

LBTH Schools – School SLA Health and Safety - COVID-19 SCHOOL RISK ASSESSMENT: May 2021

Education settings must be able to achieve the following controls as defined by the Department of Education. The Risk Assessment must be reviewed by Head Teachers point by point and where actions are implemented, they must be re-worded if necessary, to show how the controls have been applied, add/amend for your school environment. The risk assessment should be reviewed at SLT and with the Governing Body and shared with all staff. The risk rating for each identified hazard and overall risk assessment must be considered and decided/changed to Low, Medium, or High by the school on how the school proceeds with the COVID-19 control measures within the school. Sharing the risk assessment with School Unions and using the risk assessment as a training tool for all staff to ensure full knowledge and control of risk is in place. Secondary schools are expected to have a staggered return to school with remote learning for the first week in January.

The current Government guidance for detailed review to assist in your risk assessment links:

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

<https://www.gov.uk/government/publications/schools-and-childcare-settings-return-in-january-2021/schools-and-childcare-settings-return-in-january-2021>

Description of Activity	COVID 19 Secure School Risk Assessment Version 3.0	Review Dates	
Location	Canon Barnett Primary School		
Completed by	Rebekah Greenslade		
Date of Assessment	14th May2021		

SECTION ONE: PREVENTION

What are the hazards?	Who & how might someone be harmed?	What are you currently doing to control risks?	Risk Rating L / M / H	What else do you need to do (if applicable)?	Action by who / when?	Date Completed
<p>Minimise contact)</p> <p>People unwell/ Coronavirus (COVID-19) (CV19)</p>	<p>Employees, agency, Pupils, visitors</p> <p>Causing severe infection/disease</p>	<p>1. Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school.</p> <p>2 Ensuring that pupils, staff and other adults do not come into the school if they have symptoms-of-coronavirus or if they or someone in the household, support-bubble or child-care bubble (see guidance here support-bubble childcare-bubble) have tested positive in at least the last 10 days and ensuring</p>	M	<p>Information on weekly newsletter to remind parents of symptoms. Staff to be vigilant about their own and their households symptom. Staff to inform SLT if they are concerned a child is showing symptoms. Remove child from classroom if concerned (with consideration for child's well-being)</p>	<p>Lee/SLT</p> <p>Haleema to support families who are isolating</p>	Ongoing

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<p>Someone entering the school/workplace/offices with CV19</p>		<p>anyone developing those symptoms during the school day is sent home, are essential actions to reduce the risk in schools and further drive down transmission of coronavirus (COVID-19).</p> <p>All schools must follow this process and ensure all staff are aware of it.</p> <p>if an LFD test is taken first, and a PCR test is then taken within 2 days of the positive lateral flow test, and is negative, it overrides the LFD test and the pupil can return to school)</p> <p>You must follow this process and ensure everyone onsite or visiting is aware of it.</p> <p>Anyone told to isolate by NHS Test and Trace or by their public health protection team has a legal obligation to self-isolate, but you may leave home to avoid injury or illness or to escape the risk of harm. More information can be found on NHS Test and Trace: how it works.(https://www.gov.uk/guidance/nhs-test-and-trace-how-it-works)</p> <p>3 If anyone in the school becomes unwell with a new and persistent cough or a high temperature, or has a loss of or change in, their normal sense of taste or smell (anosmia), they must be sent home and advised to follow guidance for households with possible or confirmed coronavirus (COVID-19) infection, which sets out that they should self-isolate for at least 10 days and should arrange to have a test to see if they have coronavirus (COVID-19).</p> <p>4 Other members of their household (including any siblings and members of their support or childcare bubble if they have one) should self-isolate. Their isolation period includes the</p>		<p>Regular reminders at staff meetings</p> <p>SLT to support staff if unsure of how to respond to symptoms</p> <p>Children will be taken to the small room next to the office. After a child has been in the room, Lee/cleaner will clean the room. Office staff to alert Lee/cleaner/SLT member.</p> <p>PPE can be found in the small room next to the office/disabled toilet or headteachers office if needed.</p>		
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		<p>day symptoms started for the first person in their household, or the day their test was taken if they did not have symptoms, whether this was a Lateral Flow Device (LFD) or Polymerase Chain Reaction (PCR) test, and the next 10 full days. It remains essential that anyone who gets a positive result from an LFD result self-isolates immediately, as must other members of their household, while they get a confirmatory PCR test. If a member of the household starts to display symptoms while self-isolating they will need to restart the 10 day isolation period and book a test</p> <p>5 If a child is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age and needs of the child, with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people.</p> <p>6 If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom must be cleaned and disinfected using standard cleaning products before being used by anyone else.</p> <p>7 PPE must be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs). More information on PPE use can be found in the safe working in education, childcare and children's social care settings. including the use of personal protective equipment (PPE) guidance.</p>		<p>Ensure recording keeping of staff deployment and contact with any suspected cases</p> <p>Lee/Cleaner to clean area. Office to alert SLT/Lee of this need after the child has left.</p>		
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		<p>8 As is usual practice, in an emergency, call 999 if someone is seriously ill or injured or their life is at risk. Anyone with coronavirus (COVID-19) symptoms should not otherwise visit the GP, pharmacy, urgent care centre or a hospital unless advised to.</p> <p>10 Any member of staff who has provided close contact care to someone with symptoms, even while wearing PPE, and all other members of staff or pupils who have been in close contact with that person with symptoms, even if wearing a face covering, do not need to go home to self-isolate unless:</p> <ul style="list-style-type: none"> ● the symptomatic person subsequently tests positive ● they develop symptoms themselves (in which case, they should arrange to have a test) ● the symptomatic person subsequently tests positive ● they are requested to do so by NHS Test and Trace or the PHE advice service (or PHE local health protection team if escalated) which is a legal obligation ● they have tested positive from an LFD or PCR test as part of a community or worker programme - if an LFD test is taken first, and a confirmatory PCR test is then taken within 2 days of the positive lateral flow test, and is negative, it overrides the LFD test and the individual can return to school <p>11 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</p>				
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		<p>people. See the COVID-19: cleaning of non-healthcare settings guidance.</p> <p>12 Public Health England has good evidence that routinely taking the temperature of pupils is not recommended as this is an unreliable method for identifying coronavirus (COVID-19</p>				
<p>Face coverings Coronavirus (COVID-19) (CV19)</p>	<p>Employees, agency, pupils, visitors</p> <p>Lack of wearing face coverings and poor social distancing,</p> <p>Causing severe infection/disease, illness and death</p>	<p>Face coverings should be worn by staff and adults (including 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 should not wear face coverings.</p> <p>The use of face coverings may have a particular impact on those who rely on visual signals for communication. 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.</p> <p>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 they may be effective in reducing the spread of coronavirus (COVID-19).</p> <p>Schools have a duty to make reasonable adjustments for disabled pupils and students, to support them to access education successfully.</p>		<p>Additional face masks in store cupboard next to RGs office and in RGs office.</p>		<p>Adjustments made on a 1:1 basis as needed by the child</p>

		<p>The following is a non-exhaustive list of possible adjustments:</p> <ul style="list-style-type: none"> • the provision and effective use of assistive listening devices, such as radio aids • an increased focus on the listening environment, minimising all unnecessary background noise - steps should be taken so that children with hearing loss are taught in classrooms with the best possible acoustic conditions • allowing the use of speech-recognition apps on mobile devices and tablets in classrooms, taking into account possible variations in the effectiveness of such apps in different classroom situations • additional communication support, including remote speech-to-text reporters or sign language interpreters • separate one-to-one teaching and support, without the use of face coverings and in rooms where social distancing can be achieved or through a Perspex panel <p>Where appropriate, education settings should discuss with pupils and parents the types of reasonable adjustments that are being considered to support an individual.</p> <p>Face visors or shields can be worn by those exempt from wearing a face covering but they are not an equivalent alternative in terms of source control of virus transmission. They may protect the wearer against droplet spread in specific circumstances but are unlikely to be effective in preventing the escape of smaller respiratory particles when used without an additional face covering. They should only</p>				
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		<p>be used after carrying out a risk assessment for the specific situation and should always be cleaned appropriately.</p> <p>Exemptions</p> <p>Where face coverings are recommended there are some circumstances where people may not be able to wear a face covering.</p> <p>This includes (but is not limited to):</p> <ul style="list-style-type: none"> • people who cannot put on, wear or remove a face covering because of a physical or mental illness or impairment, or disability • where putting on, wearing or removing a face covering will cause you severe distress • if you are speaking to or providing assistance to someone who relies on lip reading, clear sound or facial expressions to communicate • to avoid harm or injury, or the risk of harm or injury, to yourself or others – including if it would negatively impact on your ability to exercise or participate in a strenuous activity <p>The same exemptions will apply in education and childcare settings and you should be sensitive to those needs, noting that some people are less able to wear face coverings and that the reasons for this may not be visible to others.</p> <p>Access to face coverings</p> <p>Due to the increasing use of face coverings in wider society, staff and pupils are already likely to have access to face coverings. PHE has also published guidance on how to make a simple face covering.</p>		<p>Additional masks available in RGs office and store cupboard next to her office</p>		
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		<p>You should have a small contingency supply available for people who:</p> <ul style="list-style-type: none"> • are struggling to access a face covering • are unable to use their face covering as it has become damp, soiled or unsafe • have forgotten their face covering <p>Safe wearing and removal of face coverings</p> <p>You should have a process for when face coverings are worn within your school and how they should be removed. You should communicate this process clearly to pupils, staff and visitors and allow for adjustments to be made for pupils with SEND who may be distressed if required to remove a face covering against their wishes.</p> <p>Safe wearing of face coverings requires the:</p> <ul style="list-style-type: none"> • cleaning of hands before and after touching – including to remove or put them on • safe storage of them in individual, sealable plastic bags between use <p>Where a face covering becomes damp, it should not be worn, and the face covering should be replaced carefully. Staff and pupils may consider bringing a spare face covering to wear if their face covering becomes damp during the day.</p> <p>You must instruct pupils to:</p> <ul style="list-style-type: none"> • not touch the front of their face covering during use or when removing it 		<p>On newsletter, in staff briefing and reminders in class</p>		
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		<ul style="list-style-type: none"> 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 them wash their hands again before heading to their classroom <p>Further guidance on face coverings</p> <ul style="list-style-type: none"> Safe working in education, childcare and children's social care provides Face coverings in education settings 				
<p>Lateral Flow Tests Coronavirus (COVID-19) (CV19)</p>	<p>Employees, agency, pupils, visitors</p> <p>Causing severe infection/disease</p>	<ol style="list-style-type: none"> Staff will be asked to carry out two lateral flow tests twice a week at home. The aim is to take the test on Monday and Thursday evening and to report to Rebekah who will record on the results pro forma. Staff to collect their tests from the office. They should collect from the perspex screen and wear a face covering and wash their hands before collecting the test. They will need to sign for a test and should bring their own pen to sign. Office staff to record the lot number that staff take. Office staff should wash or sanitise their hands before handing test kits over to staff. Staff will be given enough tests for 2.5 weeks. Only staff members should use the lateral flow tests. Tests are to only be used by 'well' staff members. Anyone who is suffering from covid symptoms (temperature, cough or loss of taste or smell). The 		See asymptomatic testing risk assessment		

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		<p>tests are designed to pick up on any asymptomatic people.</p> <p>6. Staff to have read and understood the privacy notice. Staff also given video and leaflet information to support them administering the tests at home.</p> <p>7. Staff to report any void test results or broken/incomplete tests to public health and to school.</p> <p>8. Staff to report 'yellow card incidents' e.g. swab breaking in the mouth and causing injuries to public health as per instructions. SLT can support with this when told of incident</p> <p>9.</p>				
<p>(3. Hand hygiene)</p> <p>Coronavirus (COVID-19) (CV19)</p> <p>Poor Hand hygiene</p>	<p>Employees, agency, pupils, visitors</p> <p>Causing severe infection/disease</p>	<p>1 Coronavirus (COVID-19) is an easy virus to kill when it is on skin. This can be done with soap and running water or hand sanitiser. Schools must ensure that pupils clean their hands regularly, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating.</p> <p>2 Regular and thorough hand cleaning is going to be needed for the foreseeable future. Points to consider and implement:</p> <ul style="list-style-type: none"> ● school implemented a review and increased hand washing stations as necessary so that all pupils and staff can clean their hands regularly ● supervision of hand sanitiser use given risks around ingestion. Small children and pupils with complex needs should continue to be helped to clean their hands properly. Skin friendly skin cleaning wipes can be used as an alternative 	M	<p>Staff and all visitors to wash hands before coming in to school. Pupils to wash hands as soon as they come into the classroom. Hand sanitiser is available for pupils to use as they arrive at school but is not compulsory as we know sanitiser can irritate hands. Washing hands when entering classroom/moving rooms and before eating. Hand wash will be in all classrooms and in various locations around the school (see plan) Sanitiser will be</p>	LH/SLT	Ongoing

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		<ul style="list-style-type: none"> ● have built these routines into school culture, supported by behaviour expectations, and helping ensure younger children, and those with complex needs, understand the need to follow them <p>2 Consider how often pupils and staff will need to wash their hands and incorporate time for this in timetables or lesson plans.</p> <p>3 Staff working with pupils who spit uncontrollably may want more opportunities to wash their hands than other staff.</p> <p>4 Pupils who use saliva as a sensory stimulant or who struggle with ‘catch it, bin it, kill it’ may also need more opportunities to wash their hands.</p> <p>5 Continue to help pupils with complex needs to clean their hands properly.</p> <p>6 Frequent and thorough hand cleaning should now be regular practice. You should consider:</p> <ul style="list-style-type: none"> ▪ whether you have enough hand washing or hand sanitiser stations available so that all pupils and staff can clean their hands regularly ▪ if you need to supervise hand sanitiser use given the risks around ingestion – 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 		<p>available in classrooms but should only be used if handwashing is not possible for some reason. Paper tower dispensers in classroom with lidded bins.</p> <p>LH to confirm that they have stocks of cleaning materials and that areas around the school are well stocked.</p> <p>School to display posters to promote hand washing and “catch it, bin it, kill it” message Staff to promote this throughout school.</p> <p>Information on weekly newsletter to remind parents</p> <p>Regular reminders at staff meetings</p> <p>Lee/Cleaner to clean area. Office to alert SLT/Lee of this need after the child has left.</p>		
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<p>(Respiratory hygiene)</p> <p>Coronavirus (COVID-19) (CV19)</p> <p>Someone entering the school/workplace/offices with CV19</p>	<p>Employees, agency, Pupils, visitors</p> <p>Causing severe infection/disease</p>	<p>1 The 'catch it, bin it, kill it' approach continues to be very important. Make sure enough tissues and bins are available to support pupils and staff to follow this routine. As with hand cleaning, you must ensure 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.</p> <p>2 The e-Bug COVID-19 website contains free resources for schools, including materials to encourage good hand and respiratory hygiene.</p> <p>3 Some pupils with complex needs will struggle to maintain as good respiratory hygiene as their peers, for example those who spit uncontrollably or use saliva as a sensory stimulant. This should be considered in risk assessments in order to support these pupils and the staff working with them and is not a reason to deny these pupils face-to-face education.</p>		<p>Regular reminders in the classroom. Posters around the building. Reminders in the newsletter.</p> <p>Ensure all classrooms have boxes of tissues.</p> <p>Staff on hand to support children during hand washing</p> <p>EYFS team to use posters to support children to wash hands and only use hand on hand if necessary.</p> <p>SEN children's risk assessments to be reviewed for March start(RG)</p>		
<p>(Cleaning regime)</p> <p>Coronavirus (COVID-19) (CV19)</p> <p>Someone entering the school/workplace/offices with CV19 and there are poor cleaning standards</p>	<p>Employees, agency, Pupils, visitors</p> <p>Causing severe infection/disease</p>	<p>1 An increased cleaning schedule that ensures cleaning is more frequent of rooms and shared areas that are used by different groups</p> <p>2 Frequently touched surfaces being cleaned more often than normal</p> <p>3 Toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet</p>	<p>M</p>	<p>Additional cleaner between 10-2 to wipe stair bannisters, door handles, light switches across communal areas in the school.</p> <p>School cleaned and the beginning and end of day. KH to ensure cleaning products in stock. Risk assessments and data sheets of product sin order.</p>		

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		<p>PHE has published guidance on the cleaning of non-healthcare settings. covid-19-decontamination-in-non-healthcare-settings</p> <p>This contains advice on the general cleaning required in addition to the existing advice on cleaning when there is a suspected case.</p>		<p>Tables in classrooms to be disinfected at break and lunchtimes.</p> <p>KS1 toilets/KS2 toilets indoors. Playground toilets will have the taps, doorhandles and light switches cleaned during the day</p> <p>All staff to report any concerns about cleaning to SLT. Reminders about this on staff meeting agenda.</p>		
<p><i>(Minimise contact social distancing)</i></p> <p>Coronavirus (COVID-19) (CV19)</p> <p>Someone entering the school/workplace/offices with CV19 coming close to others, poor social distancing, mixing of groups, lack of infection control separation</p>	<p>Employees, agency, Pupils, visitors</p> <p>Causing severe infection/disease</p>	<p>1 Minimising contacts and mixing between people reduces transmission of coronavirus (COVID-19). This is important in all contexts and schools must consider how to implement this.</p> <p>2 We have assessed the school operational set up to reduce contacts wherever possible whilst delivering a broad and balanced curriculum.</p> <p>3 Bubbles have been implemented to continue in reducing the number of contacts between children and staff, and through maintaining the distance between individuals</p> <p>4 We have followed the government guidance on how to group children throughout 2020 and will be continued into 2021</p> <p>5 Classroom set up to encourage avoidance of face to face, and aiming to maintain social distancing of 2m wherever</p>	M	<p>Children in class bubbles. Staggered start/finish/break and lunchtimes Staff to stay within their bubbles. Absence may mean staff need to cross bubbles. Monitoring of staff deployment in place.</p> <p>Interventions being run within bubbles to avoid staff cross over. Staff to keep track of their contact each day with individuals. Music taught across a phase per term.</p> <p>Bubbles are now class based to reduce contact</p>		

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		<p>possible, or reducing time spent within 1 metre of anyone, those with special needs will need to have the continued close support and PPE will be reviewed and implemented for these close contact pupils. That should include seating pupil's side by side and facing forwards, rather than face to face or side on, and might include moving unnecessary furniture out of classrooms to make more space.</p> <p>6 When staff or children cannot maintain distancing, particularly with younger children in primary schools, the risk can also be reduced by keeping pupils in the smaller, class-sized groups.</p> <p>7 Groups are being kept apart, avoiding large gatherings such as assemblies or collective worship with more than one group.</p> <p>8 When timetabling, groups are kept apart and movement around the school site kept to a minimum. While passing briefly in the corridor or playground is low risk, schools should avoid creating busy corridors, entrances and exits.</p> <p>9 Staggered break times and lunch times (and time for cleaning surfaces in the dining hall between groups).</p> <p>10 A plan of how shared staff spaces are set up and used to help staff to distance from each other. Use of staff rooms should be minimised, although staff must still have a break of a reasonable length during the day.</p> <p>Measures for arriving at and leaving school</p> <p>11 Staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave school. Staggered start and finish times should not reduce the amount of overall teaching time. A staggered start may, for example, include</p>		<p>SEN children's RA to be reviewed by March</p> <p>Reception and nursery to use outside provision as risk is reduced Outside. Large classroom spaces.</p> <p>Staggered breaks/lunches If halls are in use, classes should use staircase C to bypass and avoid walking through another class bubble</p> <p>One way system to be strictly in use at all time</p> <p>Staff to use the staff room in their bubbles and maintain distance. Ensure that all areas of the school do not exceed the maximum number of people. Staff who cannot use the staff room due to having lunch at a different time to use (in good weather) roof garden lion classroom. EYFS and KS1 bubbles have lunch at the same time – with</p>		
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		<p>condensing/staggering free periods or break time but retaining the same amount of teaching time, or keeping the length of the day the same but starting and finishing later to avoid rush hour. Schools should consider how to communicate this to parents and remind them about the process that has been agreed for drop off and collection, including that gathering at the school gates and otherwise coming onto the site without an appointment is not allowed.</p> <p>Other considerations</p> <p>12 Some pupils with SEND (whether with education, health and care plans or on SEN support) will need specific help and preparation for the changes to routine that this will involve, so teachers and special educational needs coordinators should plan to meet these needs, for example using social stories.</p> <p>13 Schools, local authorities, health professionals, regional schools commissioners and other services should work together to ensure that children with medical conditions are fully supported, including through the use of individual healthcare plans, so that they may receive an education in line with their peers. In some cases, the pupil's medical needs will mean this is not possible, and educational support will require flexibility. Our guidance on supporting pupils at school with medical conditions remains in place.</p> <p>14 Supply teachers, peripatetic teachers and other temporary staff can move between schools. They should ensure they minimise contact and maintain as much distance as possible from other staff. Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual.</p>	<p>key worker children they can maintain distance. One bubble will need to use Lion classroom and the other the staff room</p> <p>Staggered start and finish times to remain the same as autumn.</p> <p>Social stories have been sent to children. Will be resent in March to those children who are not attending. (RG)</p> <p>SALT to working remotely until May. Use of Lion class to be reviewed. SALT may need to use the area outside Peter's office. Music room only in use</p>	
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		<p>15 Schools should consider how to manage other visitors to the site, such as contractors, and ensure that the risks associated with managing contractors, visitors, catering staff and deliveries, as well as cleaning staff on site who may be working throughout the school and across different groups, are addressed. This will require close cooperation between both schools and the other relevant employers.</p> <p>16 Schools should have discussions with key contractors about the school's control measures and ways of working.</p> <p>17 Schools should ensure site guidance on physical distancing and hygiene is explained to visitors on or before arrival. Where visits can happen outside of school hours, they should. A record should be kept of all visitors with sufficient detail to support rapid contact tracing if required by NHS Test and Trace.</p> <p>18 As normal, schools should engage with their local immunisation providers to provide immunisation programmes on site, ensuring these will be delivered in keeping with the school's control measures. These programmes are essential for children's health and wellbeing and can also provide benefits for staff.</p> <p>19 Where a child routinely attends more than one setting on a part time basis, for example, because they are dual registered at a mainstream school and an alternative provision setting or special school, schools should work through the system of controls collaboratively, enabling them to address any risks identified and allowing them to jointly deliver a broad and balanced curriculum for the child.</p> <p>20 Equipment and resources that are used frequently such as pencils and pens, it is recommended that staff and pupils</p>		<p>for music on Wednesday. Khalida to use music room/mentoring room on Thursday. (</p> <p>Visitors must be arranged with SLT. All should read the Covid-19 visitors information (available on our website).</p> <p>All visitors and supply teachers to be talked through the ways we are being covid safe upon arrival at the school</p> <p>NA to use at the moment</p> <p>Pupils to have pencil cases in year 3 upwards. Staff to have their own pencil case with their own resources Playground equipment should only be used by that year group and disinfected after use.</p>		
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		<p>have their own items that are not shared. Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces. Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.</p> <p>21 Outdoor playground equipment should be more frequently cleaned.</p> <p>This would also apply to resources used inside and outside by wraparound care providers. It is still recommended that pupils limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats, books, stationary and mobile phones. Bags are allowed. Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development. Similar rules on hand cleaning, cleaning of the resources and rotation should apply to these resources.</p>		<p>PE equipment that has been used should be disinfected and labelled with the date to ensure that it is not used by another bubble within 72 hours.</p> <p>Each class to have their own play equipment which is sanitised after each use.</p> <p>Teachers to ensure they are washing hands before marking books.</p> <p>As much as possible, teacher to encourage peer marking to avoid marking book and support reducing teacher workload</p>		
<p>Personal Protective Equipment)</p> <p>Coronavirus (COVID-19) (CV19)</p>	<p>Employees, agency, Pupils, visitors</p>	<p>1 The majority of staff in education settings will not require PPE beyond what they would normally need for their work. PPE is only needed in a very small number of cases, including:</p>	<p>Med</p>	<p>PPE to be used in a suspected case of Covid when 2m distance cannot be maintained or staff are in proximity for an extended length of time or if child spitting/vomiting.</p>		

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<p>Someone entering the school/workplace/offices with CV19</p>	<p>Causing severe infection/disease</p>	<ul style="list-style-type: none"> where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at schools, and only then if a distance of 2 metres cannot be maintained where a child or young person already has routine intimate care needs that involve the use of PPE, in which case the same PPE should continue to be used <p>2 Read the guidance on safe working in education, childcare and children's social care for more information about preventing and controlling infection, including when, how PPE should be used, what type of PPE to use, and how to source it.</p>		<p>Usual PPE to be worn if changing children in the day</p> <p>Staff working 1:1 have discussed RA of their children and PPE. Encouraged to continue this dialogue with SLT if concern raises (SEN RA also supports)</p>		
<p>(8 Keeping occupied spaces well ventilated)</p> <p>COVID-19) (CV19)</p> <p>Someone entering the school/workplace/offices with CV19</p>	<p>Employees, agency, Pupils, visitors</p> <p>Causing severe infection/disease</p>	<p>Once the school is in operation, it is important to ensure it is well ventilated and a comfortable teaching environment is maintained.</p> <p>This can be achieved by a variety of measures including:</p> <ul style="list-style-type: none"> natural ventilation – opening windows (in cooler weather windows should be opened just enough to provide constant background ventilation, and opened more fully during breaks to purge the air in the space). Opening internal doors can also assist with creating a throughput of air natural ventilation – if necessary external opening doors may also be used (as long as they are not fire doors and where safe to do so) <p>Further advice on this can be found in Health and Safety Executive guidance on air conditioning and ventilation during</p>	<p>Med</p>	<p>Windows in classrooms to be opened at break/lunchtimes to offer increased ventilation - temperature to be a consideration</p> <p>Teachers to consider classroom layout to avoid cold draughts from open windows while children are in the classroom</p>		

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		<p>the coronavirus outbreak and CIBSE coronavirus (COVID-19) advice.</p> <p>To balance the need for increased ventilation while maintaining a comfortable temperature, the following measures should also be used as appropriate:</p> <ul style="list-style-type: none"> ● opening high level windows in preference to low level to reduce draughts ● increasing the ventilation while spaces are unoccupied (for examples, between classes, during break and lunch, when a room is unused) ● providing flexibility to allow additional, suitable indoor clothing. For more information see School uniform ● rearranging furniture where possible to avoid direct drafts <p>Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces.</p>						<p>We will accept children wearing blue/black trouser or jumpers. Hoodies are not acceptable and wear possible jumpers should be plain.</p>
<p>Promote and engage asymptomatic testing Coronavirus (COVID 19) (CV19)</p>	<p>Employees, agency, pupils, visitors</p> <p>Lack of testing, or incorrect information leading to incorrect testing, causing severe</p>	<p>1 Coronavirus (COVID-19) asymptomatic testing in schools</p> <p>Rapid testing using Lateral Flow Devices (LFD)s will support the return to face-to-ace education by helping to identify people who are infectious but do not have any coronavirus (COVID-19) symptoms.</p> <p>Staff in primary schools will continue to test with LFDs twice a week at home, as per existing guidance on testing for staff in primary schools and nurseries. Primary age pupils will not be tested with LFDs. Public Health England have advised there</p>						<p>See risk assessment on asymptomatic testing. Staff to be reminded at briefing.</p>

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	infection/disease and death	<p>are currently limited public health benefits attached to testing primary pupils with lateral flow devices. Primary age pupils may find the LFD testing process unpleasant and are unable to self-swab. We will review this approach in the light of any emerging evidence.</p> <p>3 Symptomatic testing</p> <p>The asymptomatic testing programme does not replace the current testing policy for those with symptoms. Anyone with symptoms (even if they recently had a negative LFD test result), should still self-isolate immediately according to government guidelines. Those with symptoms are also expected to order a test online or visit a test site to take a lab-based polymerase chain reaction (PCR) test to check if they have the virus. It remains imperative that the system of controls continues to be rigorously applied to enable the safest possible environment. The testing programme is an important addition to supporting leaders to maintain the continuity of education through the pandemic.</p>				
RESPONSE TO ANY INFECTION						
<p>(9. Test and trace)</p> <p>Coronavirus (COVID-19) (CV19)</p>	<p>Employees, agency, Pupils, visitors</p> <p>Causing severe infection/disease</p>	<p>Schools must ensure they understand the NHS Test and Trace process. Schools must ensure that staff members and parents/carers understand that they will need to be ready and willing to isolate:</p> <ul style="list-style-type: none"> ▪ if they or their child has symptoms - the main symptoms are: book a test ▪ a high temperature 		<p>Haleema to support families as necessary Regular updates on newsletter</p> <p>SLT to ensure regular updated with guidance/attending LA meetings/reading government guidances</p> <p>Follow guidance from public health</p>		

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<p>Someone entering the school/workplace/offices with CV19</p>		<ul style="list-style-type: none"> ▪ a new continuous cough ▪ a loss or change to your sense of smell or taste ▪ immediately and not come to school if: ▪ self-isolate ▪ they develop symptoms ▪ they have been in close contact with someone who tests positive for COVID-19 ▪ anyone in their household or support or childcare bubble develops symptoms of COVID-19 ▪ they are required to quarantine having recently visited countries outside the common travel area ▪ they have been advised to isolate by NHS test and trace or the PHE local health protection team ▪ provide details of anyone they have been in close contact with, if they test positive for COVID-19 or if asked by NHS Test and Trace <p>Booking a polymerase chain reaction (PCR) test through 119</p> <p>Anyone who displays symptoms of COVID-19 can and should get a test. Tests for symptomatic illness can be booked online through the NHS testing and tracing for coronavirus (COVID-19) website, or ordered by telephone via NHS 119 for those without access to the internet.</p> <p>Essential workers, which includes anyone involved in education or childcare, have priority access to testing.</p>		<p>Regular updated in newsletter for parents. Individual support as needed</p>		
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		<p>All children and young people can be tested if they have symptoms. This includes children under 5, but children aged 11 and under will need to be helped by their parents or carers if using a home testing kit. Teenagers aged 12-17 will need to be supervised by an adult.</p> <p>Polymerase Chain Reaction (PCR) tests contingency supply</p> <p>Separate to the asymptomatic testing regime, all schools were sent an initial supply of 10 PCR test kits before the start of the autumn term in 2020. You can replenish these kits when they run out by making an order through the online portal. You should call the Test and Trace helpdesk on 119 if the kits that you have ordered have not arrived.</p> <p>Having a test at a testing site will deliver the fastest results for symptomatic cases. These PCR test kits are provided to be used in the exceptional circumstance that an individual becomes symptomatic and you believe they may have barriers to accessing testing elsewhere.</p> <p>You will need to decide how to prioritise the distribution of your test kits.</p> <p>These kits can be given directly to:</p> <ul style="list-style-type: none"> staff parents collecting a pupil who has developed symptoms at school <p>These PCR tests kits will also help ensure that symptomatic staff can get a test. If they test negative, they can return to work as soon as they are well and no longer have symptoms of COVID-19.</p>				
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		<p>Further information on test kits for schools and further education providers is available.</p> <p>Ask parents and staff to inform you as soon as they get their results.</p> <p>NHS COVID-19 app</p> <p>The app is available to anyone aged 16 and over to download if they choose. For some young people, particularly some with SEND, parents will need to decide whether their use of the app is appropriate.</p> <p>This will mean that some pupils in year 11, and most pupils in years 12 and above will be eligible to use the app and benefit from its features.</p> <p>Staff members are also able to use the app.</p> <p>The guidance for schools and further education colleges provides information about how the app works and guidance for its use within schools in England.</p>				
<p>(10. Confirmed cases)</p> <p>Coronavirus (COVID-19) (CV19)</p> <p>Someone entering the school/workplace/offices with CV19</p>	<p>Employees, agency, Pupils, visitors</p> <p>Causing severe infection/disease</p>	<p>1 Swift action must be taken when someone tests positive for COVID-19. If someone who uses dedicated transport tests positive, local authorities should work with schools and colleges to identify close contacts.</p> <p>2 Schools may receive support on this through the dedicated advice service introduced by PHE, which can be reached through the DfE helpline on 0800 046 8687, or their PHE local health protection team if escalated. Based on their advice, people who have been in close contact with the person who has tested positive must be sent home and advised to self-isolate immediately and for at least the next 10 full days counting from the day after contact with the individual who tested positive. It is a legal requirement for an</p>	Med	SLT to call upon receiving news of a positive case		

		<p>individual to self-isolate if they have been told to do so by NHS Test and Trace.</p> <p>3 A risk assessment may be undertaken to determine this, but a close contact can be anyone who:</p> <ul style="list-style-type: none"> ▪ lives in the same household as someone with COVID-19 symptoms or who has tested positive for COVID-19 ▪ has had any of the following types of contact with someone who has tested positive for COVID-19 with either a PCR test or LFD test (if a confirmatory PCR test is negative, provided it was taken within two days of the positive LFD, it overrides the lateral flow test and close contacts can stop self-isolating): <ul style="list-style-type: none"> • face-to-face contact including being coughed on or having a face-to-face conversation within 1 metre • been within 1 metre for 1 minute or longer without face-to-face contact • been within 2 metres of someone for more than 15 minutes (either as a one-off contact or added up together over 1 day) • travelled in the same vehicle or a plane <p>Whilst awaiting the confirmatory PCR result, pupils, students and staff and close contacts should continue to self-isolate.</p> <p>If someone who uses transport tests positive, the assessment is likely to take account of factors such as:</p>				
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		<ul style="list-style-type: none"> ▪ vehicle size ▪ degree of face-to-face contact ▪ length of time in close proximity ▪ whether a Perspex screen is in place <p>The advice service (or PHE local health protection team if escalated) will provide advice on who must be sent home and asked to self-isolate. To support them in doing so, we recommend you keep a record of pupils and staff in each group, and any close contact that takes places between pupils and staff in different groups (see section 6 of the system of control for more on grouping pupils). This should be a proportionate recording process. You do not need to ask pupils to record everyone they have spent time with each day or ask staff to keep definitive records in a way that is overly burdensome.</p> <p>Where individuals are self-isolating and are within our 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.</p> <p>A template letter has been provided for you to send to parents of children asked to self-isolate. This can also be used for staff if needed. It is important that this letter is shared promptly with all parents of children that have been asked to self-isolate as this letter allows parents who are on a low income and unable to work from home to apply to their local authority for financial support under the Test and Trace</p>		<p>MM to have a book to record close contacts. 1:1 to have timetables and mark when have seen a child or if absent as records. These must be kept in a place SLT can access</p>		
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		<p>Support Payment scheme. They will not be able to make an application without providing this letter as supporting evidence. You must not share the names or details of people with COVID-19 unless essential to protect others.</p> <p>Household members of those contacts who are sent home do not need to self-isolate themselves unless the pupil or staff member who is self-isolating subsequently develops symptoms. This is 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; this is a legal obligation.</p> <p>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.</p> <p>They should get a test, and:</p> <p>if the test delivers a negative result, they should remain in isolation for the remainder of the 10-day isolation period - this is because they could still develop COVID-19 within the remaining days</p> <p>if the test result is positive, they should inform their school immediately, and must isolate from the day of onset of their symptoms and 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 COVID-19 infection</p>		<p>Decision to always be made by SLT members preferably head</p>		
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		<p>You should not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation.</p> <p>Further guidance is available on testing and tracing for COVID-19.</p> <p>Reporting actual or suspected cases of COVID-19 through the education setting status form</p> <p>From 11 January, we asked you to resume completing the educational setting status form. From 8 March, the form was amended to reflect wider opening. The data you supply helps the government monitor the impact of COVID-19 on schools.</p> <p>See guidance on how to submit the educational settings status form for more information.</p> <p>Call the service hub on 020 3743 6715 as soon as you have the 8-digit NHS Test and Trace Account ID (sometimes referred to as a CTAS number) of the person who has tested positive.</p> <p>Provide the details of the person who has tested positive, along with the details of the relevant staff members you have identified as close contacts. If you do not have NHS Test and Trace Account ID for the person who has tested positive, Hub staff will assist in tracing the person in order to register their contacts on the Test and Trace system (CTAS).</p>				
<p>(11. Outbreak)</p> <p>Coronavirus (COVID-19) (CV19)</p>	<p>Employees, agency, Pupils, visitors</p>	<p>(Contain any outbreak by following local health protection team advice)</p> <p>1 If schools have two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an</p>	<p>Med</p>	<p>Follow public health advice</p>		

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<p>Someone entering the school/workplace/offices with CV19</p>	<p>Causing severe infection/disease</p>	<p>outbreak and must continue to work with their local health protection team who will be able to advise if additional action is required. You can reach them 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</p> <p>2 In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure – perhaps the whole site or year group. If schools are implementing controls from this list, addressing the risks they have identified and therefore reducing transmission risks, whole school closure based on cases within the school will not generally be necessary, and should not be considered except on the advice of health protection teams or health and safety experts.</p> <p>Pupil or staff who tested positive for CV19 can return to their normal routine and stop self-isolating after they have finished their isolation period and their symptoms have gone or if they continue to have only a residual cough or anosmia. This is because a cough or anosmia can last for several weeks once the infection has gone. If they still have a high temperature after 10 days or are otherwise unwell, you should advise them to stay at home and seek medical advice..</p> <p>Bubbles closing</p> <p>If a bubble closes and we do not have space within our school to accommodate critical worker or vulnerable children, alternative provision will be arranged with local schools.</p>				
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SECTION 2: SCHOOL OPERATIONS

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<p>(13. Transport)</p> <p>Coronavirus (COVID-19) (CV19)</p> <p>Someone entering the school/workplace/offices with CV19</p>	<p>Employees, agency, Pupils, visitors</p> <p>Causing severe infection/disease</p>	<p>1 Dedicated school transport, including statutory provision</p> <p>Pupils on dedicated school services do not mix with the general public on those journeys. This helps limit the number of other people with whom they come into contact.</p> <p>Local authorities are not required to uniformly apply the social distancing guidelines which are in place for public transport on dedicated school transport. However, social distancing should be put in place within vehicles wherever possible.</p> <p>Dedicated school services can take different forms and may include:</p> <ul style="list-style-type: none"> ▪ coaches regularly picking up the same pupils each day ▪ minibuses ▪ services which are used by different pupils on different days ▪ services for pupils with SEND <p>The precise approach taken will need to reflect the range of measures that are reasonable in the different circumstances.</p> <p>Do speak to the local authority or transport provider so that you understand the approach they are adopting. You might wish to request a copy of their updated risk assessment. It is important, wherever it is possible, that:</p> <ul style="list-style-type: none"> ▪ social distancing is maximised within vehicles 	<p>Med</p>	<p>Most of our children are able to walk to school. Those that cannot to be supported to understand the safest way of using public transport if needed.</p> <p>Staff have been advised to try different routes/trains to try to travel at less busy times and to be prepared for longer journeys. SLT to be informed if running late.</p> <p>Some staff have started cycling and driving to reduce public transport risk</p>		
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		<ul style="list-style-type: none"> ▪ pupils either sit with their ‘bubble’ on school transport, or with the same constant group of children each day ▪ pupils clean their hands before boarding transport and again on disembarking ▪ additional cleaning of vehicles is put in place ▪ organised queuing and boarding is put in place ▪ fresh air (from outside the vehicle) through ventilation, is maximised, particularly through opening windows and ceiling vents <p>Pupils should not board home to school transport if they, or a member of their household, has had a positive test result or has symptoms of COVID-19.</p> <p>As described in the system of controls and in accordance with advice from PHE, children and young people aged 11 and over must wear a face covering when travelling on dedicated transport to secondary school.</p> <p>A face covering is a covering of any type which covers your nose and mouth. This does not apply to people who are exempt from wearing a face covering on public transport.</p>				
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		<p>Do support local authorities in promoting the use of face coverings on school transport and help them to resolve any issues of non-compliance where appropriate.</p> <p>Further guidance on face coverings and transport to school and other places of education is available.</p>				
<p>(14. School Workforce) Coronavirus (COVID-19) (CV19)</p> <p>Someone entering the school/workplace/offices with CV19</p>	<p>Employees, agency, Pupils, visitors</p> <p>Causing severe infection/disease</p>	<p>1 School leaders are best placed to determine the workforce that is required in school, taking into account the advice set out in this section of the guidance for those staff who are CEV.</p> <p>Some roles, such as some administrative roles, may be conducive to home working, and you should consider what is feasible and appropriate.</p> <p>2 All staff must follow the system of controls to minimise the risks of transmission. Following the system of controls will reduce the risks to all staff significantly.</p> <p>3 You must explain to staff the measures you are putting in place to reduce risks and should discuss any concerns individuals may have.</p> <p>4 Staff who are clinically extremely vulnerable</p> <p>Some groups of people are at higher risk of severe illness from coronavirus. This group of people have been told directly by their GP or hospital clinician, or have received a letter, confirming that they are 'clinically extremely vulnerable'. See guidance on who is at higher risk from</p>	Med	<p>Some staffing changes to try to support less movement between bubbles. Will be reviewed after the Easter holidays</p> <p>Updates as necessary. Any staff can come to talk through at any time. Staff to talk to SLT if any concerns.</p>		

		<p>coronavirus, and protecting people who are clinically extremely vulnerable.</p> <p>Since the 1 April, those who are clinically extremely vulnerable (CEV) are no longer advised to shield. Updated advice is for the group to continue taking extra precautions to protect themselves, and to follow the practical steps set out in the CEV guidance to minimise their risk of exposure to the virus. Staff in schools who are CEV are advised to work from home where possible, but can attend their place of work if they cannot work from home.</p> <p>CEV individuals (over 18) were prioritised for vaccination in phase 1 before the general population and in line with the priority ordering set by the Joint Committee on Vaccination and Immunisation.</p> <p>5 Staff who are clinically vulnerable (CV)</p> <p>CV staff can continue to attend school. While in school they must follow the system of controls to minimise the risks of transmission.</p> <p>Staff who live with those who are CV can attend the workplace but should ensure they maintain good prevention practice in the workplace and at home.</p> <p>6 Pregnancy</p> <p>You will need to follow the specific guidance for pregnant employees because pregnant women are considered CV. In some cases, pregnant women may also have other health conditions that mean they are considered CEV, where the advice for clinically extremely vulnerable staff will apply.</p>		<p>Staff members to see RG if you would like to go through an individual risk assessment</p>		
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		<p>An assessment may help identify any additional action that needs to be taken to mitigate risks.</p> <p>Any risks identified at that point, or later during the pregnancy, in the first 6 months after birth, or while the employee is still breastfeeding, must be included and managed as part of the general workplace risk assessment. You must take appropriate sensible action to reduce, remove or control the risks.</p> <p>As part of your risk assessment, you should consider whether adapting duties and/or facilitating home working may be appropriate to mitigate risks.</p> <p>You should be aware that pregnant women from 28 weeks' gestation, or with underlying health conditions at any point of gestation, may be at greater risk of severe illness if they catch COVID-19. This is also the case for pregnant women with underlying health conditions that place them at greater risk of severe illness if they catch COVID-19.</p> <p>We recommend that schools follow the same principles for pregnant pupils, in line with their wider health and safety obligations.</p> <p>Read more guidance and advice on COVID-19 and pregnancy from the Royal College of Obstetricians and Gynaecologists.</p> <p>7 Staff who may otherwise be at increased risk from COVID-19</p> <p>Individual CV19 risk assessments to be undertaken</p>				
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		<p>Current evidence shows that a range of factors mean that some people may be at comparatively increased risk from COVID-19.</p> <p>Staff who feel they may be at increased risk but who have not been identified as clinically extremely vulnerable can attend school as long as the system of controls set out in this guidance are in place. You should continue with an equitable approach to risk management for your workforce, recognising that staff may have a variety of baseline risks. Work continues to build our understanding of what these baseline factors are and the increased risks they pose.</p> <p>There is further information available on who is at higher risk from coronavirus.</p> <p>Staff who live with those who may have comparatively increased risk from COVID-19 can attend the workplace where it is not possible to work from home.</p> <p>8 Supporting staff</p> <p>All employers have a duty of care to their employees, and this extends to their mental health.</p> <p>Make sure you have explained to all staff the measures you are putting in place. Discuss with all staff any changes in place as part of these measures.</p> <p>Some staff may remain anxious and you may need extra systems in place to support staff wellbeing.</p> <p>Education Support provides a free helpline for school staff and targeted support for mental health and wellbeing and the Our Frontline: Wellbeing toolkit for educators brings together a range of resources and support for staff.</p>		<p>Wellbeing on all staff meeting agenda. Open door policy. Anxiety sessions for staff with school councillor offered in evening of spring term. Khalida also available for support on an individual basis</p>		
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		<p>You may also find this list of mental health resources for parents, children, young people and staff useful when planning your approach.</p> <p>9 Staff deployment</p> <p>You may need to alter the way in which you deploy your staff and use existing teaching and support staff more flexibly.</p> <p>You should ensure that you continue to have appropriate support in place for pupils with SEND. Any redeployments of staff should not be made at the expense of supporting pupils with SEND.</p> <p>You should discuss and agree any proposed changes in role or responsibility with members of staff, ensuring staff members have the appropriate skills, expertise and experience to carry out the work, and all appropriate checks are made if they are engaging in regulated activity (see part 3 of keeping children safe in education for further information).</p> <p>This includes making sure that for any interventions or care for pupils with complex needs:</p> <ul style="list-style-type: none"> ▪ safe ratios are met ▪ specific training is undertaken <p>You should be satisfied that staff have the appropriate skills, expertise and experience to carry out the work, and discuss and agree any proposed changes in role or responsibility with the staff.</p>		<p>Staff to work within bubbles. Intervention teachers working within a bubble Staff absence may mean some staff need to move across bubbles. This should be done as little as possible and with consistency so that staff are still kept within the most minimal number of bubbles possible.</p> <p>Where possible, interventions are being offered in bubbles or between year group phases to minimise risk.</p>		
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		<p>Staff who are not teachers may be deployed to lead groups or cover lessons, under the direction and supervision of a qualified, or nominated, teacher. This is covered under the: Education (Specified Work) (England) Regulations 2012 for maintained schools and non-maintained special schools the freedoms provided under the funding agreement for academies</p> <p>10 Supply staff and other temporary or peripatetic staff</p> <p>You can continue to use supply teachers and staff. We recommend using the Crown Commercial Service’s agency supply deal when hiring agency workers. This offers a list of preferred suppliers, who must provide transparent charging rates. You can get support by emailing supplyteachers@crownccommercial.gov.uk with your school’s requirements and contact details.</p> <p>Supply staff and other temporary or peripatetic staff can move between schools. Such staff and visitors must follow your school’s arrangements for managing and minimising risk based on the system of controls. They should also have access to information on the safety arrangements and be provided with this as soon as possible after the booking. This also applies to other temporary staff and volunteers working in schools such as:</p> <ul style="list-style-type: none"> support staff working on a supply basis peripatetic staff such as music tutors and sports coaches those working in before and after school clubs 				
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		<p>Mixing of volunteers across groups should be kept to a minimum, and they should adhere to the system of controls in place.</p> <p>You should include supply staff, and all temporary staff, in your communications, policies and processes for asymptomatic testing including provision of test kits where feasible.</p> <p>11 Other support including specialist staff</p> <p>Specialists, therapists, clinicians and other support staff for pupils with special educational needs and disability (SEND) can attend schools to provide interventions as usual where this is reasonably necessary, including where this requires them to move between settings.</p> <p>Volunteers may be used to support the work of the school, as would usually be the case. It is important that they are properly supported and given appropriate roles.</p> <p>Where you are using volunteers, continue to follow the checking and risk assessment process in the volunteer section of keeping children safe in education. Under no circumstances should a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.</p> <p>Mixing of volunteers across groups should be kept to a minimum, and they should adhere to the system of controls in place.</p> <p>12 Recruitment</p> <p>You can continue recruiting members of staff.</p>		<p>All supply staff to have Covid information sheet, staff handbook and an induction by SLT</p>		
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		Where face-to-face meetings are necessary, you should share the school's control measures in advance and make it clear to candidates that they must follow the system of controls that you have in place. This includes any requirements for wearing face coverings where social distancing cannot be managed safely.		RG to notify as needed		
<p>(15. Catering/ Kitchens)</p> <p>Main kitchen</p> <p>Coronavirus (COVID-19) (CV19)</p> <p>Someone entering the school/workplace/offices with CV19</p>	<p>Employees, agency, Pupils, visitors</p> <p>Causing severe infection/disease</p>	<p>1 Kitchen's will be fully open from the start of the 2021 year and normal legal requirements will apply about provision of food to all pupils who want it, including for those eligible for benefits-related free school meals or universal infant free school meals.</p> <p>School kitchens can continue to operate, but must comply with the guidance for food businesses on coronavirus (COVID-19).</p> <p>2 Ensure social distancing is in place for the kitchen and kitchen staff wherever possible, and ask to review the contract/contractor kitchen COVID-19 risk assessment, as significant changes due to increased infection rates</p> <p>3 Social distancing at the servery which is managed and monitored</p> <p>4 If the social distancing cannot be managed in this area a review of shielding/sneeze screens to be considered to protect the kitchen staff serving</p>	Med	<p>LH to take food in lift to kitchen</p> <p>Contract services risk assessment to be used alongside schools risk assessment</p> <p>Kitchen staff to wear face masks when serving food</p>		

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		<p>5 Staff and pupils to be encouraged to wash their hands before / after eating for at least 20 seconds and frequently during the day</p> <p>6 Communication with contract company/service re COVID-19 sickness procedures in place to ensure that the school to be informed of any COVID-19 related staff/agency sickness, without delay, including BC plan if the whole kitchen crew have to self- isolate, re Test and Trace planning</p> <p>7 Kitchen staff to follow the schools face covering implementation plan (year 7 and above) for zoned/identified areas such as corridors, stairwells, dining halls as some examples</p> <p>8 Follow the workforce testing of staff that regularly attend the school site following PH and government guidance on who is considered workforce staff, roll out is for secondary schools in January 2021</p>		<p>Children to be lined up in small groups to avoid large crowds waiting near to food. Children to be served salad at the salad bar.</p>		
<p>(16. Building / Estate) Building preparedness/Statutory compliance Coronavirus (COVID-19) (CV19) Someone entering the school/workplace/offices with CV19</p>	<p>Employees, agency, Pupils, visitors Causing severe infection/disease</p>	<p>1 Site area risk assessment has taken place to maximise the use of site and any associated available space</p> <p>2 Class sizes can return to normal and spaces used by more than one class or group can be cleaned between use.</p> <p>3 It is important that, for the spring term, all the usual pre-term building checks are undertaken to make the school safe. If buildings have been closed or had reduced occupancy during the coronavirus (COVID-19) outbreak, water system stagnation can occur due to lack of use, increasing the risks of Legionnaires’ disease. Advice on this can be found in the guidance on legionella risks during the coronavirus outbreak.</p>		<p>LH/RG to check</p>		

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		<p>4 Additional advice on safely reoccupying buildings can be found in the Chartered Institute of Building Services Engineers' guidance on emerging from lockdown. See also Keeping occupied spaces well ventilated in the System of Controls section. Advice on ventilation can be found in Health and Safety Executive guidance on air conditioning and ventilation during the coronavirus outbreak.</p> <p>5 Fire doors should NOT be propped open</p> <p>6 In classrooms, it will be important that schools improve ventilation (for example, by opening windows).</p> <p>8 Statutory compliance completed and up to date</p> <p>9 Temperature monitoring in place, including thermometers in classrooms/areas, to ensure the heating and thermal conditions are compliant, managed and monitored</p>		R		
<p>(17. Educational Visits)</p> <p>Coronavirus (COVID-19) (CV19) with CV19</p>	<p>Employees, agency, Pupils, visitors</p> <p>Causing severe infection/disease</p>	<p>The government will only move from one step to the next when it is safe to do so and based on 4 tests.</p> <p>For that reason, all dates are indicative and subject to change. This advice has now been updated to reflect the Prime Minister's announcement regarding Step 3. Advice will continue to be updated in line with the roadmap.</p> <p>Educational day visits</p> <p>In line with the roadmap, schools were able to resume educational day visits from 12 April.</p> <p>Any educational day visits must be conducted in line with relevant COVID-secure guidelines and regulations in place at that time. This includes system of controls, such as keeping children within their consistent groups and the COVID-secure measures in place at the destination.</p>		<p>Educational day trips are planned for some year groups. Coach will be used as transportation with school staff as chaperones to avoid adding any new adults into the bubble. Staff at destination to inform school if anyone develops symptoms within 2 days of seeing children Covid RA obtained from destination</p>		

		<p>You should undertake full and thorough risk assessments in relation to all educational visits to ensure they can be undertaken safely. As part of this risk assessment, you will need to consider what control measures need to be used and follow wider advice on visiting indoor and outdoor venues. You should consult the health and safety guidance on educational visits when considering visits.</p> <p>Domestic residential educational visits</p> <p>In line with the roadmap, schools can undertake domestic residential education visits, from 17 May.</p> <p>Any domestic residential educational visits must be conducted in line with relevant COVID-19 guidance and regulations in place at that time.</p> <p>You should keep children within their consistent groups (bubbles) for the purpose of the visit.</p> <p>Risk assessment for residential educational visits</p> <p>Annex C of the operational guidance sets out the conditions that should be met when planning and undertaking a residential educational visit as part of Step 3.</p> <p>You should undertake full and thorough risk assessments in relation to all educational visits to ensure they can be undertaken safely. You should consider the principles set out in the system of controls and annex C to assure yourself that you are taking children into a safe environment.</p> <p>New bookings</p> <p>For new bookings, whilst there are still gaps in the traditional insurance market regarding COVID-19 cancellation cover, schools should be able to secure appropriate travel insurance for other aspects of their visit.</p>				
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		<p>Given the likely gap in COVID-19 cancellation related insurance, schools considering booking a new visit are advised to ensure that any new bookings have adequate financial protection in place.</p> <p>Many providers are now offering no cost deferral to a later date or a full cash refund of all monies paid against a new booking should a deferral not be acceptable. Other measures that may be available include:</p> <p>insurance backing of 'COVID-19 guarantee'</p> <p>extended payment terms</p> <p>financial protection in case of insolvency</p> <p>membership of industry organisations</p> <p>You should speak to either your commercial insurance provider, the Risk Protection Arrangement (RPA) or an outdoor education adviser to assess the protection available and make sure it provides suitable protection in the event of a COVID-19 related cancellation. If unsure contact organisations such as the British Insurance Brokers' Association (BIBA) or Association of British Insurers (ABI) for independent advice on insurance cover and options.</p>				
<p>19. Wraparound provision and extra-curricular activity)</p> <p>Coronavirus (COVID-19) (CV19)</p>	<p>Employees, agency, Pupils, visitors</p>	<p>All parents may access wraparound and extra-curricular provision for their children, without any restrictions on the reasons for which they may attend.</p> <p>You should continue to work closely with any external wraparound providers which your pupils may use to minimise</p>	<p>Med</p>	<p>Drop in club is currently open - socially distanced to maintain bubbles</p> <p>Coaches are not available after school at present to avoid mixing bubbles/adults</p>		

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<p>with CV19</p>	<p>Causing severe infection/disease</p>	<p>mixing between children. This can be achieved by taking steps such as trying to keep children in consistent groups as described below.</p> <p>Where providers are offering organised activities for children, such as wraparound childcare or extra-curricular activities are outdoors, this can currently happen in groups of any number.</p> <p>From 17 May, in line with the commencement of Step 3 of the roadmap, where wraparound and other extra-curricular activities for children are taking place indoors, they will be able to take place in groups of any number. However, it remain important to continue to minimise mixing between children, where possible. This can be achieved by continuing to keep children in consistent groups every time they attend the setting. Smaller groups should be considered when it is not possible to do this. When considering appropriate group sizes it will be important to take into account factors such as the recommended occupancy levels of the premises you are operating from and levels of ventilation. For example, guidance for providers of grassroots sport and sport facilities recommends that the maximum occupancy of an indoor facility should be limited by providing a minimum of 100sqft per person.</p> <p>Where parents are using external childcare providers or out of school extra-curricular activities for their children, you should also:</p> <ul style="list-style-type: none"> ▪ advise them to limit their use of multiple out-of-school settings providers, and to only use one 		<p>across bubbles - this will be reviewed in summer 1</p> <p>Drop in club to be socially distanced for children working in different bubbles. This will also be the case for the key children attending school in January.</p> <p>Adults involved in pre/after school care should maintain distance as much as possible. (Badu sports to follow their own and schools RA. Ensuring distancing from children)</p>		
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		<p>out-of-school setting in addition to school as far as possible.</p> <ul style="list-style-type: none">▪ encourage them to check providers have put in place their own protective measures▪ send them the link to the guidance for parents and carers				
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<p>(20. Music and dance)</p> <p>Coronavirus (COVID-19) (CV19)</p>	<p>Employees, agency, Pupils, visitors</p> <p>Causing severe infection/disease</p>	<p>The teaching of music, dance and drama should continue as part of school's curriculum, especially as this builds pupils' confidence and supports their wellbeing. There may, however, be an additional risk of infection in environments where singing, chanting, playing wind or brass instruments, dance or drama takes place.</p> <p>Singing, wind and brass instrument playing can be undertaken in line with this and other guidance, including guidance on working safely during COVID-19 in the performing arts.</p> <p>Schools can continue to engage peripatetic teachers during this period, including staff from music education hubs. Further information on the music education hubs, including contact details for local hubs, is available at music education hubs published by the Arts Council England.</p> <p>Minimising contact between individuals</p> <p>The overarching objective should be to reduce the number of contacts amongst pupils, and between pupils and staff, including for rehearsal and performance. As set out in the system of controls, this can be achieved through keeping groups separate (in bubbles) and through maintaining social distance between individuals. These are not alternative options. Both measures will help, but the balance between them will change depending on the age of pupils, the layout of the building, and the feasibility of keeping groups separate from each other while offering a broad curriculum.</p>	<p>Med</p>	<p>Music to be taught in phase groups and split classes depending on class size. All children to wash their hands as they come into the music room</p> <p>All children have been given their own recorder. Any borrowed recorders will be washed in the dishwasher and then left in the staff room to ensure they are not reused for a week before being placed back in music room.</p> <p>Time between music groups to allow music teacher to clean and wipe instruments/stands as needed.</p> <p>Clarinet and saxophone lessons - very small number of children who can be distanced with the music room. Windows opened.</p>		
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		<p>If staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults.</p> <p>You should take particular care 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.</p> <p>Additionally, you should keep any background or accompanying music to levels which do not encourage teachers or other performers to raise their voices unduly. If possible, use microphones to reduce the need for shouting or prolonged periods of loud speaking or singing. If possible, do not share microphones. If they are shared, follow the guidance on handling equipment and instruments.</p> <p>Performances</p> <p>If planning an indoor or outdoor face-to-face performance in front of a live audience, you should follow the latest advice in the working safely during COVID-19 in the performing arts guidance, which provides details of how to manage audiences as well as carry out performing arts safely. If planning an outdoor performance you should also give particular consideration to the guidance on delivering outdoor events.</p> <p>You may wish to still consider alternatives such as live streaming and recording performances, subject to the usual safeguarding considerations and parental permission.</p> <p>Singing, and playing wind and brass instruments in groups</p>		<p>Year 6 performance scheduled for July - this will be dependent on covid guidelines and local advice</p> <p>Singing/recorder playing should be done quietly and in a well ventilated room.</p>		
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		<p>Singing, wind and brass playing should not take place in larger groups such as choirs and ensembles, or assemblies unless significant space, natural airflow and strict social distancing and mitigation can be maintained.</p> <p>When planning music provision, you should consider additional specific safety measures. There is some evidence that additional risk can build from aerosol transmission with volume and with the combined numbers of individuals within a confined space. This is particularly evident for singing and shouting, but with appropriate safety mitigation and consideration, singing, wind and brass teaching can still take place. The government has published advice on safer singing.</p> <p>Playing outdoors</p> <p>Playing instruments and singing in groups should take place outdoors wherever possible. If indoors, consider limiting the numbers in relation to the space.</p> <p>Playing indoors</p> <p>If indoors, use a room with as much space as possible, for example, larger rooms, rooms with high ceilings are expected to enable dilution of aerosol transmission.</p> <p>If playing indoors, limit the numbers to account for ventilation of the space and the ability to social distance. It is important to ensure good ventilation. Advice on this can be found in Health and Safety Executive guidance on air conditioning and ventilation during the COVID-19 pandemic.</p> <p>Social distancing</p> <p>In the smaller groups where these activities can take place, schools should observe strict social distancing between each</p>		<p>School to take advice from THAMES if needed. Performances will not take place in the Spring/summer term unless filmed.</p> <p>Music teacher has met with head to go through risk assessment. She wears a visor during her time in school. Windows well-ventilated.</p>		
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		<p>singer and player, and between singers and players, and any other people such as conductors, other musicians, or accompanists. Current guidance is that if the activity is face-to-face and without mitigating actions, 2 metres is appropriate. Pupils should use seating where practical to help maintain social distancing.</p> <p>Seating positions</p> <p>Pupils should be positioned back-to-back or side-to-side when playing or singing (rather than face-to-face) whenever possible. Position wind and brass players so that the air from their instrument does not blow into another player.</p> <p>Microphones</p> <p>Use microphones where possible or encourage singing quietly.</p> <p>Handling equipment and instruments</p> <p>Measures to take when handling equipment, including instruments, include the following.</p> <p>Handwashing</p> <p>Require increased handwashing before and after handling equipment, especially if being used by more than one person.</p> <p>Avoiding sharing instruments and equipment</p> <p>Avoid sharing equipment wherever possible. Place name labels on equipment to help identify the designated user, for example, percussionists' own sticks and mallets.</p> <p>If instruments and equipment have to be shared, disinfect regularly (including any packing cases, handles, props, chairs, microphones and music stands) and always between</p>		<p>Timetabling of music lessons includes cleaning of equipment. Children have their own recorder. If a child needs to borrow a recorder, this to then be cleaned in the dishwasher and then left until the following week.</p>		
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		<p>users, following government guidance on cleaning and handling equipment.</p> <p>Instruments should be cleaned by the pupils playing them, where possible.</p> <p>Handling scores, parts and scripts</p> <p>Limit handling of music scores, parts and scripts to the individual using them.</p> <p>Suppliers</p> <p>Consider limiting the number of suppliers when hiring instruments and equipment. You should agree whose responsibility cleaning hired instruments is with the suppliers. Clean hire equipment, tools or other equipment on arrival and before first use.</p> <p>Equipment and instruments should be stored in a clean location if you take delivery of them before they are needed, and they should be cleaned before first use and before returning the instrument.</p> <p>Pick up and drop off points</p> <p>Pick up and drop off collection points should be created where possible, rather than passing equipment such as props, scripts, scores and microphones hand-to-hand.</p> <p>Individual lessons</p> <p>Individual lessons in music, dance and drama can continue in schools and organisations providing out of school childcare. This may mean teachers interacting with pupils from multiple groups, so you will need to take particular care, in line with the measures on peripatetic teachers.</p> <p>If there is no viable alternative, music lessons in private homes can resume, following the same guidelines, and</p>				
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		<p>additionally following the government guidance for working in homes, and the guidance for out-of-school provision.</p> <p>In individual lessons for music, dance and drama, social distancing should be maintained wherever possible, meaning teachers should not provide physical correction.</p>				
<p>(21. Physical Education)</p> <p>Coronavirus (COVID-19) (CV19)</p> <p>Someone entering the school/workplace/offices with CV19</p>	<p>Employees, agency, Pupils, visitors</p> <p>Causing severe infection/disease</p>	<p>Physical activity in schools</p> <p>You have the flexibility to decide how physical education, sport and physical activity will be provided while following the measures in your system of controls.</p> <p>Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups.</p> <p>You can hold PE lessons indoors, including those that involve activities related to team sports, for example practising specific techniques, within your own system of controls.</p> <p>For sport provision, outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising natural ventilation flows (through opening windows and doors or using air conditioning systems wherever possible), distancing between pupils, and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sport setting because of the way in which people breathe during exercise. External facilities can also be used in line with</p>	<p>Med</p>	<p>PE lessons outside is possible (staggered timetables for lunch and play make this difficult). Use of hall (windows open) for PE lessons and only in classrooms</p> <p>Badu coaches to work outside in playground in class only groups</p> <p>Windows opened during PE lessons 2x hours per week in classes</p> <p>Used PE equipment must be labelled with date last used and left for 72 hours. Ensure coaches are following this. Teachers will need to consider the equipment they need for their PE and may need to timetable it's use with other staff if needed</p> <p>Use of hall timetabled as playground used for staggered breaks and lunchtimes</p>		

		<p>government guidance for the use of, and travel to and from, those facilities.</p> <p>Where you are considering team sports you should only consider those sports whose national governing bodies have developed guidance under the principles of the government’s guidance on team sport and been approved by the government such as sports on the list available at grassroots sports guidance for safe provision including team sport, contact combat sport and organised sport events.</p> <p>From 29 March, outdoor competition between different schools can take place.</p> <p>From 12 April, indoor competition between different schools can take place.</p> <p>Refer to:</p> <ul style="list-style-type: none"> ● guidance on grassroot sports for public and sport providers, safe provision and facilities, and guidance from Sport England ● advice from organisations such as the Association for Physical Education and the Youth Sport Trust ● guidance from Swim England on school swimming and water safety lessons available at returning to pools guidance documents ● using changing rooms safely 				
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		<p>You can work with external coaches, clubs and organisations for curricular and extra-curricular activities. You must be satisfied that it is safe to do.</p> <p>Activities such as active miles, making break times and lessons active and encouraging active travel can help pupils to be physically active while encouraging physical distancing</p>		<p>No swimming this term due to need to use public transport to attend lessons</p>		
<p>(22. Ventilation)</p> <p>Coronavirus (COVID-19) (CV19)</p> <p>Someone entering the school/workplace/offices with CV19</p>	<p>Employees, agency, Pupils, visitors</p> <p>Causing severe infection/disease</p>	<p>1 Keep ventilation systems maintained regularly and adjusting systems where necessary, follow the current HSE, government and CIBSE guidance air-conditioning-and-ventilation.htm</p> <p>2 Premises maintain/monitor ventilation systems</p> <p>3 Premises to check service and or adjustments required, so that they do not automatically reduce ventilation levels due to lower than normal occupancy, follow expert mechanical/electrical engineer advice for COVID-ventilation-heating assessments/reviewing/servicing</p> <p>4 Opening windows and doors frequently to encourage ventilation where possible</p> <p>5 Keep the systems operating continuously, i.e. not shutting down at weekends</p>	<p>Med</p>	<p>Windows opened on stairs. Windows opened in classrooms (with a consideration of temperature in room)</p> <p>Use of purge points in day to allow ventilation</p>		

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<p>(23. First aid)</p> <p>Coronavirus (COVID-19) (CV19)</p> <p>Someone entering the school/workplace/offices with CV19</p>	<p>Employees, agency, Pupils, visitors</p> <p>Causing severe infection/disease</p>	<p>1The Health and Safety Executive published guidance on first aid during coronavirus (COVID-19) which will support local risk assessments and provides guidance for first aiders. It is clear that treating any casualty properly should be the first concern. Where it is necessary for first aid provision to be administered in close proximity, those administering it should pay particular attention to sanitation measures immediately afterwards including washing hands.</p> <p>After delivering any first aid</p> <ul style="list-style-type: none"> • Ensure you safely discard disposable items and clean reusable ones thoroughly • Wash your hands thoroughly with soap and water or an alcohol-based hand sanitiser as soon as possible 	<p>Med</p>	<p>Ensure all first aid is recorded to support track and trace. Children to administer own first aid if possible (age and injury to be considered). E.g. applying ice pack themselves, putting on their own plaster.</p> <p>PPE is available in the playground shed and in heads office, small room next to office if needed.</p> <p>Some members of staff to only administer first aid in their bubbles</p>		
<p>(24. Staff room / kitchens)</p> <p>Kitchen staff</p> <p>Coronavirus (COVID-19) (CV19)</p>	<p>Employees, agency, Pupils, visitors</p>	<p>1 Social distancing in place with signage</p> <p>2 Zip taps/Kettles to be cleaned</p> <p>3 Staff reminded with signage next to Zip taps NOT to allow their cups to touch the Zip tap</p>	<p>med</p>	<p>Staff ensuring they do not go over the maximum number of people in the room</p> <p>Staff to use the staff room in their bubbles</p> <p>If this is not possible, use computer suite/penguin</p>		

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<p>Someone entering the school/workplace/offices with CV19</p>	<p>Causing severe infection/disease</p>	<p>4 Staff behaviour staying alert to others around them and keeping to the 2 metre rule as a minimum wherever possible</p> <p>5 Staff to wash their hands before / after eating for at least 20 seconds</p> <p>6 Staff to dispose of their food waste into the bins provided, and clean their cutlery and put away</p> <p>7 Staff not to share cups and cutlery</p> <p>8 Staff to be encouraged to go outside during breaks</p> <p>9 These areas to have an increased cleaning regime in place managed and monitored</p>		<p>classroom/roof garden to each lunch (eg if you have lunch outside of your bubble) EYFS to each lunch in penguin classroom once we return to school</p> <p>Staff to bring in their own cutlery and mugs to avoid sharing</p>		
<p>(25. Water fountains) Coronavirus (COVID-19) (CV19)</p> <p>Someone entering the school/workplace/offices with CV19</p>	<p>Employees, agency, Pupils, visitors</p> <p>Causing severe infection/disease</p>	<p>1 Switch the water fountains off and provide water via bottles, or having the pupils use their own personal bottle</p> <p>2 Having a designated area for pupils to store or/have access to water</p> <p>3 If have water coolers provide disposable cups</p> <p>4 Ensure the water fountains are maintain in shut down mode following service/maintenance requirements</p>	<p>Med</p>	<p>Jugs in classrooms without drinking water Children to be encouraged to bring water bottles and use at break and in lunchhall</p>		
<p>(26. Swimming pools) swimming Coronavirus (COVID-19) (CV19)</p> <p>Someone entering the school/workplace/offices with CV19</p>	<p>Employees, agency, Pupils, visitors</p> <p>Causing severe infection/disease</p>	<p>1 Follow current Government guidance https://www.gov.uk/guidance/working-safely-during-coronavirus-COVID-19</p> <p>2 Ensure the pool equipment receives the required maintenance, and recommissioning required in preparing to open</p> <p>3 Assess the changing rooms and pool area for social distancing, to ensure a restriction of numbers, limits are</p>	<p>Low – we will not be attending swimming lessons this term</p>			

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		<p>decided before re-opening, this will include pool side and all areas of pool, changing rooms</p> <p>4 Review the area for touch points, shared equipment, commonly used equipment, that may have to have an increased cleaning regime, and/or removal of some equipment</p> <p>5 Ancillary equipment such as hoists, plant room equipment, will require an assessment review of compliance re service/maintenance schedules</p> <p>6 Health and safety inspection of all areas in preparation for opening</p> <p>7 Cleaning to be completed as part of the recovery stage planning</p>				
<p>(27. Contingency planning)</p> <p>Coronavirus (COVID-19) (CV19)</p> <p>Someone entering the school/workplace/offices with CV19</p>	<p>Employees, agency, Pupils, visitors</p> <p>Causing severe infection/disease</p>	<p>1 For individuals or groups of self-isolating pupils and pupils who are shielding following government advice, remote education plans are in place.</p> <p>2 Government have published a contingency framework for the rare circumstances in which schools might need to revise their delivery models for a short period of time to help contain virus transmission within a community. Such measures will be implemented in the fewest number of schools required, for the shortest time.</p> <p>3 Where a class, group or a small number of pupils need to self-isolate, or local restrictions require pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. All pupils not physically unwell with coronavirus (COVID-19) but who are at home as a result of coronavirus (COVID-19) should have access to remote education by the next school day.</p>	med	<p>SLT/Haleema to ensure families are aware of advice and to monitor return etc after symptoms/test results</p> <p>Remote learning is in place for individuals who are isolating and , bubbles who are out</p> <p>Devices available to families. More devices will be ordered asap during lockdown to support families</p>		

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		<p>Special educational needs</p> <p>Where a pupil has provision specified within their EHC plan, it remains the duty of the local authority and any health bodies to secure or arrange the delivery of this in the setting that the plan names.</p>		<p>SEN lead to support families who have chosen to keep EHCP children at home with home learning. SALT to support where possible. Children in school to have 1:1 support and provision tailored to their needs</p>		
<p>(28. Science)</p> <p>Coronavirus (COVID-19) (CV19)</p> <p>Someone entering the school/workplace/offices with CV19</p>	<p>Employees, agency, Pupils, visitors</p> <p>Causing severe infection/disease</p>	<p>1 Science lessons and heads/leads should follow the specific COVID-science related CLEAPSS guidance and have detailed within this section or specific risk assessment</p> <p>http://science.cleapss.org.uk/Resource/GL343-Guide-to-doing-practical-work-during-the-COVID-19-Pandemic-Science.pdf</p>	med			
<p>(29. Behaviour change / support / expectations)</p> <p>Coronavirus (COVID-19) (CV19)</p> <p>Someone entering the school/workplace/offices with CV19</p>	<p>Employees, agency, Pupils, visitors</p> <p>Causing severe infection/disease</p>	<p>1 Assessment and implementation of ‘change management’ for behaviour, recognising that the school’s control measures for the virus is actually all based on human behaviour to manage, i.e. washing hands, respiratory health, cleaning, staying at home when have symptoms, staying at a distance, all of which requires training, support, guidance, correction, monitoring</p> <p>2 Staff need to make themselves be accountable for their own actions for hand and respiratory hygiene measures and actions, and social distancing control measures, this should be a focus and support set up, where if you notice staff and or visitors/pupils not being COVID secure, you are able to ‘remind’ ‘advise’ ‘correct’ to ensure the vital control measures are being completed</p>	med	<p>Regular updates Signage across school SLT to ensure have latest advice to pass on All staff to be responsible for themselves and each other and to politely remind each other of the need to comply with the measures</p> <p>Any unacceptable or unsafe behaviour to reported to SLT -parents may be called. Children should not be sent to ‘buddy classes’. They should</p>		

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		3 A review of the school's behaviour policy around the COVID-secure and risk management required, including what is expected and the consequences for poor unsafe behaviour		remain in their classes for level 1 and 2 behaviour and complete a S,T and G. Level three behaviour should be referred to SLT.		
<p>(30. Contractor / visitor) Contractors/Visitors/ Parents Coronavirus (COVID-19) (CV19) Someone entering the school/workplace/offices with CV19</p>	<p>Employees, agency, Pupils, visitors</p> <p>Causing severe infection/disease</p>	<p>1 Only necessary contractors to be allowed on site, and approved/authorised by managers, COVID-19 risk assessments must be sent by contractors and reviewed, and works/visits agreed/authorised before the works/visits commence</p> <p>2 Agency staff and contractors to be inducted to the normal health and safety induction processes, including the current COVID-19 risk assessments and social distancing requirement, and promotion of hand cleaning and hygiene</p> <p>3 Pre-communicated to ensure a health check question-set is asked regarding any symptoms of COVID-19, and information given to them before they get to site on the social distancing and COVID-19 management standards in place</p> <p>4 Normal risk assessment, method statements review, considering your own COVID-19 risk assessment to review if the works will compromise social distancing for others, such as increasing of numbers of people by contractors working in staff areas breaking the social distancing requirements</p> <p>5 Normal management and monitoring of contractor works, wellbeing on site</p> <p>6 School to assess to keep the parents off site and reduce the concerns of gatherings, this is a school-based review/plan, supported by regular communication, assessing what gates and entrance points can be increased or used, using signage to remind parents of social distancing requirements and not to wait around together, school staff to</p>	med	<p>Contractors to be in when school closed unless emergency</p> <p>Parents of year 2-6 to leave children at school gates to reduce number of adults in playground. Staggered finish to the day to reduce number of adults. Children in reception can be picked up</p>		

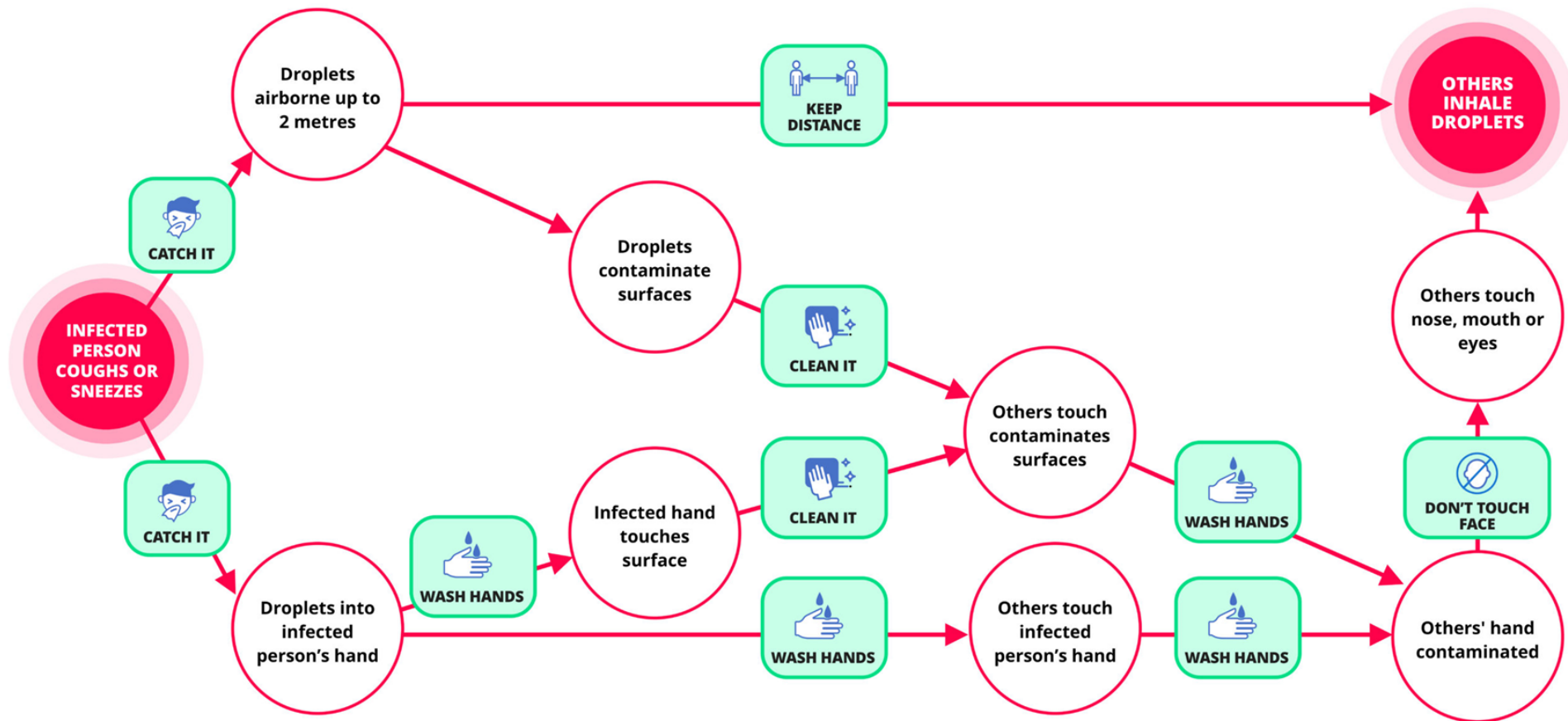
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		<p>ensure personal safety is assessed before going and directing parents to socially distance</p> <p>7 Contractors to follow the COVID-face covering management of the school, either implement that all visitor/contractors to wear face coverings, or in defined areas</p>		<p>from 3;10 if siblings are being picked up to reduce adults waiting in playground</p>		
<p>Confirmed cases exposure at work not reported as RIDDOR</p> <p>Coronavirus (Covid 19) (CV19)</p>	<p>Employees, agency pupils, visitors</p> <p>Causing severe infection/disease</p>	<p>1 An assessment of exposure to be completed for each confirmed case, the local PH team to be advised</p> <p>2 Enter details within the accident recording reporting forms such as Evolve or Accident medical tracker or paper based accident form, or LA online accident system, following your employer accident reporting procedures</p> <p>3 Inform Juniper with full details of confirmed covid-19 case without delay</p>				

Overall Residual Risk for Activity (L / M / H):	Medium
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Level of Risk	Suggested Action
LOW	Control measures are adequate but continue to monitor and review; ensure that they remain satisfactory and appropriate
MEDIUM	Control measures need to be introduced within a specified time period; continue to monitor and review
HIGH	Unless control measures can be immediately introduced to reduce the risk so far as is reasonably practicable, the task or activity should be suspended

How COVID is transmitted



Annex A: health and safety risk assessment Government Guidance

Coronavirus (COVID-19) specific

Everyone needs to assess and manage the risks from coronavirus (COVID-19). This means school employers and leaders are required by law to think about the risks the staff and pupils face and do everything reasonably practicable to minimise them, recognising they cannot completely eliminate the risk of coronavirus (COVID-19).

School employers must therefore make sure that a risk assessment has been undertaken to identify the measures needed to reduce the risks from coronavirus (COVID-19) so far as is reasonably practicable. General information on how to make a workplace COVID-secure, including how to approach a coronavirus (COVID-19) risk assessment, is provided by the [Health and Safety Executive \(HSE\) guidance on working safely](#).

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Schools should undertake a coronavirus (COVID-19) risk assessment by considering the measures in this guidance to inform their decisions and control measures. A risk assessment is not about creating huge amounts of paperwork, but rather about identifying sensible measures to control the risks in the workplace, and the role of others in supporting that.