

<b>School/Academy:</b>	Woodlands Academy	<b>Date of assessment</b>	06/11/2020	
<b>Who might be harmed?</b>	Pupils, staff, visitors and contractors	<b>How many are affected?</b>	Whole School	
<p><b>Reference:</b> “Given the improved position, the balance of risk is now overwhelmingly in favour of children and young people returning to school.... For the vast majority of children and young people, the benefits of being back in an education setting far outweigh the very low risk from coronavirus”</p> <p><a href="#">Guidance for full opening: special schools and other specialist settings (2<sup>nd</sup> July 2020)</a></p> <p><a href="#">Guidance for full opening schools (28<sup>th</sup> August 2020)</a></p> <p><a href="#">Guidance for full opening: special schools and other specialist settings (5<sup>th</sup> November 2020)</a></p>				
<b>Hazard Aspect</b>	<b>Possible control measures</b>	✓ if in place ✗ if not or n/a	<b>Where:</b> ✗ state action to be taken with timescales ✗ any additional control measures ✓ site specific details	<b>Residual Risk rating</b> High, medium, low
<b>Communication</b>				
Staff	<ul style="list-style-type: none"> <li>This completed risk assessment is shared with staff. Signatures are obtained.</li> </ul>	✓	RA will be distributed to staff once approved by CEO, during first half of Autumn Term	✓ ✓
	<ul style="list-style-type: none"> <li>Staff are encouraged to give regular feedback on the effectiveness of these control measures and plans, share suggestions and identify additional touch points.</li> </ul>	✓	Staff views regularly gathered by SLT and staff are encouraged to discuss RA	
Parents/carers, pupils and visitors	<ul style="list-style-type: none"> <li>The relevant control measures from this risk assessment are communicated to parents, carers, pupils and visitors.</li> </ul>	✓	All RAs are updated on the Raleigh Learning Trust website as well as the school's website as standard procedure and can be viewed by all at any time. Any returning pupils and new staff are given a letter outlining the RA and procedures.	Low
	<ul style="list-style-type: none"> <li>Where possible, for example with older children with less complex needs who are able to self-regulate their behaviours without distress, children and young people should also be supported to maintain distance and not touch staff and their peers. This will not be possible for the youngest children and some children with complex needs and it is not feasible in some settings where space does not allow.</li> <li>Settings doing this where they can, and even doing this some of the</li> </ul>	✓	Signage in place around school and in classroom promoting social distancing and good hygiene practices.  Classroom set up for social distancing. Class 1 arranged for group work, 2m will not be always possible due to the needs of the pupils. Other are set up for 2m or 1m+ social distancing.	

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	time will help. • Signage is installed wherever necessary as a reminder.  • If possible, a pdf version of this completed risk assessment published on the school's website to provide transparency of approach to parents, carers and pupils. (Do not include names where any personal details are recorded).		For younger pupils and those with complex needs, staff have been instructed to be extra vigilant in terms of hygiene and regular hand washing.  This is standard practise and updates are added to the RLT COVID-19 Hub website and the schools website.	
Employer	• This completed risk assessment is shared with the employer following sign off by the school's Governing Body.	✓	Will be shared with Operations Manager on 14/09/2020 to then be shared with the CEO	Low
Trade Unions	• This completed risk assessment is shared with the recognised Trade Unions following sign off by the school's Governing Body. (Do not include names where any personal details are recorded).	✓	Will be shared once completed and agreed	Low
<b>Contracting / transmitting Covid-19</b>				
Preventing symptomatic persons attending school	• Pupils, parents / carers and any visitors, such as suppliers, are informed not to enter the school if they are displaying any symptoms of coronavirus: <ul style="list-style-type: none"> <li>○ a new, continuous cough</li> <li>○ <b>or</b> a high temperature</li> <li>○ <b>or</b> has a loss of, or change in, their normal sense of taste or smell (anosmia)</li> </ul> <a href="#">PHE Campaign posters are available here.</a>	✓	Signage in place at entrance. This will be communicate to parents in end of year letter	Low
	• For noting: In the majority of cases, schools and parents will be in agreement that a child with symptoms should not attend school, given the potential risk to others. In the event that a parent or guardian insists on a child attending school, schools can take the decision to refuse the child if in their reasonable judgement it is necessary to protect their pupils and staff from possible infection with coronavirus.	✓	Noted	
Reducing the number of persons	• Following the reduction in the prevalence of coronavirus and	✓	Most staff will be expected to work at school. Any special cases will be considered on a	LOW

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on site	<p>relaxation of shielding measures from 1 August most staff are expected to attend school.</p> <p>It remains the case that wider government policy advises those who can work from home to do so.</p> <p>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 have considered what is feasible and appropriate.</p>		case by case basis.	
	<ul style="list-style-type: none"> <li>Contractors undertaking statutory testing and emergency and routine repairs are permitted on site.</li> </ul> <p>They are advised to arrange visits outside of the school day where possible and avoid arriving and leaving site during pupil pick up and drop off times.</p> <p>The number and duration of face to face contacts with adults is limited as far as possible (e.g. 15 minutes). 2 metre social distancing protocols are followed.</p>	✓	All contractor appointments are being arranged via the Site caretaker, outside of the school day where possible and avoid arriving and leaving site during pupil pick up and drop off times.	
	<ul style="list-style-type: none"> <li>Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. Specialists, therapists, clinicians and other support staff for pupils provide interventions as usual. They ensure they minimise contact and maintain as much distance as possible from other staff. Where visits can happen outside of school or college hours, they should.</li> </ul> <p>To minimise the numbers of temporary staff entering the setting's premises, and secure best value, the school has considered using longer assignments with supply teachers and agree a minimum number of hours across the academic year.</p>	✓	If supply teachers, peripatetic teachers and/or other temporary staff are required they will be allocated to a particular class group/hub and only be called on for that hub.	
	<ul style="list-style-type: none"> <li>The School's coronavirus safety principles are communicated to essential visitors such as contractors, other non-school based services, external coaches, clubs and organisations for curricular and extra-curricular activities prior to any proposed visit.</li> </ul> <p>A dialogue is undertaken where necessary between the school and visitors regarding the schedule of the visit including the rooms to be</p>	✓	<p>Signage in place at entrance.</p> <p>Protocols and RA communicated to outside agencies where needed.</p>	

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	<p>visited and any points of discussion around social distancing and hygiene.</p> <ul style="list-style-type: none"> <li>Parents/carers are informed that if their child needs to be accompanied to the school, only one parent/carer should attend if possible.</li> <li>Conversations with parent/carers are held on the telephone wherever possible. Parents/carers are informed not to enter the school building unless they have a pre-arranged appointment. The 2-metre social distancing rule applies to these meetings and kept as short as possible (e.g. 15 minutes).</li> <li>Non-essential visitors are asked remain away from site. In determining whether the visitor is essential consider whether the meeting can be undertaken remotely, whether there are any other health and safety, financial or other significant implications of not undertaking the visit.</li> <li>Governor meetings held virtually if possible. Any Governor meetings held in school are undertaken following social distancing protocols. Governor monitoring visits are undertaken virtually if possible.</li> <li>If planning an indoor or outdoor face-to-face performance in front of a live audience, the schools follows the latest advice in the DCMS performing arts guidance, implementing events in the lowest risk order as described. If planning an outdoor performance the school gives particular consideration to the guidance on delivering outdoor events.</li> </ul>	<p>✓ ✓ ✓ ✓ N/A</p>	<p>In place and will be communicated to parents of returning pupils via parent contract</p> <p>In place</p> <p>In place. Visits by appointment only</p> <p>In place</p> <p>None planned</p>	
Persons at higher risk of becoming seriously ill	<ul style="list-style-type: none"> <li>Staff and pupils in the “clinically extremely vulnerable” categories have been identified. Note that research is being undertaken by PHE following reports that deaths among black, Asian and minority ethnic (BAME) groups are disproportionately high. A report by Public Health England found that other things might also</li> </ul>	✓	In place. Individual risk assessments are completed on staff/pupil return.	LOW

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	<p>mean persons are more likely to get seriously ill from coronavirus. These include:</p> <ul style="list-style-type: none"> <li>○ age – the risk increases as you get older</li> <li>○ being a man</li> <li>○ where in the country you live – the risk is higher in poorer areas</li> <li>○ being born outside of the UK or Ireland</li> </ul> <p>• Guidance is strictly followed for “clinically extremely vulnerable” groups of <b>staff</b>:                      They can return to work from 1 August as long as they maintain social distancing. School leaders are flexible 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.                      Individual risk assessments have been completed which detail these control measures.</p>	<p>✓</p>	<p>Meetings have taken place with all returning staff to complete an individual risk assessment.</p> <p>School environment set up to reduce number of contacts between individuals and promote social distancing.</p> <p>Staff briefings/assemblies take place via TEAMS and staff stay in their class/hub.</p> <p>Additional safety screens have been ordered for office staff.</p> <p>Regular cleaning in place.</p> <p>CEV staff - Those individuals who are clinically extremely vulnerable are advised to work from home and not to go into work. Individuals in this group will have been identified through a letter from the NHS or from their GP, and may have been advised to shield in the past.</p> <p>Tasks will be agreed with SLT for CEV staff to complete at home and IT equipment will be provided if necessary.</p>	

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	<ul style="list-style-type: none"> <li>Guidance is strictly followed for “clinically extremely vulnerable” groups of <b>pupils</b>. The following information has been shared with parents/carers of children who are currently in the clinically extremely vulnerable category:  <ul style="list-style-type: none"> <li>“Some pupils no longer required to shield but who generally remain under the care of a specialist health professional may need to discuss their care with their health professional before returning to school in September (usually at their next planned clinical appointment). More advice is available from the <a href="#">Royal College of Paediatrics and Child Health</a>.”</li> </ul>                     Individual risk assessments have been completed where necessary.                 </li> </ul>	<p>✓</p>	<p>All other staff should continue to attend work, including those living in a household with someone who is clinically extremely vulnerable.</p> <p>The new CEV pupil assessment template has been received.</p> <p>The information has been shared with parents at the end of Summer term.</p> <p>Individual pupil Risk Assessments are being completed prior to return, in conjunction with care plans.</p> <p>CEV children - Most children originally identified as clinically extremely vulnerable no longer need to follow original shielding advice. Parents should be advised to speak to their child’s GP or specialist clinician if they have not already done so, to understand whether their child should still be classed as clinically extremely vulnerable. Those children whose doctors have confirmed they are still clinically extremely vulnerable are advised not to attend childcare or nursery during the period this advice is in place. Children who live with someone who is clinically extremely vulnerable, but who are not clinically extremely vulnerable themselves, should still attend education or childcare. Parents of clinically extremely vulnerable children will be receiving a letter shortly confirming this advice.</p>	
	<ul style="list-style-type: none"> <li>Staff in the clinically vulnerable and BAME categories have been individually reminded to observe social distancing where possible</li> </ul>	<p>✓</p>	<p>ALL staff are reminded of this on a regular basis</p>	

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	and the aide memoir is used when requested.			
School Visits	<ul style="list-style-type: none"> <li>Domestic (UK) overnight and overseas educational visits are not organised.</li> <li>Non-overnight domestic educational visits are undertaken in line with protective measures, such as keeping children within their consistent group, and the coronavirus secure measures in place at the destination.</li> </ul>	N/A	None planned	
	<ul style="list-style-type: none"> <li>External sport facilities can also be used in line with <a href="#">government guidance</a> for the use of, and travel to and from, those facilities.</li> </ul>	✓	<p>Some pupils will be attending soft play and swimming <b>when restrictions allow this</b>. School transport will be provided and as such bubbles will be maintained.</p> <p>No external visits are planned to take place until there is a reduction in the alert level.</p>	
Undertaking CPR	<ul style="list-style-type: none"> <li>The following information has been shared with school first aiders: <a href="#">Resuscitation Council UK Statement on COVID-19 in relation to CPR and resuscitation in first aid and community settings</a> <a href="http://www.hse.gov.uk/coronavirus/first-aid-and-medicals/first-aid-certificate-coronavirus.htm">www.hse.gov.uk/coronavirus/first-aid-and-medicals/first-aid-certificate-coronavirus.htm</a></li> </ul>	✓	Shared with first aiders 20/05/2020	LOW
Persons becoming symptomatic whilst in school	<ul style="list-style-type: none"> <li>If anyone in the school becomes unwell with:                             <ul style="list-style-type: none"> <li>a new, continuous cough</li> <li>or a high temperature</li> <li>or has a loss of, or change in, their normal sense of taste or smell (anosmia)</li> </ul> </li> <li>they must:                             <ul style="list-style-type: none"> <li>be sent home and advised to follow '<a href="#">stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection</a>', 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.</li> </ul> </li> </ul> <p>Other members of their household (including any siblings) should self-isolate for 14 days from when the symptomatic person first had</p>	✓	<p>Isolation room MEETING ROOM; LITERACY ROOMS AND CLASS 1A, has been identified while waiting.</p> <p>There are toilets located outside of the MEETING ROOM LITERACY ROOMS AND CLASS 1A which will be at that point in sole use for the isolated person. This procedure will be communicated to all staff via the Operation Plan on 20/05/2020.</p> <p>Additional signage added for 1 pupil at any one time.</p> <p>For staff the same procedure will apply.</p>	LOW

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	symptoms.		<p>In the scenario of both adult and child being symptomatic and awaiting pick-up, the adult will be isolated within one of the vacant classrooms.</p> <p>Staff who develop symptoms at home should also inform SLT so that testing can be carried out quickly.</p>	
	<ul style="list-style-type: none"> <li>• PPE is available in the event that someone becomes symptomatic on site and if a distance of 2 metres cannot be maintained:                             <ul style="list-style-type: none"> <li>○ a <b>face mask</b></li> <li>○ <b>disposable gloves</b> and an <b>apron</b> if contact is necessary</li> <li>○ <b>eye protection</b> if a risk assessment determines that there is a risk of fluids entering the eye from, for example, coughing, spitting or vomiting.</li> </ul> </li> </ul>		In place	
	<ul style="list-style-type: none"> <li>• If a member of staff has helped someone who was unwell with a new, continuous cough or a high temperature, they do not need to go home unless they develop symptoms themselves (and in which case, a test is available) or the child subsequently tests positive. They should wash their hands thoroughly for 20 seconds after any contact with someone who is unwell.</li> </ul> <p>Cleaning the affected area with normal household disinfectant after someone with symptoms has left will reduce the risk of passing the infection on to other people. See the <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a>.</p>	✓	<p>Where a member of staff has helped someone with symptoms, they do not need to go home unless they develop symptoms themselves (and in which case, a test is available) or the child subsequently tests positive</p> <p>Staff are aware of handwashing protocols after any contact with someone who is unwell.</p> <p>Cleaning of the affected area with normal household disinfectant will be undertaken after someone with symptoms has left.</p> <p>Sink for washing is available in the isolation room, PPE will be stored in the Primary area and all incidences will need to be reported to SLT member in order for procedures to be responded to.</p>	



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			<p>if a child, young person or other learner becomes unwell with symptoms whilst in the Academy and needs direct personal care until they can return home. A fluid-resistant surgical face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained.</p> <p>If contact with the child or young person is necessary, then disposable gloves, a disposable apron and a fluid-resistant surgical face mask should be worn by the supervising adult.</p> <p>If there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn.</p>	
	<ul style="list-style-type: none"> <li>Records of persons with symptoms consistent with coronavirus are kept (ref: tracker).</li> </ul>	✓	<p>The academy has been using its own system to track this but will now move to using the tracker from 14/9/2020</p>	
Test and Trace	<ul style="list-style-type: none"> <li>The <a href="#">latest NHS/PHE test and trace information</a> has been shared with staff and parents. In particular, parents are encouraged to get tests for their children if they develop symptoms. <a href="#">Posters are available here.</a></li> <li>Staff and parent telephone numbers are checked for accuracy.</li> <li>The school understands the purpose of the school's own home test kits, has decided who makes the decision to offer the kit when they have a stock and by what criteria:                      "You should only offer a home test kit to individuals who have developed symptoms while at school (or to their parent or carer if it is a pupil) in the exceptional circumstance that you believe they may have barriers to accessing a test elsewhere, and that giving them a home test kit directly will therefore significantly increase the likelihood of them getting tested."</li> </ul>	<p>✓</p> <p>✓</p> <p>✓</p>	<p>This was communicated with staff and parents in the end of year letter</p> <p>Ongoing</p> <p>AW will oversee this. Guidance read and understood.</p>	LOW

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	<p>Note that to book a test at a centre they will need their own transport (or walk). To book either a test at a centre or to request a home test kit access to the internet and mobile phone is required, or by telephoning NHS on 119.</p>			
	<ul style="list-style-type: none"> <li>Swift action is taken when you become aware that someone who has attended school has tested positive for coronavirus by contacting PHE East Midlands Health Protection: 0344 2254 524 The School's employer (LA or Trust) should also be contacted. (See symptom summary chart).</li> </ul>	✓	<p>In the case of confirmed case of COVID-19, The principal or another member of SLT will call DfE and seek further guidance from East Midlands Health Protection.</p> <p>The advice service can be reached by calling the DfE Helpline on 0800 046 8687 and selecting option 1 for advice on the action to take in response to a positive case. Callers will be put through to a team of advisers who will inform them of what action is needed based on the latest public health advice. <b>Any general queries relating to coronavirus and education and childcare settings should select option 3 or 4.</b></p>	
	<ul style="list-style-type: none"> <li>Contact details, are kept of all other visitors to the school, including where possible, personal phone numbers.</li> </ul>	✓	In place	
	<ul style="list-style-type: none"> <li>Ongoing records are kept of:                             <ul style="list-style-type: none"> <li>The names of pupils in the bubbles and members of staff who have accessed them.</li> <li>Any close contact that takes places between children and staff in different bubbles.</li> </ul> <p>These details may be required at short notice outside the regular school day to enable the school to inform individuals to immediately self-isolate.</p> </li> </ul>	✓	In place	
	<ul style="list-style-type: none"> <li>For noting: In the event that a pupil or member of staff reports symptoms, the rest of the bubble can continue to attend school awaiting the result</li> </ul>	✓	Noted and will be communicated with staff	

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	of the test (apart from any siblings who are in, or not in, the same bubble who must also self-isolate with the rest of their household).			
Hygiene – General	<ul style="list-style-type: none"> <li>• Correct handwashing and good hygiene are followed by staff, pupils, visitors and contractors. Pupils wash their hands at the designated times during the day and after certain activities:                             <ul style="list-style-type: none"> <li>○ On arrival at school</li> <li>○ After breaks and sport activities</li> <li>○ Early Years: after using wheeled bikes, trikes and other large, movable toys</li> <li>○ Before cooking and eating</li> <li>○ After sneezing or coughing</li> <li>○ After using the toilet</li> <li>○ Before leaving home</li> </ul> </li> </ul> <p>Note: Electric hand dryers may be used in schools</p> <ul style="list-style-type: none"> <li>• A process is in place for removing face coverings when pupils and staff who use them arrive at school. Pupils are instructed not to touch the front of their face covering during use or when removing them. They must wash their hands immediately on arrival (as is the case for all pupils), dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom.</li> </ul> <ul style="list-style-type: none"> <li>• For noting: School uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal.</li> </ul> <ul style="list-style-type: none"> <li>• <a href="#">Posters</a> are displayed in every classroom to be used, at the main entrance or front office, in places visible to those at the school gate if possible, in the staffroom and in all toilets and reminders given to pupils. Particular pupil groups are encouraged where possible not to touch their faces or to put objects in their mouths.</li> </ul>	<p>✓</p> <p>✓</p> <p>N/A</p> <p>✓</p>	<p>All children and staff will wash/disinfect hands on entry and before during and after lunch. They will wash when moving to a new area in the school and/or a new activity and equipment.</p> <p>The donning and doffing procedures were shared with staff and pupils. Signage will be placed up in classrooms and reception areas week commencing 14/9/2020</p> <p>In place</p>	<p>LOW</p>

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	<ul style="list-style-type: none"> <li>Adequate soap / hand sanitizer and tissues are available for pupils and staff throughout the school and for visitors arriving at main reception. Soap and water is the preferred choice; hand sanitizer is used when the use of soap and water is not practical. Identified children are supervised with their use of hand sanitiser use given risks around ingestion. Small children and pupils with complex needs should continue to be helped to clean their hands properly. Skin friendly skin cleaning wipes are used as an alternative.</li> </ul>	✓	In place	
	<ul style="list-style-type: none"> <li>Arrangements for dealing with bodily fluids are in place. The risk assessment has been completed and appropriate disposal procedures are in place.</li> </ul>	✓	Existing Intimate Care Policy updated to include additions such as double bagging; may consider protective arm sleeves for biters (cut resistant sleeves). Fluid resistant (surgical masks) available  Additional PPE will be ordered via NCC's procurement route as required  Care plans updated with Covid-19 protocol and instructions for donning and doffing PPE.  Staff or children wanting to wear masks are allowed.	
	<ul style="list-style-type: none"> <li>The best choice of bins for used tissues is a lidded bin with a pedal as you will not need to physically touch the bin lid and the tissues will be safely stored. Lidded swing top type bins will require the person disposing of the tissue to touch the lid, potentially contaminating it. Although that person disposing the tissue should wash their hands afterwards, the next person to use the bin who is disposing general waste may not wash their hands afterwards and potentially contaminate their hands. Therefore if these are used then they should be only for the disposal of tissues and labelled as such perhaps with a reminder to</li> </ul>	✓	Lidded bins in each room being used.  Cleaners and staff have been instructed on and follow protocol.  Signage in place	

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	<p>wash their hands afterwards.</p> <p>Bins without lids shouldn't be used for tissues but can be used for general waste and/or paper towels used to dry hands after washing them.</p> <p>Site staff / cleaners wash their hands after emptying the bins.</p>			
	<ul style="list-style-type: none"> <li>Schools that have <b>not</b> had a lengthy closure: A full deep clean of the premises should not be necessary unless it has been required by Public Health England. However, all touch surfaces should be given priority for cleaning, as should have been the case during the partial opening.</li> </ul>	<b>N/A</b>	Building has been thoroughly cleaned daily. Underutilised rooms have all been cleaned daily to ensure readiness on a day by day basis	
	<ul style="list-style-type: none"> <li>Sufficient ongoing enhanced cleaning in areas occupied by staff and pupils. (Areas that have not been not occupied and secured prior to the reopening fully do not need cleaning for infection control purposes). A list of touch points and surfaces that will receive regular cleaning has been created. These will include door handles, WC flush handles, WC vanity surfaces, taps, push plates, dining tables, door and gate entry systems, photocopier control panels, banisters, chairs, light switches. Frequently touched surfaces and touch points are cleaned using sanitizing chemicals. The frequency of necessary cleaning has been identified. More frequent cleaning is required of rooms / shared areas that are used by different groups. Note: By the end of the summer term, Public Health England will publish revised guidance for cleaning non-healthcare settings (including schools) to advise on general cleaning.</li> </ul>	<b>✓</b>	<p>Cleaners are cleaning before and after the pupils arrive and leave with instructions to focus on target areas such as frequently touched surfaces and touchpoints.</p> <p>Staff have access to appropriate PPE and have been trained and instructed in usage.</p> <p>Staff are working under the direction of Chris Birchall to ensure the risk assessments are being undertaken.</p>	
	<ul style="list-style-type: none"> <li>Wherever possible contactless payments are accepted on site rather than cash. In the event that this isn't possible, office staff should wash or sanitise their hands immediately after handling any coins.</li> </ul>	<b>N/A</b>		

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Hygiene – Classroom group bubble	<ul style="list-style-type: none"> <li>Soft furnishings, soft toys and toys that are hard or impossible to clean (such as play dough or those with intricate parts) have been removed from use in rooms which more than one bubble group uses.</li> </ul>	✓	Rooms with soft furnishings are not being used. Unused toys have been stored away.	LOW
	<ul style="list-style-type: none"> <li>Unnecessary items are removed from classrooms and other learning environments where there is space to store it elsewhere as this reduces the amount of cleaning required.</li> </ul>	✓	All classrooms have been decluttered and unnecessary items stored away.	
	<ul style="list-style-type: none"> <li>Teaching staff may wish to clean articles or areas within the classroom during the school day e.g. books after being touched by pupils, touch points within their class, e.g. in the event a pupil has dropped a used tissue on a table: It is safest that teaching staff use sanitising wipes for this purpose. If other cleaning chemicals are used then additional COSHH risk assessments, training and PPE may be required. These chemicals should be purchased in the dilution ready for use, kept in the original bottles and stored securely within the classroom.</li> </ul>	✓	Cleaners are cleaning before and after the pupils arrive and leave with instructions to focus on target areas such as frequently touched surfaces and touchpoints.  Staff have access to PPE and have been trained and instructed on usage.  Cleaning materials available in all classes/used areas.	
	<ul style="list-style-type: none"> <li>Teachers wash or sanitise their hands before and after handling pupils' books.</li> </ul>	✓	All staff briefed and staff to take responsibility for their own hand hygiene.	
	<ul style="list-style-type: none"> <li>Activities are avoided which involve passing items around a class where it does not contribute to pupil education and development. The sharing of books, other resources and equipment is avoided where possible. Staff and pupils have their own pencils and pens, which are not shared. Consider labelling items with pupils' names.</li> </ul>	✓	Individual equipment packs have been made up and labelled.	
	<ul style="list-style-type: none"> <li>Shared materials such as books and games and surfaces are cleaned and sanitised more frequently. Resources for activities such as painting, sticking, cutting, small world play, indoor and outdoor construction activities are washed before and after use.</li> </ul>	✓	Equipment and surfaces regularly wiped down. This will increase once the school reopens wider, as such a cleaner will be employed during the hours of 10am – 2pm to ensure this task is undertaken.	
	<ul style="list-style-type: none"> <li>Resources that are shared <b>between</b> bubbles, such as sports, art and science equipment are cleaned frequently and meticulously</li> </ul>	✓	Each bubble has access to own PE equipment.	

Hazard Aspect	Possible control measures	✓ if in place ✗ if not or n/a	Where: ✗ state action to be taken with timescales ✗ any additional control measures ✓ site specific details	Residual Risk rating High, medium, low
	<p>and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.</p> <ul style="list-style-type: none"> <li>• Pupils limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats, books, stationery and mobile phones. Bags are allowed.</li> <li>• The amount of shared resources that are taken home are limited.</li> <li>• Ensure that reusable drinking cups are not shared between pupils. Consider replacing reusable drinking cups with disposable cups.</li> <li>• <a href="#">Guidance</a> is followed with any proposed singing in schools.</li> <li>• Children and staff are encouraged to flush toilets with the lid down to avoid the possibility of an aerosol. Where there are toilets without lids in nurseries a temporary cover is placed over the toilet when <b>staff</b> have to flush nursery toilets.</li> </ul>	<p>✓</p> <p>✓</p> <p>✓</p> <p>N/A</p> <p>✓</p>	<p>Only one bubble will be using rooms such as DT, Science, PE and these will be cleaned after use.</p> <p>A rota has been put in place for only 1 bubble to use Commando Joe Equipment each week, working in their respective classes the following week on planning and other tasks. PW has sent out supportive guidance and suggestions to staff about this change.</p> <p>In place</p> <p>In place</p> <p>In place</p> <p>Pupils to bring their own water bottles where possible or have their own cups in class.</p> <p>In place</p>	
<p>PPE (<a href="#">Reference</a>)</p>	<ul style="list-style-type: none"> <li>• Adequate necessary Personal Protective Equipment (PPE) is available for cleaning tasks, personal care, first aid and certain medical procedures.</li> </ul>	<p>✓</p>	<p>In place</p> <p>Instruction on donning and doffing shared with staff and signage in place around school.</p> <p>No pupils with complex medical needs.</p> <p>Care plans have been updated and include instructions on the use of PPE</p>	<p>Low</p>

Hazard Aspect	Possible control measures	✓ if in place ✗ if not or n/a	Where: ✗ state action to be taken with timescales ✗ any additional control measures ✓ site specific details	Residual Risk rating High, medium, low
	<ul style="list-style-type: none"> <li>• Training and instruction have been provided for the putting on, removing and disposal of PPE.</li> <li>• Risk assessments in place for medical procedures have been reviewed in light of the pandemic (contact the medical professional who created or assisted with the creation of the risk assessment) and in particular noting whether any additional PPE is necessary.</li> <li>• Aerosol generating procedures (AGPs): Within education settings these are only undertaken for a very small number of children with complex medical needs, such as those receiving tracheostomy care. Staff performing AGPs in these settings follow Public Health England’s personal protective equipment (PPE) guidance on aerosol generating procedures, and wear the correct PPE which is:                         <ul style="list-style-type: none"> <li>○ a FFP2/3 respirator</li> <li>○ gloves</li> <li>○ a long-sleeved fluid repellent gown</li> <li>○ eye protection</li> </ul> </li> </ul>			
<p>Face coverings in school</p> <p>(Face coverings are instead largely intended to protect others, not the wearer, against the spread of infection because they cover the nose and mouth, which are the main confirmed sources of transmission of virus that causes coronavirus infection)</p>	<ul style="list-style-type: none"> <li>• The Head Teacher has made the policy decision whether to recommend the wearing of face coverings for Key stage 3 and 4 pupils, staff or visitors in communal areas outside the classroom where the layout of the schools makes it difficult to maintain social distancing when staff and pupils are moving around the premises, for example, corridors and staffrooms. Note that some individuals are exempt from wearing face coverings. (Based on current evidence and the measures that schools are already putting in place, such as the system of controls and consistent bubbles, face coverings will not be necessary in the classroom even where social distancing is not possible. Face coverings would have a negative impact on teaching and their use in the classroom should be avoided).</li> </ul>	✓	<p>face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained.</p> <p>Staff and pupils have been advised to wear face coverings while moving around the building, however it is rare that different classes/hubs meet in the corridors.</p> <p>Due to the needs of some pupils, face coverings are not appropriate for all and this cannot necessarily be applied for all pupils who are year 7+</p>	LOW



Hazard Aspect	Possible control measures	✓ if in place ✗ if not or n/a	Where: ✗ state action to be taken with timescales ✗ any additional control measures ✓ site specific details	Residual Risk rating High, medium, low
			<p>Visors have been provided for some pupils in primary classes where social distancing is difficult. More are available in the school office, if required.</p> <p>Pupils have been given their own visor, which is labelled with their name and cleaned regularly.</p>	
	<ul style="list-style-type: none"> <li>In the event that the Head Teacher recommends face coverings in circumstances identified above and 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, a small contingency supply available to meet such needs.</li> </ul>	✓	A supply of face masks and visors is available in the school office	LOW
	<ul style="list-style-type: none"> <li>Instructions are displayed / provided for wearers of face coverings of the correct way– available as a <a href="#">list here</a> and an <a href="#">infographic here</a>.</li> </ul>	✓	Signage displayed around school	LOW
Reducing number of touchpoints	<ul style="list-style-type: none"> <li>Touchpoints are reduced by propping open non-fire doors. Fire doors can only be held open throughout the school day with dedicated automatic closing devices.</li> </ul>	✓	In place	LOW
	<ul style="list-style-type: none"> <li>Only use touch screen signing in systems if it can be ensured that only the bar code reader is used or hands are sanitised straight afterward after touching and the screens are cleaned on a regular basis at appropriate times.</li> </ul>	✓	In place	
	<ul style="list-style-type: none"> <li>Consider whether drinking fountains need to be taken out of action.</li> </ul>	✓	Drinking fountains in use. Signage in place to clean after use.	
Site to site visits	<ul style="list-style-type: none"> <li>Staff who travel from school to another site during work hours for work purposes (i.e. not the commute) on public transport have been provided surgical face masks or the following information: <a href="https://www.gov.uk/government/publications/how-to-wear-and-make-a-cloth-face-covering/how-to-wear-and-make-a-cloth-face-covering">https://www.gov.uk/government/publications/how-to-wear-and-make-a-cloth-face-covering/how-to-wear-and-make-a-cloth-face-covering</a></li> </ul>	N/A	No staff currently using public transport	

Hazard Aspect	Possible control measures	✓ if in place ✗ if not or n/a	Where: ✗ state action to be taken with timescales ✗ any additional control measures ✓ site specific details	Residual Risk rating High, medium, low
<b>Contracting / transmitting Covid-19 – including the “Bubble” Model</b>				
Parents and pupils travelling to school	<ul style="list-style-type: none"> <li>Parents/carers and pupils are encouraged to walk or cycle to the school where possible.</li> </ul>	✓	In place	
	<ul style="list-style-type: none"> <li>The school has considered how pupils arrive at school, and how to reduce any unnecessary travel on coaches, buses or public transport where possible. Consider staggered start times to enable more public transport journeys to take place outside of peak hours. Discussions are had with parents around their possible use of their own vehicle to transport their child.</li> </ul>	✓	In place  Pupils in taxis are in controlled groupings to avoid mixing unnecessarily. Awaiting further DFE guidance on transport. Face masks available for secondary school age pupils travelling on public transport and their start/end times will be staggered to avoid peak times.	
	<ul style="list-style-type: none"> <li>The school has worked with Transport Services to establish safety measures. A range of measures is used for dedicated school transport services:                             <ul style="list-style-type: none"> <li>Where possible transport bubbles reflect the bubbles that are adopted with school.</li> <li>Hand sanitiser is used upon boarding and/or disembarking.</li> <li>Additional cleaning of vehicles is undertaken.</li> <li>Organised queuing and boarding is in place where possible.</li> <li>Distancing within vehicles is in place wherever possible.</li> <li>The use of face coverings for children over the age of 11, where appropriate - for example if they are likely to come into very close contact with people outside of their group or who they do not normally meet.</li> <li>Identify where it might be necessary to provide additional dedicated school transport services.</li> </ul> </li> </ul>	✓	Pupils in taxis are in controlled groupings to avoid mixing unnecessarily. Awaiting further DFE guidance on transport. Face masks available for secondary school age pupils travelling on public transport and their start/end times will be staggered to avoid peak times. SEN City transport in bubbles.  Entrance into school from transport will be staggered. Pupils will remain on transport until collected by staff and taken directly to their hubs.  Different entrances and paths around school for different hubs.	
	<ul style="list-style-type: none"> <li>Families using public transport are referred to the safer travel guidance for passengers: <a href="https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers">https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers</a></li> </ul>	✓	communicated to parents in an end of year letter which sent out 24/07/2020	

Hazard Aspect	Possible control measures	✓ if in place ✗ if not or n/a	Where: ✗ state action to be taken with timescales ✗ any additional control measures ✓ site specific details	Residual Risk rating High, medium, low
Organising the school day	<ul style="list-style-type: none"> <li>Drop-off and collection times are staggered but these should not reduce the amount of overall teaching time. Specific arrangements are determined where parents/carers have children in different year groups.</li> </ul>	✓	Most pupils transported. Pupils will remain on transport until collected by staff.	LOW
	<ul style="list-style-type: none"> <li>Parents/carers' drop-off and pick-up protocols that minimise adult to adult contact are in place. Parents/carers are instructed not to congregate in groups on, or directly outside the school premises.</li> </ul>	✓	In place	
	<ul style="list-style-type: none"> <li>Break times including lunch are staggered so that all pupils are not moving around the school at the same time.</li> </ul>	✓	Breaks will be within hubs. Each hub has access to their own outside space.  Hubs 1 and 2 will eat lunch in class. One member of staff will collect the lunch.  Hub 3 will eat their lunch in the diner with the main hall as overspill, if required. The rationale for this is that there are behaviour groups who will have reduced staffing at lunchtime. This will allow a more controlled unstructured time with our behaviour lead observing.	
Foyer / Reception	<ul style="list-style-type: none"> <li>Consider marking the ground directly outside the front entrance with tape or temporary paint at 2 metre intervals and display instructional signage.</li> </ul>	✓	In place	
	<ul style="list-style-type: none"> <li>Consider marking the floor of the foyer with tape at 2 metre intervals, and in doing so identify how many individuals (or pairs of individuals from the same household) can safely be present in the foyer at any one time. Instructional signage is displayed. Office staff to only allow this identified number into the foyer in at any one time – the front entrance door will need to be on the door entry control system if installed.</li> </ul>	✓	In place	

Hazard Aspect	Possible control measures	✓ if in place ✗ if not or n/a	Where: ✗ state action to be taken with timescales ✗ any additional control measures ✓ site specific details	Residual Risk rating High, medium, low
	<ul style="list-style-type: none"> <li>Existing reception screens are kept in the closed position wherever possible. Floor markings are installed if screens are not in place and there is no other barrier preventing the visitor approaching 2 metres from the receptionist. (Note that 1 metre distance is acceptable where screens are fitted)</li> </ul>	✓	In place	
Office ( <a href="#">Reference</a> )	<ul style="list-style-type: none"> <li>Consider splitting administration staff with staff working from home on alternate days. For larger teams fixing these splits (cohorting), so that where contact is unavoidable, this happens between the same individuals.</li> <li>The office layout has been examined such that workstations that are usable at the same time (i.e. 2 metres apart) have been identified. If the proposed workstations are closer than 2 metres (but at least 1 metre) and the office activity needs to continue in this manner, all the following actions must be undertaken where possible to reduce the risk:                             <ul style="list-style-type: none"> <li>Further increasing the frequency of hand washing and surface cleaning.</li> <li>Keeping the activity time involved as short as possible.</li> <li>Using screens or barriers to separate people from each other.</li> <li>Using back-to-back or side-to-side working (rather than face to-face).</li> </ul> </li> <li>Hot desks are avoided where possible. Where not possible, workstations are cleaned in between use.</li> </ul>	✓	In place  Office layout has been reviewed.  No more than 3 people allowed in main office at any one time.  Space in back office available to further promote social distancing.  Screens have been ordered to provide barriers between desks	
Meeting rooms	<ul style="list-style-type: none"> <li>Remote working tools (Teams, Zoom, Meet) are used to avoid in-person meetings where possible.</li> <li>Only absolutely necessary participants physically attend meetings and they maintain social distancing guidelines (2m, or 1m with risk mitigation where 2m is not viable).</li> <li>Pens, documents and other objects are not shared.</li> </ul>	✓	Where possible, meetings take place remotely  Any face-to-face meetings take place in a large, ventilated room with social distancing observed.  Individual pens, documents and other objects will be provided	

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	<ul style="list-style-type: none"> <li>• Hand sanitiser is provided in meeting rooms.</li> <li>• Meetings are held outdoors or in well-ventilated rooms whenever possible.</li> <li>• For areas where regular meetings take place, floor signage is used to help people maintain social distancing.</li> </ul>	<p>✓</p> <p>✓</p> <p>✓</p>	<p>In place</p> <p>Meeting room is well ventilated</p> <p>Floor signage is in place.</p>	
Staff room	<ul style="list-style-type: none"> <li>• Use of staff rooms should be minimised, although staff must still have a break of a reasonable length during the day. Staff can continue to use the staff room if they apply social distancing measures:                             <ul style="list-style-type: none"> <li>○ Identify seating that can be used 2 metres apart. Back to back seating is preferred. Tape off other seating.</li> <li>○ Stagger staff breaktimes</li> <li>○ Instruct staff not to congregate at the kitchen area.</li> </ul> </li> <li>• Notices promoting hand hygiene and social distancing are visibly placed in the staff room.</li> </ul>	<p>✓</p> <p>✓</p>	<p>In place</p> <p>Each bubble has a designated staff room which is cleaned regularly</p> <p>No more than 3 people in PPA room at one time. Equipment such as computers/photocopiers must be wiped after use</p> <p>Signage in place</p>	
Corridors	<ul style="list-style-type: none"> <li>• Movement around the school site is kept to a minimum.</li> <li>• Consider one-way circulation, or place a divider down the middle of the corridor to keep groups apart as they move through the setting where spaces are accessed by corridors.</li> </ul>	<p>✓</p> <p>✓</p>	<p>Pupils and staff will stick to classroom in their bubbles where possible. SLT will need to move around school.</p> <p>One-way systems to be introduced for individual bubbles.</p>	
Classrooms and pupil groups	<ul style="list-style-type: none"> <li>• Small adaptations are made to the classroom to support distancing where possible. This include:                             <ul style="list-style-type: none"> <li>○ seating pupils side by side and facing forwards, rather than face to face or side on.</li> <li>○ moving unnecessary furniture out of classrooms to make more space if necessary.</li> </ul> </li> </ul>	<p>✓</p>	<p>All classrooms to have forward facing desks spaced 2m apart.</p> <p>Staff needing to move between classes and year groups should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults.</p>	

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	<ul style="list-style-type: none"> <li>Maintaining a distance between people whilst inside and reducing the amount of time they are in face to face to contact lowers the risk of transmission. However, this is not always possible, particularly when working with pupils with complex needs, or those who need close contact care. It is recognised that pupils with complex needs will not be able to maintain social distancing and it is acceptable for them not to distance within their group. Pupils that are able should be encouraged to keep their distance within groups. As the average number of pupils or students attending a special school is much lower than the average number in a mainstream school, and this in itself, will help to limit the number of contacts for any individual. Educational and care support is provided for these children and young people as normal, with other increased hygiene protocols in place to minimise risk of transmission.</li> <li>All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the timetable and specialist provision but minimise the number of interactions or changes wherever possible. Staff who deliver interventions or care involving close contact across groups are particularly rigorous about hand washing and respiratory hygiene (catch it, bin it, kill it). (Additional PPE compared to what they would normally use for those interventions, is not recommended). Note: In the event that a member of staff develops coronavirus symptoms and tests positive then their close contacts across all these bubble groups may need to be sent home to self-isolate.</li> </ul>	<p>✓</p> <p>✓</p>	<p>Our pupil numbers comply with guidance on bubbles under 1m+ social distancing</p> <p>Signage in place around school and in classroom promoting social distancing and good hygiene practices.</p> <p>Classroom set up for social distancing with forward facing desks 2m apart.</p> <p>For younger pupils and those with complex needs, staff have been instructed to be extra vigilant in terms of hygiene and regular hand washing.</p> <p>Teaching assistants are directed to take prep work home most nights, apart from one when they stay in school. This is to limit staff mixing between hubs. The exception is if we have a meeting. Hub 2 – Monday Hub 3 – Tuesday Hub 1 - Wednesday</p> <p>We will be operating 3 hubs/bubbles.</p> <p>Primary (Class 1,2,3) Secondary Pathway 2 and Secondary Pathway 3.</p> <p>This will see an extension to the current hubs.</p> <p>Pupils and teachers will remain in these hubs as much as possible.</p>	

Hazard Aspect	Possible control measures	✓ if in place ✗ if not or n/a	Where: ✗ state action to be taken with timescales ✗ any additional control measures ✓ site specific details	Residual Risk rating High, medium, low
			<p>Some movement within hubs as teachers cover different lessons etc.</p> <p>There may be some movement between hubs to cover N/C etc. but this will be kept to a minimum.</p>	
	<ul style="list-style-type: none"> <li>The school assessed their circumstances and have looked to implement 'bubbles' of an appropriate size, to achieve the greatest reduction in contact and mixing, without unduly limiting the quality or breadth of teaching, or access for support and specialist staff and therapists.</li> </ul> <p>It is recognised that forming bubbles could be particularly difficult in special settings, particularly given the need for staff to administer care support and provide therapies to the children and young people attending.</p>	✓	<p>We will be operating 3 hubs/bubbles.</p> <p>Primary (Class 1,2,3) Secondary Pathway 2 and Secondary Pathway 3.</p> <p>This will see an extension to the current hubs.</p> <p>Pupils and teachers will remain in these hubs as much as possible.</p> <p>Some movement within hubs as teachers cover different lessons etc.</p> <p>There may be some movement between hubs to cover N/C etc. but this will be kept to a minimum</p>	
	<ul style="list-style-type: none"> <li>The bubble groups (pupils) do not mix with other bubble groups throughout the school day as much as possible.</li> </ul>	✓	<p>Pupils will remain within their bubbles.</p>	
	<ul style="list-style-type: none"> <li>Classrooms are accessed directly from outside where possible.</li> </ul>	N/A	<p>This is not appropriate for our pupils as it may cause issues with pupils choosing to stay outdoors rather than go into class.</p>	
	<ul style="list-style-type: none"> <li>Pupils occupy the same classroom throughout the school day where possible. Where different groups of pupils use the same classroom at different times, the area is cleaned adequately in between their occupancy.</li> </ul>	✓	<p>This is in place for hubs 1 and 2. Some Hub 3 pupils (class 8 and 9) will have access to specialist teaching rooms</p>	

Hazard Aspect	Possible control measures	✓ if in place ✗ if not or n/a	Where: ✗ state action to be taken with timescales ✗ any additional control measures ✓ site specific details	Residual Risk rating High, medium, low
	<ul style="list-style-type: none"> <li>Pupils who routinely attend more than one setting on a part time basis have been identified and additional measures put in place as necessary.</li> </ul>	N/A		
Lunchtime arrangements	<ul style="list-style-type: none"> <li>A range of measures are considered and implemented to reduce the risk of transmission and contamination:                             <ul style="list-style-type: none"> <li>Lunches are served and eaten within the bubble classroom</li> <li>Several lunch sittings are organised.</li> <li>The hall is zoned such that two or more groups may use it at the same time, with timings staggered so that different bubbles are not queuing whilst waiting to be served at the same time. Separate waste stations are provided. Social distancing between bubbles can be encouraged with the following measures: folding hall partition dividers, freestanding screens or floor markings. The ability of pupils to follow the social distancing rules has been taken into account within these measures.</li> <li>Midday Supervisors are allocated to the lowest number of consistent bubble groups.</li> <li>Note: as per the rest of the school day, social distancing is not required within the bubble group at lunch.</li> <li>Suitable cleaning for infection control purposes is undertaken between any bubble groups usage of a space (mandatory).</li> </ul> </li> </ul>	✓	Breaks will be within hubs. Each hub has access to their own outside space.  Hubs 1 and 2 will eat lunch in class. One member of staff will collect the lunch.  Hub 3 will eat their lunch in the diner with the main hall as overspill, if required. The rationale for this is that there are behaviour groups who will have reduced staffing at lunchtime. This will allow a more controlled unstructured time with our behaviour lead observing.	Low
Curriculum: KS 1 and KS2 Science and D&T	<ul style="list-style-type: none"> <li>CLEAPSS guides are followed as necessary:                             <ul style="list-style-type: none"> <li><a href="#">P110 Practical activities in a bubble</a></li> <li><a href="#">P104 Managing hands-on activities in schools in locally locked down areas</a></li> <li><a href="#">P112 Practical activities for children in locally locked down areas.</a></li> </ul> </li> </ul>	✓	All guidance will be referred to and followed prior to taking part in practical activity	Low
Curriculum: KS3 and KS4 Science	<ul style="list-style-type: none"> <li>CLEAPSS guides are followed as necessary:                             <ul style="list-style-type: none"> <li><a href="#">GL343 - Guide to doing practical work during the COVID-19 pandemic - Science - Version 2.04 - 20/08/20</a></li> <li><a href="#">GL336 - Advice for schools with only key worker pupils on site</a></li> <li><a href="#">GL338 - Practical activities for pupils attending school during extended periods of closure</a></li> <li><a href="#">GL339 - Practical activities for pupils at home during extended</a></li> </ul> </li> </ul>	✓	All guidance will be referred to and followed prior to taking part in practical activity	Low



Hazard Aspect	Possible control measures	✓ if in place ✗ if not or n/a	Where: ✗ state action to be taken with timescales ✗ any additional control measures ✓ site specific details	Residual Risk rating High, medium, low
	<p><a href="#">periods of school closure</a></p> <ul style="list-style-type: none"> <li>○ <a href="#">GL345 - Guidance for science departments returning to school after an extended period of closure</a></li> <li>○ <a href="#">GL352 - Guidance for practical work in non-lab environments</a></li> <li>○ <a href="#">GL353 - Guidance for schools where pupils spend all day in a lab</a></li> </ul>			
Curriculum: KS3 and KS4 D&T, food & art	<ul style="list-style-type: none"> <li>● CLEAPSS guides are followed as necessary:                             <ul style="list-style-type: none"> <li>○ <a href="#">GL344 Guide to doing practical work during the COVID-19 Pandemic; D&amp;T, food &amp; art, version 2.2, 24/08/20</a></li> <li>○ <a href="#">GL354 Managing Practical Work in non-specialist rooms</a></li> <li>○ <a href="#">GL348 practical DT activities for pupils at home</a></li> <li>○ <a href="#">GL347 returning to school after an extended period of closure</a></li> <li>○ <a href="#">GL355 Using workshops, food rooms and art studios for alternative activities</a></li> <li>○ <a href="#">GL356 Guidance for spending all day in a practical room</a></li> <li>○ <a href="#">GL360 Advice for schools with small numbers of pupils on site</a></li> </ul> </li> </ul>	✓	All guidance will be referred to and followed prior to taking part in practical activity	Low
Curriculum: School Sport	<ul style="list-style-type: none"> <li>● Outdoor sports are prioritised where possible, and large indoor spaces used where it is not. Contact sports are avoided. The school only provides team sports on the list available at <a href="#">return to recreational team sport framework</a>. Activities such as active miles, making break times and lessons active and encouraging active travel help to enable pupils to be physically active while encouraging physical distancing.</li> </ul>	✓	Different hubs will not mix in the main hall/sports hall for PE/Commando Joe lessons. Outside spaces will be used whenever possible. The spaces will be cleaned after use.	
	<ul style="list-style-type: none"> <li>● Distancing is maximised between pupils as much as possible during all activities.</li> </ul>	✓	In place	
	<ul style="list-style-type: none"> <li>● Pupils are kept within their bubble groups. Multiple bubble groups may use outdoor space at the same time providing there is significant distance from each other at all times and equipment is not shared.</li> </ul>	✓	In place  Each bubble has access to their own outdoor space	
	<ul style="list-style-type: none"> <li>● Scrupulous attention is paid towards cleaning and hygiene. This is particularly important in a sports setting because of the way in</li> </ul>	✓	In place	

Hazard Aspect	Possible control measures	✓ if in place ✗ if not or n/a	Where: ✗ state action to be taken with timescales ✗ any additional control measures ✓ site specific details	Residual Risk rating High, medium, low
	which people breathe during exercise. Sports equipment thoroughly cleaned (or kept in quarantine for 72 hours) between each use by different individual groups.			
Curriculum: Music, dance and drama in school	<ul style="list-style-type: none"> <li>The school understands that singing, wind and brass instrument playing can be undertaken in line with DfE and other guidance but studies have also indicated that it is the cumulative aerosol transmission from both those performing in and attending events is likely to create risk.</li> </ul>	N/A	N/A	
	<ul style="list-style-type: none"> <li>Particular care is taken in music, dance and drama lessons to observe social distancing where possible. This may limit group activity in these subjects in terms of numbers in each group. It will also prevent physical correction by teachers and contact between pupils in dance and drama.</li> </ul>	✓	In place	
	<ul style="list-style-type: none"> <li>Any background or accompanying music is kept to levels which do not encourage teachers or other performers to raise their voices unduly. If possible, microphones are used to reduce the need for shouting or prolonged periods of loud speaking or singing.</li> </ul>	✓	In place	
	<ul style="list-style-type: none"> <li>Playing instruments and singing in groups take place outdoors wherever possible. If indoors, a room is used with as much space as possible, for example, larger rooms; rooms with high ceilings are expected to enable dilution of aerosol transmission. If playing indoors, limiting the numbers to account for ventilation of the space and the ability to social distance. It is important to ensure good ventilation.</li> </ul>	N/A		
	<ul style="list-style-type: none"> <li>Singing, wind and brass playing do not take place in larger groups such as choirs and ensembles, or assemblies unless significant space, natural airflow (at least 10l/s/person for all present, including audiences*) and strict social distancing can be maintained. Teachers do not provide physical correction. In the smaller groups where these activities can take place, pupils are either:                             <ul style="list-style-type: none"> <li>Positioned back-to-back or side-to-side when playing or singing</li> </ul> </li> </ul>	N/A		

Hazard Aspect	Possible control measures	✓ if in place ✗ if not or n/a	Where: ✗ state action to be taken with timescales ✗ any additional control measures ✓ site specific details	Residual Risk rating High, medium, low
	<p>(rather than face-to-face) whenever possible. Wind and brass players are positioned so that the air from their instrument does not blow into another player.</p> <ul style="list-style-type: none"> <li>○ Otherwise a 2 metre social distancing must be maintained.</li> </ul> <p>* This may be impossible to measure.</p> <ul style="list-style-type: none"> <li>● Shared equipment is avoided wherever possible. Name labels on equipment have been considered to help identify the designated user. Handling of music scores, parts and scripts is limited to the individual using them. If instruments and equipment have to be shared, they are disinfected regularly. Increased handwashing is undertaken before and after handling equipment, especially if being used by more than one person.</li> <li>● The number of suppliers when hiring instruments and equipment is limited. Hired equipment, tools or other equipment is cleaned on arrival and before first use.</li> <li>● <u>Music lessons in private homes:</u> If there is no viable alternative, they can resume, following the same guidelines, and additionally following the government guidance for working in homes, and the guidance for out-of-school provision.</li> </ul>	N/A		
School hall	<ul style="list-style-type: none"> <li>● Large gatherings such as assemblies or collective worship with more than one bubble group are avoided.</li> </ul>	✓	Assemblies will be by Hub rather than whole school to avoid large gatherings	
	<ul style="list-style-type: none"> <li>● Halls, dining areas and internal and external sports facilities for exercise may be used by single bubble groups with adequate cleaning between the groups.</li> </ul>	✓	Different hubs will not mix in the main hall/sports hall for PE/Commando Joe lessons. Outside spaces will be used whenever possible. The spaces will be cleaned after use	
Pupil toilets	<ul style="list-style-type: none"> <li>● Wherever possible, individual groups of pupils (the bubble) are allocated their own toilets. This ideally would be their own toilet block. Alternatively, a set of cubicles and sinks could be divided into two where two classrooms share a single block and signage</li> </ul>	✓	Each hub area has its own toilets which are cleaned after use. Pupils will not use toilets outside their hub.	

Hazard Aspect	Possible control measures	✓ if in place ✗ if not or n/a	Where: ✗ state action to be taken with timescales ✗ any additional control measures ✓ site specific details	Residual Risk rating High, medium, low
	displayed (consider maturity of pupils in following these rules). However, different groups don't need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet.			
Playground and school field	<ul style="list-style-type: none"> <li>The school makes use of outdoor spaces to support delivery of the curriculum – outdoor education can limit transmission and more easily allow for distance between pupils and staff.</li> </ul>	✓	Outdoor learning is promoted when possible.	
	<ul style="list-style-type: none"> <li>The use of play equipment is examined, ensuring it is appropriately cleaned between groups of children using it, and that multiple groups do not use it simultaneously.</li> </ul>	✓	Each hub has access to its own outdoor area with its own play equipment. Where outdoor equipment is in use, it will be cleaned after use.	
	<ul style="list-style-type: none"> <li>Pupils playing outside are encouraged to undertake non-touch activities wherever possible. Groups of pupils do not mix.</li> </ul>	✓	Classes within hubs will not mix when outdoors	
Site	<ul style="list-style-type: none"> <li>The risk of air conditioning spreading coronavirus is extremely low: If you use a centralised ventilation system that removes and circulates air to different rooms, it is recommended that you turn off recirculation and use a fresh air supply. You do not need to adjust other types of air conditioning systems. If you're unsure, speak to your heating ventilation and air conditioning (HVAC) engineers or advisers.</li> </ul>	N/A		
	<ul style="list-style-type: none"> <li>Good ventilation is encouraged to help reduce the risk of spreading coronavirus. Fans may be used when windows and/or doors are opened to encourage air changes.</li> </ul>	N/A		
Breakfast and After School Clubs ( <a href="#">Reference</a> )	<ul style="list-style-type: none"> <li>Breakfast clubs are resumed where possible to ensure vulnerable children have a healthy breakfast and are ready to focus on their lessons, provide enrichment activities, and also support working parents.</li> </ul>	✓	All classes have windows and doors open, weather permitting.	
	<ul style="list-style-type: none"> <li>Schools keep children within their day bubbles where possible in these clubs. If it is not possible to maintain bubbles being used during the school day then schools should use small, consistent groups.</li> </ul>	N/A		

Hazard Aspect	Possible control measures	✓ if in place ✗ if not or n/a	Where: ✗ state action to be taken with timescales ✗ any additional control measures ✓ site specific details	Residual Risk rating High, medium, low
Hiring out the school facilities	<ul style="list-style-type: none"> <li>Risk assessments / covid-safe procedures are requested from external bodies or organisations such as external coaches or after-school or holiday clubs. In doing so, the schools should ensure that they complement the school's risk assessment measures and they have had due regard to any other <a href="#">relevant government guidance</a>.</li> </ul>	N/A		
<b>Operational issues</b>				
Availability of staff	<ul style="list-style-type: none"> <li>School leaders have discussed leave arrangements with staff before the end of the summer term to inform planning for the autumn term in particular referencing that travel to some countries require a quarantine for 14 days on their return. The school considers the impact where staff travel abroad, their return travel arrangements are disrupted due to factors arising beyond their control in relation to coronavirus, such as the potential for reinstatement of lockdown measures in the place they are visiting.</li> <li>Where it is not possible to avoid a member of staff having to quarantine during term time, school leaders consider if it is possible to temporarily amend working arrangements to enable them to work from home.</li> <li>Trained staff are available to support pupil personal needs e.g.                             <ul style="list-style-type: none"> <li>lifting, use of hoists</li> <li>intimate care</li> <li>managing medical needs including medicines</li> </ul> </li> <li>The school has considered building resilience where a small staff cohort has specialist skills and training so that in the event of staff absence due to self-isolation the school can operate as normal.</li> </ul>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>Staff were asked about any planned foreign holidays prior to breaking up for the summer. Government guidance will be communicated to staff along with academy expectations, in advance of October half term.</p> <p>In this instance the member of staff would be able to set up work via TEAMS</p> <p>Trained staff carry out intimate care needs in hub 1</p> <p>Trained first aiders distribute medication</p> <p>In the event of staff absence, the school has put in place a system for planned work to be distributed to all teachers, to enable a consistent approach and classes within bubbles will combined. This may result in larger spaces, such as the Hall, being utilised to allow for social distancing within the combined Bubbles.</p>	

Hazard Aspect	Possible control measures	✓ if in place ✗ if not or n/a	Where: ✗ state action to be taken with timescales ✗ any additional control measures ✓ site specific details	Residual Risk rating High, medium, low
			After discussion with the Trust and SLT it has been agreed that the use of supply staff will be limited. In cases of high levels of staff absence, SLT will look to temporarily close or partially close classes/bubbles to avoid bringing in unfamiliar agency staff.	
	<ul style="list-style-type: none"> <li>Sufficient Physical Intervention trained staff are on site (see "other issues" below)</li> </ul>	✓	All staff RPI trained. Team teach training for one cohort of staff to be completed during Autumn term.	
Supervision	<ul style="list-style-type: none"> <li>Supervision ratios are met (for identified individual pupils)</li> </ul>	✓	High staff to pupil ratio  In cases of high staff absence, SLT will consider closing classes/bubbles and try to avoid bringing in unfamiliar agency staff.	Low
First Aid	<ul style="list-style-type: none"> <li>Adequate number of first aiders (FAW / EFAW) are on site.</li> </ul>	✓	Each hub has first aid trained staff	Low
Medication	<ul style="list-style-type: none"> <li>Necessary pupil medication has been returned to school.</li> </ul>	✓		Low
Catering	<ul style="list-style-type: none"> <li>Assurance has been obtained that the school's catering provider complies with the <a href="#">guidance for food businesses on coronavirus</a>.</li> </ul>	✓	Need to check. Currently use NCC Catering	Low
<b>Site Health and Safety Concerns (General)</b>				
Legionella	<ul style="list-style-type: none"> <li>Rarely used outlets have been identified taking into account current usage of taps.</li> </ul>	✓	Regular testing carried out	Low
Fire Procedures	<ul style="list-style-type: none"> <li>A fire drill has been organised for early in the school year.</li> </ul>	✓	A fire drill will take place on first full week back	Low
	<ul style="list-style-type: none"> <li>No changes are required to the fire evacuation procedures apart from the assembly point is organised with 2 metre social distancing between the bubble groups. (Social distancing is not <i>required</i> between anyone during the evacuation and between members of the same bubble group at the assembly point).</li> </ul>	✓	There is no difference to the fire procedure other than to observe social distancing. All existing procedures for exit and entry are appropriate.	
Various site tasks	<ul style="list-style-type: none"> <li>Specific site management tasks are undertaken after re-opening following a <b>lengthy</b> closure*.</li> </ul>	N/A		Low

Hazard Aspect	Possible control measures	✓ if in place ✗ if not or n/a	Where: ✗ state action to be taken with timescales ✗ any additional control measures ✓ site specific details	Residual Risk rating High, medium, low
<b>Personal Health and Safety Concerns (General)</b>				
Pupils <a href="#">(Reference)</a>	<ul style="list-style-type: none"> <li>The school behaviour policy has been updated to reflect the new rules and routines, setting clear, reasonable and proportionate expectations of pupil behaviour. These have been communicated to staff, pupils and parents/carers. The consequences for poor behaviour and deliberately breaking the rules and how they will enforce those rules including any sanctions have been set out clearly at the earliest opportunity. This is particularly the case when considering restrictions on movement within school and new hygiene rules.</li> <li>The school will work with those pupils who may struggle to reengage in school and are at risk of being absent and/or persistently disruptive, including providing support for overcoming barriers to attendance and behaviour and to help them reintegrate back into school life.</li> <li>Many children and young people will have found lockdown exceptionally difficult socially and emotionally. The school considers any challenging behaviours or social or emotional challenges arising as a response to the lockdown and offers additional support and phased returns where needed.</li> </ul>	<p>✓</p> <p>✓</p>	<p>Behaviour policy updated.</p> <p>Staff to take a calm approach to instances of inappropriate behaviour, use de-escalation strategies and use RPI only as a last resort.</p> <p>If pupils display inappropriate or dangerous behaviour, parents will be contacted to collect them and they will need a meeting to discuss behaviours before they return.</p> <p>The school has been conducting regular safe and well checks on all pupils who are not currently attending. Online learning/engagement has been taking place via Microsoft Teams and this will continue to be used as a strategy to engage with pupils both in and out of school. Behaviour policy has been updated, staff to take a calm approach to challenging behaviour and utilise de-escalation strategies, encourage pupils to seek space and modify their behaviours.</p> <p>Pupil views of lockdown and home working will be collected through PSHE lessons and this pupil voice will be used to inform support strategies.</p>	<p><b>LOW</b></p>

Hazard Aspect	Possible control measures	✓ if in place ✗ if not or n/a	Where: ✗ state action to be taken with timescales ✗ any additional control measures ✓ site specific details	Residual Risk rating High, medium, low
	<p>Individual pupil risk assessments have been reviewed prior to the pupil returning to evaluate any additional measures that may be required.</p> <ul style="list-style-type: none"> <li>Pupils have been identified who will need specific help and preparation for the changes to routine in the new academic year. This might include, for instance, visits to the setting, social stories, and any other approaches that the school would normally use to enable pupils who have spent some time out of education, to return to full time attendance.</li> <li>Pupils are given additional time and understanding to adapt to the new school rules associated with the virus.</li> <li>Support Services are engaged with as and when necessary to assist these processes.</li> </ul>	✓	<p>New pupils have been undertaking visits throughout the current half term. Phased integration of new pupils will continue throughout the first half of the autumn term. The curriculum has a big focus on PSHE and well being is the first are to be delivered.</p>	
Staff welfare and staff redeployment	<ul style="list-style-type: none"> <li>Governing boards and school leaders have regard to staff (including the Head Teacher) work-life balance and wellbeing. Schools should ensure they have explained to all staff the measures they are proposing putting in place and involve all staff in that process.</li> <li>Schools have considered the potential concerns of staff who may be reluctant or anxious about returning and the right support is in place to address this. This may include staff who have been in the clinically vulnerable health and BAME groups, families that have been personally affected and those that have not been in school since the lockdown commenced.</li> <li>The school has discussed their concerns and provide reassurance of the measures they are putting in place to reduce the risk in school.</li> <li>Wellbeing support for all staff is in place and also for those that require additional support (ref: HR Trauma process and Bereavement Policy).</li> </ul>	✓  ✓  ✓	<p>Staff have been regularly consulted with regards to plans.</p> <p>Staff have been regularly consulted with regards to plans. The Academy leaders have worked hard to address staff concerns. A risk assessment can be undertaken to ensure that concerns are addressed.</p> <p>AW, PW, CA, CW, JD currently training as mental health ambassadors to support staff and pupils. This will be complete by December 2020</p> <p>In place, Health Assured is available for all staff.</p> <p>If staff present non critically vulnerable concerns then a Risk Assessment will be undertaken under guidance.</p>	LOW



Hazard Aspect	Possible control measures	✓ if in place ✗ if not or n/a	Where: ✗ state action to be taken with timescales ✗ any additional control measures ✓ site specific details	Residual Risk rating High, medium, low
	<ul style="list-style-type: none"> <li>Telephone counselling services are available.</li> <li>Teaching assistants may be deployed to lead groups or cover lessons, under the direction and supervision of a qualified, or nominated, teacher.</li> <li>Managers have discussed and agreed any changes to staff roles with individuals. Planning builds in the need to avoid increases in unnecessary and unmanageable workload burdens. This could include a review of existing practices in this respect and schools may wish to draw on DfE’s <a href="#">workload reduction toolkit</a>. DfE has also published a range of resources, including <a href="#">case studies to support remote education</a> and help address staff workload, this includes case studies on managing wellbeing. Where staff have been temporarily redeployed to different roles, they have the appropriate skills, expertise and experience to carry out the work.</li> </ul>	<p>✓</p> <p>✓</p> <p>✓</p>	<p>Staff are working a reduced day. SLT are on site and available when a staff break is required.</p> <p>Health assured support available to all staff</p> <p>Almost all classes have a qualified TA3</p> <p>Temporary changes have been discussed with and communicated to staff.</p>	
<p>Pupil welfare and mental health support (<a href="#">Reference</a>)</p>	<ul style="list-style-type: none"> <li>Schools have considered the potential concerns of pupils, parents and households who may be reluctant or anxious about returning and the right support is in place to address this. This may include pupils who have been in the clinically vulnerable health and BAME groups, families that have been personally affected and those that have not been in school since the lockdown commenced. The school has discussed their concerns and provide reassurance of the measures they are putting in place to reduce the risk in school. Plans have been developed for re-engaging them.</li> <li>The school has considered the provision of pastoral and extra-curricular activities to all pupils designed to:</li> </ul>	<p>✓</p> <p>✓</p>	<p>Regular safe and well checks have taken place to determine parent views.</p> <p>Support will be in place for anxious parents/pupils</p> <p>Risk assessments and protocols will be sent to parents prior to wider opening and posted on the school website.</p> <p>There will be a big focus on PSHE with 2 lessons delivered a week. The first topic will be wellbeing. Commando Joe character</p>	<p>✓</p>

Hazard Aspect	Possible control measures	✓ if in place ✗ if not or n/a	Where: ✗ state action to be taken with timescales ✗ any additional control measures ✓ site specific details	Residual Risk rating High, medium, low
	<ul style="list-style-type: none"> <li>○ support the rebuilding of friendships and social engagement</li> <li>○ address and equip pupils to respond to issues linked to coronavirus</li> <li>○ support pupils with approaches to improving their physical and mental wellbeing</li> </ul>		education will also be delivered twice a week. These will help support pupils confidence, friendships and engagement.	
	<ul style="list-style-type: none"> <li>● The pandemic may lead to some pupils experiencing bullying, discrimination or harassment, for example due to their ethnicity or nationality, or perceived illness.</li> </ul> <p>This is monitored and appropriate proactive and reactive measures taken.</p>	✓	All instances of bullying are monitored and dealt with as highlighted in our behaviour policy. Bullying is not tolerated.	
<b>Other Issues</b>				
Contingency plans for outbreaks	<ul style="list-style-type: none"> <li>● For individuals or groups of self-isolating pupils, remote education plans are in place.</li> </ul>	✓	Microsoft Teams has been used as an online learning platform throughout the pandemic and will continue to be used so that pupils at home can access the same or similar work to their peers in school.	
	<ul style="list-style-type: none"> <li>● 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, the school is able to offer immediate remote education.</li> </ul> <p>Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision 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> <p>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 the next academic year will include an expanded range of content for the specialist sector. In addition to this, we are helping parents to</p>	✓	Microsoft Teams has been used as an online learning platform throughout the pandemic and will continue to be used so that pupils at home can access the same or similar work to their peers in school.	
			Some Oak National Academy resources have been used, but teachers have planned their own curriculum subjects suitable for SEND.	

Hazard Aspect	Possible control measures	✓ if in place ✗ if not or n/a	Where: ✗ state action to be taken with timescales ✗ any additional control measures ✓ site specific details	Residual Risk rating High, medium, low
	support learning at home, including by publishing a list of online learning resources for children with SEND.			
Training certificates that have expired during the partial closure.	<ul style="list-style-type: none"> <li>Expired group and individual training certificates have been identified. Some training may be available via virtual learning (Teams, Zoom, Meet) Some refresher requalification training may be available via eLearning.</li> <li>HSE has agreed a final deadline for first aid requalification for these qualifications of 30 September 2020.</li> <li>There has been a formal 6 month period of grace given to settings for school staff to attend Physical Intervention training and re-certificate.</li> <li>For the period COVID-19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training.</li> </ul>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>This is an ongoing process and regularly monitored and actioned.</p> <p>These have been updated</p> <p>All staff have been trained in Team Teach. Some staff have not completed all training but with during the autumn term.</p> <p>DSL training up to date. Principal recently completed DSL training.</p>	
Incident Reporting	<ul style="list-style-type: none"> <li>If a staff member has been diagnosed as having COVID-19 attributed to an occupational exposure to coronavirus this is reported as a case of disease via the school's incident reporting system and to the HSE according to RIDDOR requirements: <a href="https://notifications.hse.gov.uk/riddorforms/Disease">https://notifications.hse.gov.uk/riddorforms/Disease</a> (Contact your Safety Adviser for advice)</li> </ul>	<p>✓</p>	<p>This has not been an issue but this protocol will be followed.</p>	
Safeguarding	<ul style="list-style-type: none"> <li>DSL or a deputy always available during school hours for staff. † (Note the potential for school leaders to self-isolate)</li> <li>DSLs (and deputies) are 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</li> </ul>	<p>✓</p> <p>✓</p>	<p>DSL 1 and principal both have teaching commitments but are not timetabled to teach at the same time.</p> <p>3 other DSL's on site.</p> <p>Teaching DSL's are timetabled an additional non-contact.</p> <p>TA3 DSL will have time at the end of the day if required.</p>	

Hazard Aspect	Possible control measures	✓ if in place ✗ if not or n/a	Where: ✗ state action to be taken with timescales ✗ any additional control measures ✓ site specific details	Residual Risk rating High, medium, low
	where these are appropriate, and agencies and services should prepare to work together to actively look for signs of harm.			
Reviews	<ul style="list-style-type: none"> <li>Regular reviews are undertaken on the effectiveness of the control measures and plans and changes are made accordingly.</li> </ul> The school follows any forthcoming instructions from the employer, government advice, and national or local directions from Public Health England.	✓	Risk Assessment to be reviewed on a weekly basis in conjunction with Trust Operations Manager Academy principal regularly updated on new guidance	

Are there any other foreseeable hazards associated with the Covid-19?	Yes <input type="checkbox"/> No <input type="checkbox"/>
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Additional Hazards	List any additional control measures required	Residual Risk rating High, medium, low

**\* Reopening after a lengthy closure:**

- Before resuming normal operation, commission a water treatment specialist to chlorinate and flush the complete system for all hot and cold water systems (including drinking water) and certify the water system is safe before the buildings are reoccupied. Allow sufficient time for this activity, approx. 1 week before opening if possible.
- Recommission all systems before re-opening, as would normally be done after a long holiday period. This includes gas, heating, water supply, mechanical and electrical systems, and catering equipment.
- Check your fire safety systems including making sure:
  - all fire doors are operational
  - your fire alarm system and emergency lights are operational

Clean and disinfect all areas and surfaces prior to reopening and if necessary, utilise pest control for insect infestations, particularly in the kitchen and/or food preparation areas. Deep clean the kitchen prior to reopening before food preparation resumes.

See also this [Zurich Municipal guide](#).

**† Designated safeguarding leads (DSLs)**

The optimal scenario for any school is to have a trained DSL or deputy available on site. It is recognised this may not be possible, and where this is the case there are 2 options to consider:

- a trained DSL or deputy from the school can be available to be contacted via phone or online video - for example working from home
- sharing trained DSLs or deputies with other schools (who should be available to be contacted via phone or online video)

Where a trained DSL or deputy is not on site, in addition to one of the above options, the department recommend a senior leader takes responsibility for co-ordinating safeguarding on site. This might include updating and managing access to child protection files, liaising with the offsite DSL (or deputy) and as required liaising with children’s social workers where they require access to children in need and/or to carry out statutory assessments at the school or college.

Whatever the scenario, it is important that all school staff and volunteers have access to a trained DSL or deputy and know on any given day who that person is and how to speak to them.

**Reference Websites:**

- [www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings](http://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings)
- [www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing/guidance-for-parents-and-carers-on-supporting-children-and-young-peoples-mental-health-and-wellbeing-during-the-coronavirus-covid-19-outbreak](http://www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing/guidance-for-parents-and-carers-on-supporting-children-and-young-peoples-mental-health-and-wellbeing-during-the-coronavirus-covid-19-outbreak)

**ASSESSED BY (Print name)**

Andrew Morgan

**SIGNED**

Andrew Morgan

**DATE**

14/9/2020