

Service:	Location:	Assessment Completed by:
Bounds Green Infant & Junior Schools	Bounds Green Schools, N11 2QG	Will Wawn (Headteacher)
Description of Activity/Task Assessed:	Date of Assessment:	Review Date:
Early Years and Primary School	24-27/02/2021	Ongoing
Educational Provision (Covid-19		In line with Government/LA Advice/if
Assessment)		there is a change in the process or after an incident
Full re-opening – 08/03/2021		 Latest date for review: 31/03/2021



Risk Assessment Method

In order to evaluate the risk level associated to a hazard, two factors need to be considered:-

1) the likelihood of the outcome to occur

How likely is it that the hazard will be realized and result in harm? Five categories are defined: -

1	Very Unlikely
2	Unlikely
3	Fairly Likely
4	Likely
5	Very Likely

2) the possible Consequence of the outcome

Realistically, what is the worst likely outcome? This method defines five categories of Consequence: -

1	Insignificant – No injury
2	Minor – minor injuries needing first aid
3	Moderate – up to three days absence
4	Major – more than seven days absence
5	Catastrophic – Fatality or permanent
	Disability

Once those two factors are assessed, the matrix on the next page can be used to determine the level of risk. Measure the Likelihood (L) X the Consequence (C) which will give the school a numerical score. Using the table the school can convert this score into a qualitative value for example (L) fairly likely X (C) Major = 12 = Medium Risk Level

This information will then be used to prioritise any control measures necessary to eliminate or reduce the risk to an acceptable level.



Risk Assessment Method (continuing).

Matrix

Consequence					
Catastrophic	5	10	15	20	25
Major	4	8	12	16	20
Moderate	3	6	9	12	15
Minor	2	4	6	8	10
Insignificant	1	2	3	4	5
Likelihood	Very Unlikely	Unlikely	Fairly Likely	Likely	Very Likely

Action Level

20-25 VERY HIGH	Unacceptable risk - immediate action required						
10-16 HIGH	Risk reduction required - high priority						
4-9 MEDIUM Medium risk - action required so far as is reasonably practicable							
2-3 LOW	Low priority - further risk reduction may not be feasible or cost effective						
1 Very Low	Low risk - no further action required						



Introduction and Instruction

Education settings must be able to achieve the following controls as defined by the Department for Education for opening the school to a wider population.

The Risk Assessment must be reviewed by Head Teachers point by point and where actions are implemented, they must be reworded to show how the controls have been applied.

For March 2021 the 'system of controls' outlined follow the same principles the Department of Education outlined to schools before re-opening the school for the September term 2020, with only very minor adaptations. In summary form these are as follows:

(bullets in blue font are either new or have increased emphasis)

Prevention:

- 1) minimise contact with individuals who are required to self-isolate by ensuring they do not attend school (Previously... who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school)
- 2) Ensure face coverings are used in recommended circumstances
- 3) Ensure everyone is advised to clean their hands thoroughly and more often than usual (Previously...clean hands thoroughly more often than usual
- 4) ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach
- 5) introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach
- 6) minimise contact between individuals and maintain social distancing wherever possible
- 7) Keep occupied spaces well ventilated
- 8) Ensure individuals, where necessary, wear appropriate personal protective equipment (PPE)
- 9) Promote and engage in asymptomatic testing, where available

Numbers 1 to 4 must be in place in all schools, all the time.

Number 5 -7 must be properly considered and schools must put in place measures that suit their particular circumstances.

Number 8-9 applies in specific circumstances.

Response to any infection:

- 7) promote & engage with the NHS Test and Trace process
- 8) manage & report confirmed cases of coronavirus (COVID-19) amongst the school community
- 9) contain any outbreak by following local health protection team advice

Numbers 7 to 9 must be followed in every case where they are relevant.

FOLLOWING CAREFUL EVALUATION THE ACTIONS & CONTROL MEASURES PUT IN PLACE WITHIN THE SEPTEMBER 2020 RE-OPENING RISK ASSESSMENT REMAIN FIT FOR PURPOSE. THE MAJOR SIGNIFICANT CHANGE FROM THE SEPT 2020 RA WITHIN THIS RELATES TO 'PREVENTION' BULLET POINT 6, SPECIFICALLY STAGGERING THE START & END OF THE SCHOOL DAY AS WELL AS ACCESS/EGRESS ROUTINES TO MINIMISE RISK OF TRANSMISSION AT THESE KEY TIMES.

Where points are not completed but will need to be addressed, they should be placed in the Further Actions Required column with a time frame for completion. Items that are not applicable to the school's specific settings should be deleted.



As of 8th March 2021, schools will be reopening to a full population. The Department of Education (DfE) along with the Department for Health and Social Care (DHSC) and Public Health England (PHE) have issued a set of guidelines for schools which must be followed, and which will provide a safe and Covid Secure environment for staff and pupils. The following template provides guidance for Headteachers to risk assess their settings and apply the Government guidance issued on the 22^{nd of} February 2021. The full guidance can be found using this link

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/964351/Schools_coronavirus_operational_guidance.pdf

The required date for accepting pupils back into school is the 8^{th of} March and schools must have reviewed their current risk assessments and protocols and must have introduced the controls recommended by the government before that date to ensure the school is a safe environment.

The Risk Assessment is in two sections – Prevention and Response to Infection.

Self-isolation and shielding

A small number of pupils will still be unable to attend in line with public health advice to self-isolate because they:

- have symptoms or have had a positive test result
- live with someone who has symptoms or has tested positive and are a household contact
- are a close contact of someone who has coronavirus (COVID-19)

Staff who are clinically extremely vulnerable

CEV staff are advised not to attend the workplace. Staff who are CEV will previously have received a letter from the NHS or their GP telling them this (no new letter is required), and there is guidance for everyone in this group. It provides advice on what additional measures individuals in this group can take. Employers should talk to their staff about how they will be supported, including to work from home.

Those living with someone who is CEV can still attend work where home-working is not possible and should ensure they maintain good prevention practice in the workplace and home settings.

Children who are Clinically Extremely Vulnerable

We know from growing evidence that many children identified at the start of the pandemic as clinically extremely vulnerable (CEV) are not at increased risk of serious outcomes from coronavirus (COVID-19) and children are gradually being removed from the shielding patient list (SPL) as appropriate, following review with a clinician. The advice for pupils who have been confirmed as clinically extremely vulnerable is to shield and stay at home as much as possible until further notice.

They are advised not to attend school while shielding advice applies nationally. All 16- to 18-year-olds with underlying health conditions which put them at higher risk of serious disease and mortality will be offered a vaccine in priority group 6 of the vaccination programme. At present, these children should continue to shield, and self-isolate if they have symptoms or are identified as a close contact of a positive case, even if they have been vaccinated.

For more information on CEV individuals please use this link <a href="https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-extremely-vulner



No	What is the Hazard? (i.e. potential causes of injury/damage)	Who might be harmed	How might people be harmed?	Existing Risk Control Measures	R	Ris atin		Additional Controls		Resid sk Ra	ual ating	Action monitored by whom?	Action Completed by When?
					L	С	R		L	С	R		
	Section 1 - Preve	ntion											
1	Infection of Covid-19 Virus	Staff, Students Visitors, contractors.	Ill health, possible long term health effects, possible fatality	Minimise contact with individuals who are required to self-isolate by ensuring they do not attend the school When an individual develops coronavirus (COVID-19) symptoms or has a positive test Pupils, staff, and other adults must not come into the school if: • they have one or more coronavirus (COVID-19) symptoms • a member of their household (including someone in their support bubble or childcare bubble if they have one) has coronavirus (COVID-19) symptoms • they are required to quarantine having recently visited countries outside the Common Travel Area • they have had a positive test They must immediately cease to attend and not attend for at least 10 days from the day after: • the start of their symptoms • the test date if they did not have any symptoms but have had a positive test (whether this was a Lateral	U	M	8	As per Sept 20 RA 1.1: Clear communication to school community regarding importance of non-attendance at school if pupil, staff member, etc. displays covid-19 symptoms. Regular communication via letters, emails and SchoolComs to parents re. procedures 1.1.1: - Ensure clear communication to parents / carers prior to return on 08/03/21 of the School protocols in place, aligned to NHS Test & Trace procedures - Ensure parents receive the relevant extracts of NHS Test & Trace Guidance & place whole guidance document on website - Regular communication reminders to parents/carers regarding these protocols - Ensure staff are reminded of school protocols and have read the NHS Test & Trace Guidance & process	U	М	8	WW/SLT	By 03/03/21



Flow Davies (LED) or	
Flow Device (LFD) or	
Polymerase Chain Reaction	1.2: In the event of a child or staff
(PCR) test)	
If anyone in the school develops	member develops symptoms
a new and continuous cough or	compatible with Coronavirus,
a high temperature, or has a	they will be be isolated in the
loss of, or change in, their	multi-purpose room. Staff (likely
normal sense of taste or smell	admin or TA from that bubble)
(anosmia), the school:	will attend child observing
must send them home to	stringent distancing and have
begin isolation - the isolation	PPE provided for them.
period includes the day	In the event of a child, their
the symptoms started and	parent will be contacted to
the next 10 full days	collect them advising them of
advise them to follow the	the guidance to contact PHE
guidance for households with	and NHS 111 immediately and
possible or confirmed	get a test. NHS 'Track & Trace'
coronavirus (COVID-19)	procedures (if operational)
infection	should be followed.
advise them to arrange to	
have a PCR test as soon as	<u>1.3:</u>
possible to see if they have	The same as above will apply
coronavirus (COVID-19).	for any staff member, except
Other members of their	travel arrangements for that
household (including any	staff member from school to
siblings and members of their	home will be discussed and
support or childcare bubble if	decided upon.
they have one) should self-	
isolate. Their isolation	<u>1.4:</u>
period includes the day	Where the individual tests
symptoms started for the first	positive, PHE guidance as per
person in their household, or	LEFT will be followed as well as
the day their test was taken if	any PHE guidance in relation to
they did not have symptoms,	the school specific
whether this was a	circumstances
Lateral Flow Device (LFD) or	
Polymerase Chain Reaction	1.5:
(PCR) test), and the next	School to make arrangements
10 full days. If a member of the	for informing the parent
household starts to display	community in the event of a



they will need to restart the 10- day isolation period and book a PCR test. If anyone tests positive whilst not experiencing symptoms but develop symptoms during the isolation period, they must restart the 10-day isolation period from the day they developed symptoms. 1.6: Where the pupil or staff member tests negative, they can return to their setting and the fellow household members can end their self-isolation. The school will require proof before they are allowed back to school. 1.7: In the event of a suspected coronavirus case of either adult or child, cleaners have been instructed to immediately disinfect surfaces the person has come into contact with, including objects which are visibly contaminated with body fluids and all potentially contaminated high-contact areas i.e. toilets, banisters, door handles, chair in the isolation room etc. 1.8: The cleaner will wear disposable gloves, apron and mask and will wash their hands with soap and water once they		
If anyone tests positive whilst not experiencing symptoms but develop symptoms during the isolation period, they must restart the 10-day isolation period from the day they developed symptoms. 1.6: Where the pupil or staff member tests negative, they can return to their setting and the fellow household members can end their self-isolation. The school will require proof before they are allowed back to school. 1.7: In the event of a suspected coronavirus case of either adult or child, cleaners have been instructed to immediately disinfect surfaces the person has come into contact with, including objects which are visibly contaminated with body fluids and all potentially contaminated high-contact areas i.e. toilets, banisters, door handles, chair in the isolation room etc. 1.8: The cleaner will wear disposable gloves, apron and mask and will wash their hands with soap and water once they		
not experiencing symptoms but develop symptoms during the isolation period, they must restart the 10-day isolation period from the day they developed symptoms. In the event of a suspected coronavirus case of either adult or child, cleaners have been instructed to immediately disinfect surfaces the person has come into contact with, including objects which are visibly contaminated with body fluids and all potentially contaminated high-contact areas i.e. toilets, banisters, door handles, chair in the isolation room etc. In the event of a suspected coronavirus case of either adult or child, cleaners have been instructed to immediately disinfect surfaces the person has come into contact with, including objects which are visibly contaminated with body fluids and all potentially contaminated high-contact areas i.e. toilets, banisters, door handles, chair in the isolation room etc. I.8: The cleaner will wear disposable gloves, apron and mask and will wash their hands with soap and water once they		1.6: Where the pupil or staff
develop symptoms during the isolation period, they must restart the 10-day isolation period from the day they developed symptoms. 1.7: In the event of a suspected coronavirus case of either adult or child, cleaners have been instructed to immediately disinfect surfaces the person has come into contact with, including objects which are visibly contaminated high-contact areas i.e. toilets, banisters, door handles, chair in the isolation room etc. 1.8: The cleaner will wear disposable gloves, apron and mask and will wash their hands with soap and water once they		
isolation period, they must restart the 10-day isolation period from the day they developed symptoms. the fellow household members can end their self-isolation. The school will require proof before they are allowed back to school. 1.7: In the event of a suspected coronavirus case of either adult or child, cleaners have been instructed to immediately disinfect surfaces the person has come into contact with, including objects which are visibly contaminated with body fluids and all potentially contaminated high-contact areas i.e. toilets, banisters, door handles, chair in the isolation room etc. 1.8: The cleaner will wear disposable gloves, apron and mask and will wash their hands with soap and water once they		
restart the 10-day isolation period from the day they developed symptoms. Can end their self-isolation. The school will require proof before they are allowed back to school.		
they are allowed back to school. 1.7: In the event of a suspected coronavirus case of either adult or child, cleaners have been instructed to immediately disinfect surfaces the person has come into contact with, including objects which are visibly contaminated with body fluids and all potentially contaminated high-contact areas i.e. toilets, banisters, door handles, chair in the isolation room etc. 1.8: The cleaner will wear disposable gloves, apron and mask and will wash their hands with soap and water once they		can end their self-isolation. The
1.7: In the event of a suspected coronavirus case of either adult or child, cleaners have been instructed to immediately disinfect surfaces the person has come into contact with, including objects which are visibly contaminated with body fluids and all potentially contaminated high-contact areas i.e. toilets, banisters, door handles, chair in the isolation room etc. 1.8: The cleaner will wear disposable gloves, apron and mask and will wash their hands with soap and water once they	period from the day they	school will require proof before
coronavirus case of either adult or child, cleaners have been instructed to immediately disinfect surfaces the person has come into contact with, including objects which are visibly contaminated with body fluids and all potentially contaminated high-contact areas i.e. toilets, banisters, door handles, chair in the isolation room etc. 1.8: The cleaner will wear disposable gloves, apron and mask and will wash their hands with soap and water once they	developed symptoms.	they are allowed back to school.
or child, cleaners have been instructed to immediately disinfect surfaces the person has come into contact with, including objects which are visibly contaminated with body fluids and all potentially contaminated high-contact areas i.e. toilets, banisters, door handles, chair in the isolation room etc. 1.8: The cleaner will wear disposable gloves, apron and mask and will wash their hands with soap and water once they		1.7: In the event of a suspected
instructed to immediately disinfect surfaces the person has come into contact with, including objects which are visibly contaminated with body fluids and all potentially contaminated high-contact areas i.e. toilets, banisters, door handles, chair in the isolation room etc. 1.8: The cleaner will wear disposable gloves, apron and mask and will wash their hands with soap and water once they		
disinfect surfaces the person has come into contact with, including objects which are visibly contaminated with body fluids and all potentially contaminated high-contact areas i.e. toilets, banisters, door handles, chair in the isolation room etc. 1.8: The cleaner will wear disposable gloves, apron and mask and will wash their hands with soap and water once they		
has come into contact with, including objects which are visibly contaminated with body fluids and all potentially contaminated high-contact areas i.e. toilets, banisters, door handles, chair in the isolation room etc. 1.8: The cleaner will wear disposable gloves, apron and mask and will wash their hands with soap and water once they		
including objects which are visibly contaminated with body fluids and all potentially contaminated high-contact areas i.e. toilets, banisters, door handles, chair in the isolation room etc. 1.8: The cleaner will wear disposable gloves, apron and mask and will wash their hands with soap and water once they		
visibly contaminated with body fluids and all potentially contaminated high-contact areas i.e. toilets, banisters, door handles, chair in the isolation room etc. 1.8: The cleaner will wear disposable gloves, apron and mask and will wash their hands with soap and water once they		
fluids and all potentially contaminated high-contact areas i.e. toilets, banisters, door handles, chair in the isolation room etc. 1.8: The cleaner will wear disposable gloves, apron and mask and will wash their hands with soap and water once they		
contaminated high-contact areas i.e. toilets, banisters, door handles, chair in the isolation room etc. 1.8: The cleaner will wear disposable gloves, apron and mask and will wash their hands with soap and water once they		
areas i.e. toilets, banisters, door handles, chair in the isolation room etc. 1.8: The cleaner will wear disposable gloves, apron and mask and will wash their hands with soap and water once they		
handles, chair in the isolation room etc. 1.8: The cleaner will wear disposable gloves, apron and mask and will wash their hands with soap and water once they		
1.8: The cleaner will wear disposable gloves, apron and mask and will wash their hands with soap and water once they		
1.8: The cleaner will wear disposable gloves, apron and mask and will wash their hands with soap and water once they		
disposable gloves, apron and mask and will wash their hands with soap and water once they		Toom etc.
mask and will wash their hands with soap and water once they		1.8: The cleaner will wear
with soap and water once they		
romove their gloves and apron		
		remove their gloves and apron.
The cleaner will use disposable		
cloths and blue paper roll, which		
will be disposed of in a rubbish		
bag and tied immediately after		
use, which will be placed in a		
designated infection control		
area for 5 days.		alea iui b uays.
		1.9: If the pupil or staff member



								tests positive, the school will arrange for a specialist clinical waste contractor (PHS) to attend site and remove. If the pupil or staff member tests negative, the rubbish bag can be placed in with normal waste.				
2	Infection of Covid-19 Virus	Staff, Students Visitors, contractors.	Ill health, possible long term health effects, possible fatality	if a pupil displays coronavirus (COVID-19) symptoms, or has a positive test, while at their school They should avoid using public transport and wherever possible, be collected by a member of their family or household. If a pupil is awaiting collection: • they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age and needs of the pupil, with appropriate adult supervision if required • a window should be opened for fresh air ventilation if it is safe to do so • if it is not possible to isolate them, move them to an area which is at least 2 metres away from other people • if they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible - the bathroom must be	U	M	8	As per system of controls outlined in section 1 existing measures	U	M	8	



cleaned and disinfected using standard cleaning products	
before being used by anyone	
else else	
personal protective equipment	
(PPE) must be worn by staff	
caring for the pupil while they	
await collection if a distance	
of 2 metres cannot be	
maintained (such as for a very	
the young child or a child with	
complex needs) – more	
information on PPE use can	
be found in the safe working	
<u>in education,</u>	
childcare and children's social	
care settings guidance.	
In an emergency, call 999 if	
someone is seriously ill or	
injured or their life is at risk.	
Anyone with coronavirus	
(COVID-19) symptoms should	
not visit the GP, pharmacy,	
urgent care centre or a hospital,	
unless advised to.	
uniess advised to.	
The individual should not use	
The individual should not use	
public transport if they are	
symptomatic. If arranging	
their return to their family home	
to isolate, schools should follow	
advice on transport	
arrangements in the <u>safe</u>	
working in education, childcare	
and children's social care	
settings guidance.	



	Infection of	Staff,	III health,	When an individual has had	ΙU	М	Q	As per system of controls	Ш	M	8	I	
3	Covid-19 Virus	Students	possible long	close contact with someone	١	IVI	O	outlined in section 1 existing		'''	0		
"	Covid-19 viius	Visitors,	term health	with coronavirus				measures					
		contractors.	effects,	(COVID-19) symptoms				<u>Illeasures</u>					
		COMMACIONS.	,	(COVID-19) Symptoms									
			possible	Any member of stoff who has									
			fatality	Any member of staff who has									
				provided close contact care to									
				someone with symptoms,									
				regardless of whether they are									
				wearing PPE, and all other									
				members of staff or pupils who									
				have been in close contact with									
				that person, do not need to go									
				home to self-isolate unless:									
				the symptomatic person									
				subsequently tests positive									
				 they develop symptoms 									
				themselves (in which case,									
				they should self-isolate									
				immediately and arrange to									
				have a test)									
				 they are requested to do so 									
				by NHS Test and Trace or the									
				Public Health England (PHE)									
				advice service (or PHE local									
				health protection team if									
				escalated)									
				they have tested positive from									
				an LFD test as part of a									
				community or worker									
				programme									
				' ~									
				Everyone must wash their									
				hands thoroughly for 20									
				seconds with soap and running									
				water or use hand sanitiser after									
				any contact with someone who									
				is unwell. The area around the									
				person with symptoms must be									



				cleaned after they have left, to reduce the risk of passing the infection on to other people. See the guidance on the cleaning of non-healthcare settings. If an individual is contacted by NHS Test and Trace or the school local health protection team and told to self-isolate because they have been a close contact of a positive case, they have a legal obligation to do so.								
4	Infection of Covid-19 Virus	Staff, Students Visitors, contractors.	Ill health, possible long term health effects, possible fatality	Ensure face coverings are used in recommended circumstances In primary schools, we recommend that face coverings should be worn by staff and adult visitors in situations where social distancing between adults is not possible (for example, when moving around in corridors and communal areas). Children in primary school do not need to wear a face covering Transparent face coverings, which may assist communication with someone who relies on lip reading, clear sound or facial expression to communicate, can also be worn. There is currently very limited evidence regarding the effectiveness or safety of transparent face coverings, but	U	M	8	Existing measures from Sept 20 RA, and follow up review: All parents/carers on entry to the playground need to wear a face mask. This is absolutely essential for anyone who is permitted to enter the school buildings (Nursery parents [TBC with Nursery team], & those with planned meetings. Staff may use their own discretion/are strongly encouraged if they wish to wear a face mask in any communal areas / corridors if social distancing is more difficult between adults. The HT & SLT have discretion to request that staff wear masks should a review of this RA deem it advisable Staff advised (on 26/02/21) with regard to new advice "Face	U	M	8	



they may be effective in reducing the spread of coronavirus (COVID-19).	visors or shields should not be worn as an alternative to face coverings."	
Those who rely on visual signals for communication, or communicate with or provide support to such individuals, are currently exempt from any requirement to wear face coverings in schools or in public places.	Coverings.	
Face visors or shields should not be worn as an alternative to face coverings. They may protect against droplet spread in specific circumstances but are unlikely to be effective in reducing aerosol transmission when used without an additional face covering. They should only be used after carrying out a risk assessment for the specific situation and should always be cleaned appropriately.		
Exemptions Some individuals are exempt from wearing face coverings. This applies to those who: • cannot put on, wear or remove a face covering because of a physical impairment or disability, illness or mental health difficulties • speak to or provide help to someone who relies on lip		



	reading, clear sound of facial expression to communicate Safe wearing and remoface coverings The school should have process for when face coverings are worn within the school how they should be removed by the school should communicate to be made adjustments to be made	eval of a coverings ol and coved. nunicate upils, ow for for	This section NA for primary pupils, but staff re-advised of guidance for them.		
	pupils with SEND who m distressed if required to r a face covering against t wishes. Safe wearing of face cov requires the: • cleaning of hands befo after touching – includi remove or put them on • safe storage of them in individual, sealable pla bags between use Where a face covering b damp, it should not be w	nay be remove their verings ore and ting to n astic			
	and the face covering should be replaced caref Staff and pupils may con bringing a spare face covering to wear if their f covering becomes damp the day. The school must instruct to:	fully. nsider face o during			



				 not touch the front of their face covering during use or when removing it dispose of temporary face coverings in a 'black bag' waste bin (not recycling bin) place reusable face coverings 								
				in a plastic bag they can take								
				home with themwash their hands again before								
				heading to their classroom								
5	Infection of Covid-19 Virus	Staff, Students Visitors, contractors.	Ill health, possible long term health effects, possible	Ensure everyone is advised to clean their hands thoroughly and more often than usual	U	M	8	As per Sept 20 RA existing control measures (previously section 2)	U	M	8	
			fatality	Coronavirus (COVID-19) is an easy virus to kill when it is on skin. This can be done with soap and water or hand sanitiser. The school must ensure that pupils clean their hands regularly, including:				5.1.A: With full return of all pupils ensure additional (sufficient) hand sanitiser stations at single entry point to school (See Appendix)				
				 when they arrive at the school when they return from breaks when they change rooms before and after eating Consider how often pupils and staff will need to wash their				5.2: Class 'Cleaning Stations' (sink areas) have clear access and removal of unnecessary clutter, with supply (regularly checked by site team) of soap and paper towels				
				hands and incorporate time for this in timetables or lesson plans. Staff working with pupils who spit uncontrollably may want more opportunities to wash their hands than other staff. Pupils who use saliva as a				5.3: Pupils and staff to wash their hands with soap and water after entering the classroom, particularly after coming to school and after breaks, after sneezing, after using the toilet and before and after handling or eating food.				



sensory stimulant or who struggle with 'catch it, bin it, kill it' may also need more opportunities to wash their hands. Continue to help pupils with complex needs to clean their hands properly. Frequent and thorough hand cleaning should now be regular practice. The school should consider: • whether the school have enough hand washing or hand sanitiser stations available so that all pupils and staff can clean their hands regularly • if the school need to supervise hand sanitiser use given the risks around ingestion – appropriate skin friendly skin cleaning wipes can be used as an alternative • building these routines into school culture, supported by behaviour expectations and helping ensure younger pupils and those with complex needs understand the need to follow them	5.3.A As per 2.2, but with full return of all pupils sufficient hand sanitiser in each classroom(s) to enable 30 pupils to clean hands either through use of hand sanitiser or washing hands at sink in time-efficient (manageable) manner throughout day at different points. Staff to ensure that pupils rotate using between the two to ensure each pupil washing hands with soap and water at minimum 3 x per day. 5.4: Hand sanitiser in each classroom and in the dinner hall
--	--

^{*}Risk Rating is calculated by multiplying the (L)Likelihood by the (C) Consequence using the matrix at the end of this document



No	What is the Hazard? (i.e. potential causes of injury/damage)	Who might be harmed	How might people be harmed?	Existing Risk Control Measures			sk ting	Additional Controls			sidual Rating	Action monitored by whom?	Action Completed by When?
					L	С	R		L	(CR	-	
6	Infection of Covid-19 Virus	Staff, Students Visitors, contractors.	Ill health, possible long term health effects, possible fatality	Ensure good respiratory hygiene for everyone by promoting the 'catch it, bin it, kill it' approach The 'catch it, bin it, kill it' approach continues to be very important. Ensure enough tissues and bins are available to support pupils and staff to follow this routine. As with hand cleaning, ensure the younger pupils and those with complex needs are helped to get this right, and all pupils understand that this is now part of how the setting operates. The e-Bug coronavirus (COVID-19) website contains free resources for schools, including materials to encourage good hand and respiratory hygiene. Some pupils with complex needs will struggle to maintain as good respiratory hygiene as their peers, for example those who spit uncontrollably or use saliva as a sensory stimulant. This should be considered in risk assessments in order to support these pupils and the staff working with them and is not a reason to deny these pupils face-to-face education.		N	1 8	As per Sept 20 RA existing control measures (previously section 3) 6.1: Staff to encourage pupils to avoid touching their face with unwashed hands, and remind re. safe practice ((catch it, bin it, kill it) 6.2: Tissues will be provided in classrooms, and staff to ensure that both they and pupils sneeze and cough into them before being binned. 6.3: The school will provide a pedal lid bin for each classroom for used tissues in addition to the general wastepaper bin, which will be emptied at various intervals throughout the day. If pupil develops symptoms the pedal bins within room that child has used to be double bagged and removed to safe space (under site manager direction) to await results of test prior to disposal. Follow PHE disposal guidelines if positive test.	U		M 8		



		1								
							6.3.1: Pedal bins in every room. If a pupil develops symptoms the pedal bins within rooms that child has used to be double bagged and removed to safe space (under site manager direction) to await results of test prior to disposal. Follow PHE disposal guidelines if positive test.			
7	Infection of Covid-19 Virus	Staff, Students Visitors, contractors.	III health, possible long term health effects, possible fatality	Maintain enhanced cleaning, including cleaning frequently touched surfaces often, using standard products, such as detergents In line with the risk assessment and timetabling of the day, put in place and maintain an enhanced cleaning schedule. This should include: • more frequent cleaning of rooms or shared areas that are used by different groups • frequently touched surfaces being cleaned more often than normal • cleaning toilets regularly • encouraging pupils to wash their hands thoroughly after using the toilet • if the school site allows it, allocating different groups their own toilet blocks PHE has published guidance on the cleaning of non-healthcare	UN	8	As per Sept 20 RA existing control measures (previously section 4) 7.1.A: Full complement of cleaners (before school/after school) back at work Sept 20, additional agency cleaners if required. 7.1.A & 7.2.A: - 2 x additional cleaners morning between 09.00-11.00 - 2 x additional cleaners afternoon between 13.00-15.30 - Site manager to provide additional cleaning between 11.00-13.00 7.3: Site staff to monitor supples throughout the day and re-stock as required	U	8	



				settings. This contains advice on the general cleaning required in addition to the existing advice on cleaning when there is a suspected case.				7.5: Toilets to be cleaned regularly throughout day signed in cleaning log. To be monitored by site manager during day for compliance. 7.6: Robust cleaning focus on specific shared rooms eg. Art room, Breakfast/After School club rooms				
8	Infection of Covid-19 Virus	Staff, Students Visitors, contractors.	Ill health, possible long term health effects, possible fatality	Consider how to minimise contact across the site and maintain social distancing wherever possible The school must do everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum. The overarching principle to apply is reducing the number of contacts between pupils and staff. This can be achieved through keeping groups separate (in 'bubbles') and through maintaining distance between individuals. These are not alternative options and both measures will help, but the balance between them will change depending on the: • pupil's ability to distance • lay out of the building • feasibility of keeping distinct groups separate while offering a broad curriculum	U	X	8	As per Sept 20 RA existing control measures (previously section 5) 8.1.1: - Nursery will operate as a whole Nursery year bubble to manage the practical logistics of the physical environment & offer full EYFS curriculum - 3 x Reception classes will operate as a year group bubble from 08/03/20 onwards to manage the practical logistics of the physical environment & offer full EYFS curriculum - Y1 will operate for most part as class bubbles, including if additional TA provision for DSR (these due to be reviewed 31/03/21 in advance of summer term. - Y2 – Y6 will operate as class bubbles - Y2 provision of DSR intervention (once re-start	U	N	8	



	agreed with Y2) will have
Consistent groups reduce the	additional adult support
risk of transmission by limiting	fixed to class groups not
the number of pupils and staff in	cross Y2 (to be reviewed
contact with each other to only	prior to summer term start
those within the group.	for Y1)
Maintaining distinct groups or	8.1.2:
'bubbles' that do not mix makes	- Specialist teachers for
it quicker and easier in	Spanish, Art, PE & Music
the event of a positive case to	will work across different
identify those who may need to	classes
self-isolate and to keep that	- For Spanish this will be
number as small as possible.	limited to classes from Y3-
Transport as simalit as possible.	Y6 taught within their own
When using larger groups, the	
When using larger groups, the	classroom (no KS1 classes
other measures from the system	to limit teacher contact)
of controls become	- For Art this will be limited to
even more important to	Y4-Y6 within the Art room to
minimise:	reduce contacts for Art
transmission risks	teacher and limit use of the
the numbers of pupils and	shared room. Only one Yr
staff who need to self-isolate	group will use on a
	particular day.
Younger pupils and those with	- PE tutors will deliver lessons
complex needs will not be able	as part of PPA cross Y2-Y6
to maintain social distancing	classes with each year
	group having own set of
and it is acceptable for them not	resources. Pupils will wash
to distance within their group.	
	hands/use sanitiser before
Using small groups can:	and after each PE session.
restrict the normal operation	- PE tutors to use spray
of education	sanitiser on any resources
present educational and	as required
logistical challenges	- Singing lessons on
	Wednesday mornings will
The school will need to	be for Y1 Y2 within
consider:	classrooms for each class.
	Further clarification &
the cleaning and use of	timetable to come following
shared spaces, such as:	timotable to come following



playgrounds	HCB & EB meet on
dining halls	03/03/21
• toilets	
	8.1.3:
the provision of specialist	Movement around school
teaching and therapies	planned to limit possible
Assess the school	interactions (See Section
circumstances and try to	'Toilets' and Appendices in
implement 'bubbles' of an	relation to direction of
appropriate size to achieve the	access/egress)
1 ' ' ' ' 1 1 1 1 1 1 1	
greatest reduction in contact	8.2:
and mixing. Make sure this will	- From Y1 – Y6, teachers to
not affect the quality and	adapt classrooms as far as
breadth of teaching or access	possible to support
for support and specialist staff	distancing, seating pupils
and therapists.	side-by- side, & facing
Whatever the size of the group,	forwards. Remove
they should be kept apart from	unnecessary clutter /
other groups where possible.	furniture. Where difficult the
Encourage pupils to keep their	class 'bubble' provides the
distance within groups. Try to	·
limit interaction, sharing of	additional strategy of protection.
rooms and social spaces	
between groups as much as	- KS2 class teachers should
possible.	attempt as far as physical
possible.	space allows to organise
Poth the approaches of	their classrooms with
Both the approaches of	children side-by-side in
separating groups and	rows, to limit pupil face-to-
maintaining distance are not 'all	face seating.
or nothing' options and will still	- Group table arrangements
bring benefits, even if partially	for KS2 are permitted due to
implemented.	the 'twin' strategy of the
The school may keep pupils in	class bubble, however are
their class groups for most of	not advised for KS2 at
the classroom time, but also	present pending review
allow mixing in wider groups for:	31/03/21. Teachers are
specialist teaching	
wraparound care	advised that they should be
·	mindful of limiting the their
transport	own time working in close



	proximity in group work		
Siblings may also be in different	(eg.15 mins)		
groups.	- For KS1 classes , especially		
	Y1, Teachers have		
All teachers and other staff can	discretion to organise their		
operate across different classes	environment to suit needs of		
and year groups to facilitate the	children with the twin		
delivery of the timetable and	strategy of class bubbles.		
specialist provision. Where staff	Again teachers should be		
need to move between groups,	mindful of limiting their own		
they should try and keep their	time working in close		
distance from pupils and other	proximity in group work		
staff as much as they can,	(eg.15 mins)		
ideally 2 metres from other	- Class carpets ('bug rugs')		
adults. Try to minimise the	are permitted, most relevant		
number of interactions or	up to Y3, however teachers		
changes wherever possible.	need to be mindful of		
Changes wherever possible.	limiting the amount of time		
Measures within the	on carpet and their own		
classroom	distancing from the front row		
Classicolli	distancing from the front row		
Maintaining a distance between	8.2.2:		
people while inside and	Class resources		
reducing the amount of time	- In general class resources		
they are in face-to-face contact	can be shared by children		
lowers the risk of transmission.	(as part of class bubble)		
There is strong public health	- For KS2 children are		
advice that staff in secondary	recommended to bring in an		
schools maintain distance from	empty pencil case. KS2		
their pupils, staying at the front	teachers will provide each		
of the class, and away from	pupil with minimum core		
	equipment for KS2 pupils to		
their colleagues where possible. Ideally, adults should maintain 2			
metre distance from each other	put in their own pencil case		
	(pencils, pen, rubber, etc).		
and from children.	The pencil case is to remain		
We know that this is not always	at school. This will limit		
possible, particularly when	sharing of core equipment.		
working with pupils with	- Classteachers will be		
complex needs, or those who	provided with sanitising anti-		
need close contact care.	bacterial spray for use on		



	Provide educational and care	other class resources as		
	support for these pupils as	needed		
	normal, with other increased	- Book corners are permitted,		
	hygiene protocols in place to	but books should remain at		
	minimise the risk of	school		
	transmission.	 Specific subject Learning 		
	Where possible, for example	Resources that are shared		
	with older pupils with less	cross school (eg. Topic		
	complex needs who can self-	resources) need to be		
	regulate their behaviours	carefully planned for to		
	without distress, they should	ensure cleaning (or 72 hour		
	also be supported to maintain	quarantine period) between		
	distance and not touch staff and	separate class usage.		
	their peers. This will not be	Teachers & middle leaders		
	possible for the youngest	to look at medium/long-term		
	children, and some children and	curriculum maps to identify		
	young people with complex	what needed and when.		
	needs. It may also not be			
	feasible where space does not			
	allow. Doing this where the			
	school can, even some of the			
	time, will help.			
	When staff and pupils cannot			
	maintain distancing, the risk can			
	be reduced by keeping pupils in			
	the smaller, class-sized groups.			
	The school should make small			
	adaptations to the classroom to			
	support distancing where			
	possible. That should include			
	seating pupils side by side and			
	facing forwards, rather than			
	face-to-face or side on. It might			
	also include moving			
	unnecessary furniture out			
	of the classroom to make more			
	space.			



Measures elsewhere	
	As per Sept 20 RA existing
The school should avoid large	control measures (previously
gatherings such as assemblies	section 5)
or collective worship with	
more than one group.	8.3.1:
When timetabling, groups	No whole school, phase or
should be kept apart and	singing <u>assemblies</u> will take
movement around the school	place. Consider alternatives
kept to a minimum. While	such as remote video
passing briefly in the corridor or	assemblies to be shown within
playground is low risk,	classroom.
avoid creating busy corridors,	
entrances and exits, where	8.3.2:
practicable one-way systems	Staggered morning playtimes to
may be appropriate. Consider	minimise contacts & support
staggered break times and	separation of groups;
lunch times. Make sure the	- KS1 10.30-10.45
school allow time for cleaning	- KS2 10.50-10.45
surfaces in the dining hall	- NOZ 10.50-11.03
between groups.	Main Playground separated into
The school should also plan	6 zones
how shared staff spaces are set	(SEE APPENDIX)
up and used to help staff to	(SEL AFFENDIA)
distance from each other.	Yr Groups allocated specific
The school should minimise the	Zones for each Playtime and
use of staff rooms, although	Lunchtime to support separation
staff must still have a break of a	of groups
reasonable length during the	(SEE APPENDIX)
day.	(SEL AFFENDIA)
uay.	Adapted timetable to enable
	Staggered (longer lunchbreaks)
	to support separation of groups
	& enable clean of lunch tables
	between groups
	(SEE APPENDIX)
	8.3.3:
	Year groups in main building
	(Y2-Y6) have allocated routes



	for entry and egress to manage
	movement, enabling distancing
	& separation of Yr
	a separation of 11
	groups/classes around school
	8.3.4:
	Lunchtimes
	- Yr groups kept separate in
	dising hall (See Appendix) and
	dining hall (See Appendix) and
	classes will sit together on
	separate tables
	- Yr groups allocated to different
	playground zones to maintain
	separation.
	- SMSAs allocated to specific Yr
	groups for lunchbreak
	supervising their Yr group in hall
	and outside, and at wet
	playtimes.
	8.3.5:
	Admin Office & Staff
	Only admin staff are permitted to
	enter the admin office (Not other
	staff or pupils) to maintain social
	distancing and separation of
	contacts.
	First Aid will be delivered by
	admin staff but they will come
	out of the office to deliver this,
	usually, in the multi-purpose
	room or lobby area.
	Parents/carers contact with the
	office will be via email or
	telephone, and can request any
	meeting if they wish. There will
	not be the option of dropping by
	the office to speak to admin staff



		T	through the lobby.			
			a nough the loopy.			
			To enable social distancing /			
			minimise the impact on the			
			school of any potential			
			confirmed case (if it were to			
			occur to a member of the admin			
			staff team) the following controls			
			will be in place;			
			- SBM & SAO are, as far as			
			possible, not work within the			
			admin office (SBM in their			
			room, SAO to set up			
			working desk in			
			multipurpose room)			
			- Perspex screen partitions to			
			separate admin staff within			
			the office			
			- Admin office staff to			
			continue distanced seating			
			arrangements ensure			
			working side-by-side and			
			back-to-back, limiting any			
			face-to-face working			
			0.2.6.			
			8.3.6:			
			Staff Rooms / Staff Meetings - Staff to be mindful of social			
			distancing, limiting face-to-face			
			interactions in staffrooms.			
			- In EYS building N, Rec & Y1			
			staff need to consider possible			
			phasing of staffroom usage at			
			lunchbreak to enable distancing			
			- In Y2-6 building (most			
			especially between 12.30-13.00			
			lunchtime period) Y2-6 staff			
			need to be mindful that the			
			ability of staff to socially distance			
			will be difficult if all Y2-6 staff			



								wished to be in staffroom at this time. This will be discussed again (reminder) with relevant staff to explore solution/control measures on return to school The weekly lunchtime staff business meeting continues to be suspended. Alternative arrangements include virtual meeting, receiving information via email, etc, will continue Curriculum meetings likewise will continue in virtual format through TEAMS					
9	Infection of Covid-19 Virus	Staff, Students Visitors, contractors.	Ill health, possible long term health effects, possible fatality	Measures for arriving at, and leaving the setting Consider staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave. Staggered start and finish times should not reduce the amount of overall teaching time. A staggered start may include: • condensing or staggering free periods or break time but retaining the same amount of teaching time • keeping the length of the day the same but starting and finishing later to avoid busy periods The school should consider how to communicate any changes to parents.	U	M	12	Majority as per Sept 20 RA existing control measures (previously section 5) NB. Changes to Start/End of day 9.4.1: No access to school playground until gates open at 8.45am (except BC children) Staggered start & finish times: 08/03/21 onwards Start 08.45: Rec & Y1, Start 09.00: Nursery, Y2 & Y3 Start 09.15: Y4, Y5, Y6 (like previous SOFT START ie.	U	N	M :	8	



				Remind them about the process that has been agreed for drop off and collection, including not to: • gather at the gates • come onto the site without an appointment Travelling to School Pupils and staff may use public transport where necessary, but encourage them to walk, cycle or scoot to and from school wherever it is possible and safe to do so. Where pupils and staff need to use public transport, they should follow the safer travel guidance for passengers People aged 11 and over must wear a face covering when travelling on public transport. In accordance with advice from PHE, they must also wear a face covering when travelling on dedicated transport to secondary school. People who are exempt do not need to wear a face covering.				Straight into school no lining up!) End 15.00: Nursery End 15.10: Y2 End 15.30: Y3 End 15.40: Y4, Y5, Y6 9.4.2: Arrangements in place to maintain separation of groups at beginning / end of day. With yr groups to use one entrance (Park Road Gate) for ENTRY and separate gate BOUNDS GREEN RD) for EXIT and identified lining up areas / times. (SEE APPENDIX) 9.4.3: Handwashing on arrival/exit. Bins available on entry/exit for disposable face coverings 9.4.4: Letter to go out to parents to communicate arrangements / expectations by 03/03/21, followed by regular communication updates / reminders as necessary				
10	Infection of Covid-19 Virus	Staff, Students Visitors, contractors.	Ill health, possible long term health effects, possible fatality	Other considerations Some pupils with SEND (whether with EHC plans or on SEN support) will need specific help and preparation for the changes to routine that these measures will involve. Staff should plan to meet these	U	M	8	As per Sept 20 RA existing control measures (previously section 5) 10.1A: Inclusion Leader to liaise with inclusion team/teachers (and parents) re any specific support for pupils who may have specific	U	M	8	



	needs, for example using social	need.
	stories.	
		10.2:
	To make sure pupils with	- All supply staff, visiting
	medical conditions are fully	teachers, specialist external
	supported, work with:	staff, who would be working with
	local authorities	children/staff made aware of
	health professionals	COVID system of controls &
	• regional schools'	expectations within school, sign
	commissioners	in electronically and provide
		contact details to comply with
	Use individual healthcare plans	NHS Test & Trace processes
	to help pupils receive an	- Contractors (as per above) but
	education in line with their	managed by site manager.
	peers. In some cases, the	Protocols already in place to
	pupil's medical needs will mean	ensure contractors working on
	this is not possible, and	site kept separate from
	educational support will require	staff/pupils.
	flexibility. Further information is	
	available in the guidance on	10.3:
	supporting pupils at school with	Currently no pupils dual
	medical conditions.	registered attending more than
		one setting
	Specialists, therapists, clinicians	
	and other support staff for pupils	
	with SEND should provide	
	interventions as usual. They, as	
	well as supply teachers,	
	peripatetic teachers	
	or other temporary staff, can	
	move between settings. They	
	should ensure they minimise	
	contact and maintain as much	
	distance as possible from other	
	staff. Such specialists will be aware of the PPE most	
	appropriate for their role.	
	Schools should consider how to	
	manage other visitors to the	



	site, such as contractors, catering staff and deliveries, as
	well as cleaning staff on site
	who may be working throughout the school and across different
	groups. This will require close
	co-operation between schools
	and the other relevant employers.
	employers.
	The school should have
	discussions with key contractors about the school's control
	measures and ways of working.
	They should ensure site guidance on physical distancing
	and hygiene is explained to
	visitors on or before arrival.
	Where visits can happen safely outside of school
	hours, they should. A record
	should be kept of all visitors
	with sufficient detail to support rapid contact tracing if required
	by NHS Test and Trace.
	As normal, the school should
	engage with the school local
	immunisation providers
	(Vaccination UK) to provide immunisation programmes on
	site, ensuring these will be
	delivered in keeping with the school's control measures.
	These programmes are
	essential for children's health
	and wellbeing and can also provide benefits for staff.
	Where a pupil routinely attends



				more than one setting on a part time basis, for example because they are dual registered at a mainstream school and a special setting, the settings should work through the system of controls collaboratively, enabling them to address any risks identified and allowing them to jointly deliver a broad and balanced curriculum for the pupil. Pupils should be able to continue attending both settings. While some adjustment to arrangements may be required, pupils in this situation should not be isolated as a solution to the risk of greater contact except when required by specific public health advice.								
11	Infection of Covid-19 Virus	Staff, Students Visitors, contractors.	III health, possible long term health effects, possible fatality	For individual and very frequently used equipment, such as pencils and pens, staff and pupils should have their own items. Classroom based resources, such as books and games, can be used and shared within the bubble. These should be cleaned regularly, along with all frequently touched surfaces. Resources that are shared between classes or bubbles, such as sports, arts, and science equipment should be	U	М	8	As per Sept 20 RA existing control measures (previously section 5) 11.4: - Site manager (& cleaning staff team as directed by site manager) to ensure clean / spray of outdoor playground equipment Lunchtime play resources limited to Yr group according to Zone (See Appendix F). Spray to be used after each lunchtime - 11.5:	U	N	A 8	



cleaned frequently. When sharing equipment between different bubbles, the school should either: • clean and disinfect with an appropriate disinfectant before it is moved between bubbles • allow them to be left unused for a period of 48 hours (72 hours for plastics) The school will need to assess the ability to clean equipment used in the delivery of therapies, for example, physiotherapy equipment or	Breakfast & After School Club Provision - Separation of EYFS / KS1 / KS2 children into 3 groups allocated different locations EYFS to use Nursery hall and adjoining room and Nursery outside space - KS1 to use main ASC room and KS1 playground - KS2 pupils to use lunch hall and KS2 playground - Further segregation between Y3/4 & Y5/6 ASC children within lunch hall & outside - staff allocated to each of the 3 groups: ASC 3 for KS2, 4 for		
or practical, resources will have to be either: • restricted to one user • left unused for a period of 48 hours (72 hours for plastics) between use by different individuals Outdoor playground equipment should be more frequently cleaned than normal. This also applies to resources used inside and outside by wraparound care and out-of-school settings providers.	- For BC reduction in range of breakfast food offer to manage different locations - Additional cleaning staff (See 4.1.A & 4.2.A) identified to ensure clean of rooms used by BC & ASC during day as well as beginning / end of day - on collection of children from ASC no parents to enter premises, signing out book on outside table under canopy. Children brought out by ASC staff.		



12	Infection of Covid-19 Virus	Staff, Students Visitors, contractors.	Ill health, possible long term health effects,	Pupils should limit the amount of equipment they bring into school each day, including essentials such as: I lunch boxes hats and coats books stationery mobile phones Bags are allowed. Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided. Similar rules on hand cleaning, cleaning of the resources and rotation should apply to these resources. Parent pick-up and drop-offs We know that travel to school patterns differ greatly. If those	U	М	12	SEE REVISED ARRANGEMENT CONTROL MEASURES FOR START & END OF DAY TO STAGGER	U	N	1 8	
		•		We know that travel to school patterns differ greatly. If those patterns allow, schools should consider staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave school. Staggered start and finish times should not reduce the amount of overall time children spend in school. A staggered start may, for example, include keeping the length of the day the same but starting and finishing later to								



				avoid rush hour. Schools should consider how to communicate this to parents and remind them about the process that has been agreed for drop off and								
				collection, including that gathering at the school entrance								
				and otherwise coming onto the								
				site without an appointment is not allowed.								
13	Infection of	Staff,	III health,	Keep occupied spaces well	U	М	8		U	M	8	
	Covid-19 Virus	Students	possible long	ventilated				As per Sept 20 RA existing				
		Visitors, contractors.	term health effects,	Good ventilation reduces the concentration of the virus in the				control measures (previously section 3)				
		contractors.	possible	air, which reduces the				<u>scotton oy</u>				
			fatality	risk from airborne transmission.				<u>13.1:</u>				
				This happens when people				Where possible windows &				
				breathe in small particles				doors to be kept open to				
				(aerosols) in the air after someone with the virus has				increase airflow and ventilation, and limit use of door handles				
				occupied and enclosed area.				and limit use of door nandles				
				When the school is in operation,				13.1.1:				
				it is important to ensure it is well				As per 3.5, with clarification that				
				ventilated and a				fire doors should not be wedged				
				comfortable teaching				open.				
				environment is maintained.								
				These can be achieved by a				<u>13.2:</u>				
				variety of measures including:				Pupils to bring their own water bottle with their name on it.				
				mechanical ventilation								
				systems – these should be				<u>13.3:</u>				
				adjusted to increase the				PE lessons will be taught				
				ventilation rate wherever				outside where possible				
				possible and checked to				12.4.				
				confirm that normal operation meets current				13.4: newsletters to parents & talks				
				guidance and that only fresh				with pupils to encourage				
				outside air is circulated.				additional clothing layers				



T T	
	If possible, systems should be
	adjusted to full fresh air or, if
	not, then systems
	should be operated as normal
	as long as they are within a
	single room and
	supplemented by an outdoor
	air supply
	• natural ventilation – opening
	windows (in cooler weather
	windows (in cooler weather windows should be
	opened just enough to provide
	constant background
	ventilation and opened
	more fully during breaks to
	purge the air in the space).
	Opening internal doors
	can also assist with creating a
	throughput of air
	natural ventilation – if
	necessary external opening
	doors may also be used (as
	long as they are not fire doors
	and where safe to do so)
	To balance the need for
	increased ventilation while
	maintaining a comfortable
	temperature, consider:
	opening high level windows in
	colder weather in preference
	to low level to reduce
	draughts
	• increasing the ventilation
	while spaces are unoccupied
	(for example, between
	classes, during break and
	lunch, when a room is
	unused)
	providing flexibility to allow



	-		response to any ir	additional, suitable indoor clothing – for more information see school uniform • rearranging furniture where possible to avoid direct draughts Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces.								
14	Infection of Covid-19 Virus	Staff, Students Visitors, contractors.	Ill health, possible long term health effects, possible fatality	Promote and engage with the NHS Test and Trace process Staff members, parents and carers will need to: • book a test if they or their child has symptoms - the main symptoms are: • a high temperature • a new continuous cough • a loss or change to your sense of smell or taste • self-isolate immediately and not come to school if: • they develop symptoms • they have been in close contact with someone who tests positive for coronavirus (COVID-19) • anyone in their household or support or childcare bubble who develops symptoms of coronavirus (COVID-19) • they are required to do so	U	M	8	As per Sept 20 RA existing control measures (previously section 7) 14.1: (Cross reference to 1.1.1) - Staff previously issued with Haringey NHS Test & Trace guidance Powerpoint - SLT members and admin staff most especially to be fully familiar with correct procedures guidance SEE LEFT - As per 1.1.1 communication to parents/carers with regular reminders - Posters of key points / slides providing information on test & Trace guidance to be placed on display at school gate entrances and near classrooms - Staff asymptomatic testing	U	M	8	



				having recently travelled from certain other countries o they have been advised to isolate by NHS test and trace or the PHE local health protection team, which is a legal obligation • provide details of anyone they have been in close contact with, if they test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace				already up-and-running with clear, understood protocols communicated to staff. Text reminders sent every Sunday & Wednesday to staff as reminder				
15	Infection of Covid-19 Virus	Staff, Students Visitors, contractors.	Ill health, possible long term health effects, possible fatality	Manage confirmed cases of coronavirus (COVID-19) amongst the school community The school must take swift action when the school becomes aware that someone who has attended has tested positive for coronavirus (COVID-19) having developed symptoms and taken a PCR test outside of school. The school can access support on the action it should take to respond to a positive case, by contacting the dedicated advice service introduced by Public Health England (PHE) and delivered by the NHS Business Services Authority. This can be reached by calling the DfE Helpline on 0800 046 8687 and selecting option 1 for advice. Alternatively the school can contact Haringey Public Health	U	M	8	All SLT & Admin staff fully aware of processes to follow in response to any confirmed case. This indicated through prior case responses during Autumn 2020.	U	M	8	



		publichealth@haringey.gov.uk
		The advice service (or PHE
		local health protection team if
		escalated) will work with
		the school to guide them
		through the actions needed to
		be taken. Based on their advice,
		the school must send home
		those people who have been in
		close contact with the person
		who has tested positive,
		advising them to self-isolate
		immediately and for the next 10
		full days counting from the day
		after contact with the individual
		who tested positive.
		Close contact means:
		anyone who lives in the same
		household as someone with
		coronavirus (COVID-19)
		symptoms or who has tested
		positive for coronavirus
		(COVID-19)
		anyone who has had any of
		conversation within 1 metre
		o been within 1 metre for 1
		minute or longer without face-
1		to-face contact
	I I	



	o been within 2 metres of
	someone for more than 15
	minutes (either as a
	one-off contact, or added up
	together over one day)
	o travelled in the same
	vehicle or a plane
	The advice service (or PHE
	local health protection team if
	escalated) will provide
	advice on who must be sent
	home. To support them in doing
	so, it is recommended the
	school keep a record of pupils
	and staff in each group, and any
	close contact that takes
	places between pupils and staff
	in different groups. This should
	be a proportionate recording
	process. The school do not
	need to ask pupils to record
	everyone they have spent time
	with each day or ask staff to
	keep definitive records in a way
	that is overly burdensome.
	Where individuals are self-
	isolating and are within the
	definition of vulnerable, it is
	important that schools put
	systems in place to keep in
	contact with them, offer
	pastoral support, and check
	they are able to access
	education support.
	Guudation Support.
	A template letter will be
	provided to the school, on the



	advice of the health protection	
	team, to send to parents and	
	staff if needed. The school must	
	not share the names or details	
	of people with coronavirus	
	(COVID-19) unless essential to	
	protect others.	
	Household members of those	
	contacts who are sent home do	
	not need to self-isolate	
	themselves unless the pupil or	
	staff member who is self-	
	isolating subsequently	
	develops symptoms, unless	
	they have been told to self-	
	isolate by NHS Test and	
	Trace or their public health	
	protection team, in which case	
	they must self-isolate.	
	If someone in a class or group	
	that has been asked to self-	
	isolate develops symptoms	
	themselves within the 10 days	
	from the day after contact with	
	the individual who tested	
	positive, they should follow	
	guidance for households with	
	possible or confirmed	
	coronavirus (COVID-19)	
	infection. They should get a	
	test, and:	
	• if the test delivers a negative	
	result, they must remain in	
	isolation for the remainder of	
	the 10-day isolation period.	
	This is because they could still	
	develop coronavirus (COVID-	
	19) within the remaining days.	



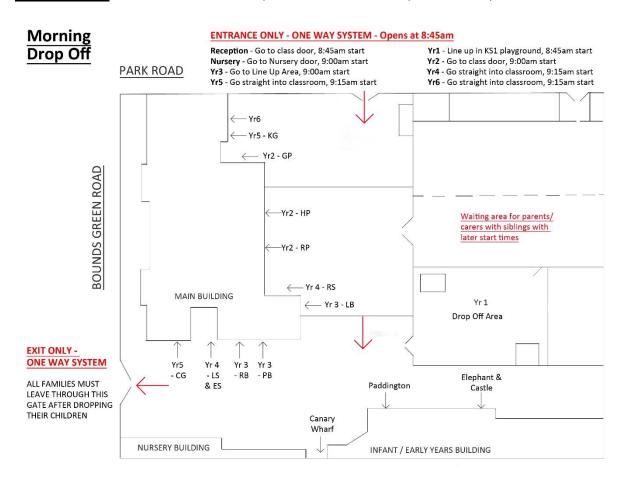
				if the test result is positive, they should inform their school immediately, and should isolate from the day of onset of their symptoms and All SLT & Admin staff fully aware of processes to follow in response to any confirmed case. This indicated through prior case responses during Autumn 2020.at least the following 10 full days. Their household should self-isolate starting from when the symptomatic person in their household first had symptoms and the next 10 full days, following guidance for households with possible or confirmed coronavirus (COVID-19) infection							
16	Infection of Covid-19 Virus	Staff, Students Visitors, contractors.	Ill health, possible long term health effects, possible fatality	Contain any outbreak by following PHE local health protection team advice If the school have 2 or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, the school may have an outbreak. The school should call the dedicated advice service who will escalate the issue to the school local health protection team where necessary and advise if any additional action is required. The school can reach them by calling the DfE Helpline	U	M	8	All SLT & Admin staff fully aware of processes to follow in response to any confirmed case. This indicated through prior case res All SLT & Admin staff fully aware of processes to follow in response to any confirmed case. This indicated through prior case responses during Autumn 2020.	N	8	



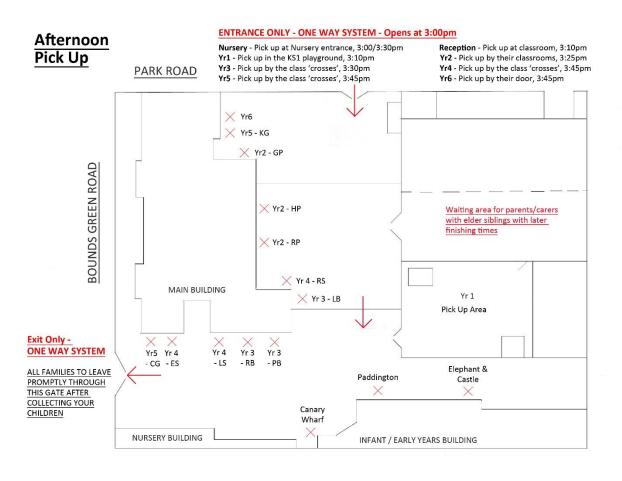
	on 0800 046 8687 and selecting option 1 for advice on the action to take in response to a positive case.
	In some cases, health protection teams may recommend that a larger number of other pupils selfisolate at home as a precautionary measure. This could be the class or year group.
	If the school are implementing the system of controls, addressing any issues the school have identified and therefore reducing transmission risks, whole site closure will not generally be necessary. The school should not close except on the advice of health protection teams.



APPENDIX A: START/FINISH TIMES, ENTRANCES/EXITS, LINING UP, ETC





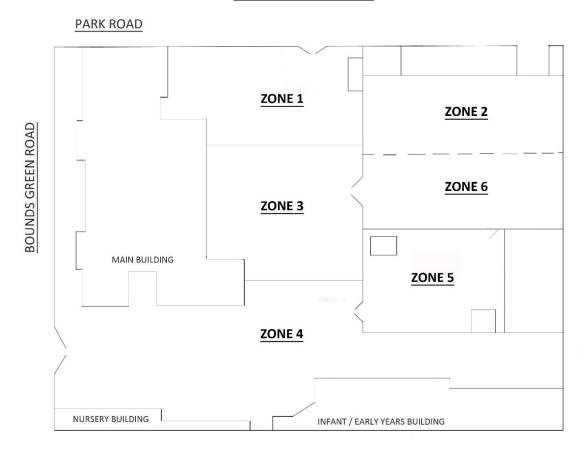




APPENDIX B:

PLAYGROUND ZONES

Playground Zones





APPENDIX C: PLAYTIME & LUNCHTIME

Class Group	Playtimes	Lunchtimes	Playground area
Yr 1 Cohort SC/ MH/ CF	10:30 – 10:45	12.00 – 1.00	Zone 1 – 6 on rotation (See Appendix)
	2:30 – 2.45		
Yr 2 Cohort GP/ HP/ RP	10:30 – 10:45	12.00 – 1.00	Zone 1 – 6 on rotation (See Appendix F)
	2:30 – 2.45		
Yr 3 Cohort RB/ LB/ PB	10:50 – 11:05	M-12.30 - 1.30 T-12.30 - 1.30 W-12.15 - 1.15 Th-12.30 - 1.30 F-12.30 - 1.30	Zone 1 – 6 on rotation (See Appendix)
Yr 4 Cohort LS/ RS (ES)	10:50 – 11:05	M-12.30 - 1.30 T-12.30 - 1.30 W-12.30-1.30 Th-12.30 - 1.30 F-12.15 - 1.15	Zone 1 – 6 on rotation (See Appendix)
Yr 5 Cohort KG/ CG	10:50 – 11:05	M-12.30-1.30 T-12.30-1.30 W-12.30-1.30 Th-12.15-1.15 F-12.30-1.30	Zone 1 – 6 on rotation (See Appendix)
Yr 6 Cohort EC/ RC	10:50 – 11:05	M-12.15-1.15 T-12.30-1.30 W-12.30-1.30 Th-12.30-1.30 F-12.30-1.30	Zone 1 – 6 on rotation (See Appendix)



APPENDIX D: LUNCHTIMES

DAYS	11.30 – 12.00	12.00 – 12.30	12.15 – 12.45	12.30 – 1.00	1.00 - 1.30	LUNCHTIME BREAK
Monday	Reception	Y1 (11.50) Y2 (12.05)	Y6	Y3	Y4 & Y5	Y6: 12.15 – 1.15PM Y5, Y4, Y3: 12.30 – 1.30PM
Tuesday	Reception	Y1 (11.50) Y2 (12.05)		Y3 & Y4	Y5 & Y6	All: 12.30 – 1.30PM
Wednesday	Reception	Y1 (11.50) Y2 (12.05)	Y3	Y4	Y5 & Y6	Y3: 12.15 – 1.15PM Y4, Y5, Y6: 12.30 – 1.30PM
Thursday	Reception	Y1 (11.50) Y2 (12.05)	Y4	Y3	Y5 & Y6	Y4: 12.15 – 1.15PM Y3, Y5, Y6: 12.30 – 1.30PM
Friday	Reception	Y1 (11.50) Y2 (12.05)	Y5	Y3	Y4 & Y6	Y5: 12.15 – 1.15PM Y6, Y4, Y3: 12.30 – 1.30PM

Lunch is at 12.15 – 1.15 on the day KS2 class teachers have PPA

Nursery times TBC – has own dining area and playground

Reception Children – 11.30 – 12.00 in dining room. 12.00 – 12.30 play in Reception playground



APPENDIX E: Playtime & Lunchtime Zones Rota

Return to school after lockdown - Mon 8th March 2021

	Week Beginning	Week Beginning					
	8 th Mar, 22 nd Mar, 19 th Apr, 3 rd May, 17 th May	15 th Mar, 29 th Mar, 26 th Apr, 10 th May, 24 th May					
Year Group	Zone	Zone					
1	5	4					
2	3	5					
3	4	6					
4	6	2					
5	1	3					
6	2	1					