine. Women do not need to avoid pregnancy after vaccination. However, women can avoid vaccination because they are planning a pregnancy. <p><u>Ethnic minority groups</u></p> <ul style="list-style-type: none"> There has been some evidence that hesitancy about the vaccine has been disproportionately higher in ethnic minority groups. | | | | |
|--|--|---|--|--|--|--|

| | | | | | | |
|--|--|--|--|--|--|--|
| | | | | | | |
|--|--|--|--|--|--|--|