

## CORPORATE HEALTH & SAFETY SERVICES: CORPORATE RISK ASSESSMENT – RETURN TO WORK COVID-19 SECURE LBTH

Education settings must be able to achieve the following controls as defined by the Department of Education before opening the school to the full opening in September. The Risk Assessment must be reviewed by Head Teachers point by point and where actions are implemented, they must be reworded 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. 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 control measures and the wider opening of the school.

The current Government guidance for detailed review to assist in your risk assessment link is <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

<b>Description of Activity</b>	COVID 19 Secure Educational Settings <b>Preparing for Full Opening of School Autumn Term 2020</b>		
<b>Location</b>	Mayflower Primary School		
<b>Completed by</b>	Corporate Health and Safety Services (CHSS) draft template for school risk review and planning		
<b>Date of Assessment</b>	8 July 2020 updated 25.8.20	<b>Review Date</b>	Will be under review on-going*

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><b>(1.Minimise contact)</b></p> <p>People unwell/ Coronavirus (COVID-19) (CV19)</p> <p>Someone entering the school/workplace/offices with CV19</p>	<p><b>Employees, agency, Pupils, visitors</b></p> <p>Causing severe infection/disease</p>	<p>1 Minimise contact with staff, pupils, visitors who are unwell with Covid-19, showing symptoms, or have tested positive in last 7 days, by sharing of communications, instructions, advice to staff, pupils, parents on what the symptoms are and actions required</p> <p>2 Anyone presenting Covid-19 symptoms at school will be sent home as soon as possible, if a pupil is awaiting collection they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age and needs of the 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</p>		<ul style="list-style-type: none"> <li>Awareness training, raising profile for school communications of the importance of what the symptoms are and the need to stay away. Give clear guidelines to staff and families for September start.</li> <li>Sharing risk assessment. Consulting staff from 8<sup>th</sup> July on possible changes.</li> <li>Campaigns of symptom awareness. Continue to display posters. Staff to remind pupils in September.</li> </ul>	<p>SLT. Risk assessment to be shared with staff. Parents will be informed prior to children's return.</p> <p>Displayed in staffroom for staff to add to.</p>	<p>before 17<sup>th</sup> July.</p> <p>August 20. Newsletter sent 21.8.20</p> <p>16<sup>th</sup> July</p>

CORPORATE HEALTH & SAFETY SERVICES: **CORPORATE RISK ASSESSMENT – RETURN TO WORK COVID-19 SECURE LBTH**

		<p>2 metres away from other people. If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom must be cleaned and disinfected using standard cleaning products before being used by anyone else.</p> <p>3 PPE must be worn by staff caring for the child while they await collection <b><u>if a distance of 2 metres</u></b> 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 <a href="#">safe working in education, childcare and children’s social care settings, including the use of personal protective equipment (PPE)</a> guidance.</p> <p>4 Awareness, communication of symptoms of Covid-19, which is a new continuous cough or a high temperature, or has a loss of or change in their normal sense of taste or smell – they must be sent home and advised to follow ‘<a href="#">stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection</a>’, which sets out that they must self-isolate for at least 7 days and should <a href="#">arrange to have a test</a> to see if they have coronavirus (COVID-19). Other members of their household (including any siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms.</p> <p>5 Any staff that have been in close contact with someone with Covid-19 symptoms do not need to self-isolate/go home unless have symptoms</p>		<ul style="list-style-type: none"> <li>• Educational training for Pupils on symptoms and awareness</li> <li>• Finding a dedicated room in the event of potential covid-19 concern/waiting room for parents to collect pupil. This area is outside HTs room.</li> <li>• Schools must do this and have evidence of staff understanding. Staff will be reminded in September’s Inset.</li> <li>• Plan to have a small amount of PPE for in the event of point.3 – if cannot social distance to at least 2m whilst dealing with pupils presenting covid-19 symptoms PPE to include;</li> <li>• Full PPE boxes are available in staffroom, Office and top PPA room. Class PPE boxes are in each classroom. Add Beakhead and Halyard Hall.</li> <li>• Thermometers available from office and HTs room</li> <li>• Staff to request when supplies need to be replenished and if they want to add to their PPE from the office.</li> <li>• Ensure all staff and parents are clear about this guidance</li> </ul>	<p>SLT</p> <p>Staff to inform office when products need replacing.</p>	<p>1<sup>st</sup> September</p> <p>In place July 20</p> <p>Parents to be informed in August and September and informed of any subsequent changes.</p>
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CORPORATE HEALTH & SAFETY SERVICES: **CORPORATE RISK ASSESSMENT – RETURN TO WORK COVID-19 SECURE LBTH**

<p><b>(2.Hand hygiene)</b></p> <p>Coronavirus (COVID-19) (CV19)</p> <p>Poor Hand hygiene</p>	<p><b>Employees, agency, pupils, visitors</b></p> <p>Causing severe infection/disease</p>	<p>1 Clean hands more often than usual is the schools control measure, for staff, pupils, visitors, soap and running water is available throughout the school, this is supported with hand sanitation stations</p> <p>2 This is supported with communication plan that includes when to wash your hands, including when arriving into the school, returning from breaks, when changing rooms, before and after eating</p> <p>3 An assessment is being completed for the full return of school and how the hand hygiene procedures are going to be practically implemented, what areas/toilets can be used, at what time, to ensure this doesn't become a crowding concern these areas will be supervised, supported with mobile hand sanitising stations where needed as part of the assessment</p> <p>4 Signage installed throughout, education teaching resources used to train pupils and staff how to clean hands properly</p> <p>5 Monitoring and cleaning of toilets, increasing the cleaning regime in place, including touch points, and removal of waste on a more regular basis</p> <p>6 Resources have been increased for the additional supply of cleaning products, supported with a cleaning schedule pack that details what is required, the supplier, when to reorder to prevent supplies not running out</p> <p>7 Repeated communications and campaigns on this very important control measures</p> <p>8 COSHH risk assessment updated to ensure storage and use of chemicals are assessed with appropriate control measures, this includes the strict assessment and control measures of</p>		<p>1&amp;2 This is in place July 2020. Children and staff returning in September will need to be taught about new routines.</p> <p>3&amp;4 See details in September opening document. All staff will model how these routines will take place in September.</p> <p>5. Cleaner now onsite throughout the day, being monitored by Carl – Premises Manager.</p> <p>6. Amena to oversee (monitor how often products need replacing. Staff to inform or supplies in their classrooms. Give regular reminders.</p>	<p>Class teachers and support staff.</p> <p>Carl</p> <p>Amena &amp; all Staff</p> <p>SLT</p>	<p>September 1<sup>st</sup> 2020</p> <p>June 20</p> <p>Ongoing -keep under review</p> <p>ongoing</p> <p>September and ongoing.</p>
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CORPORATE HEALTH & SAFETY SERVICES: **CORPORATE RISK ASSESSMENT – RETURN TO WORK COVID-19 SECURE LBTH**

		<p>hand sanitiser being used and located around the school, with hand and soap preferred, but assessed to ensure the risk of ingestion and skin concerns using hand sanitiser is assessed</p> <p>9 Promoting the hand cleaning if touching your face</p> <p>10 Reviewing the easiness of access to hand washing for pupils, staff, visitors</p> <p>11 Change behaviour promotion of implementing this control measure, aware of the break of pupils and staff not being in the school for a while and they may not have been washing their hands at home, now the school is creating a ‘behaviour change’ of a very important control measure</p> <p>12 For the younger children and for those children who may need support on this must be detailed here, and how you implement this</p> <p>13 To clean your hands, you should wash your hands thoroughly for 20 seconds with running water and soap and dry them thoroughly, although hand soap and running water is much preferred in schools wherever possible this is supported under strict risk control measures with mobile hand sanitising stations, ensuring that all parts of the hands are covered.</p>		<p>8. Carl –to oversee.</p> <p>9. ongoing by staff, monitor touching faces and advise children accordingly.</p> <p>10. ask staff to feedback and act accordingly. (AOB -Phase meetings)</p> <p>11 &amp;12 All children in all classes will need to be taught how to wash their hands properly -this will need to be modelled by staff and monitored by staff especially in EYS and KS1.</p> <p>Step by step posters to be on display.</p> <p>Additional places to wash hands including 3 outdoor troughs are in place. All classes have hot water. Hand sanitisers are available around the school and in classrooms.</p>	<p>All staff to monitor and teach children not to touch their faces.</p> <p>SLT</p> <p>All staff</p> <p>SLT</p> <p>SLT</p>	<p>Autumn term and ongoing</p> <p>Autumn term and ongoing</p> <p>September</p> <p>June 2020</p>
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CORPORATE HEALTH & SAFETY SERVICES: **CORPORATE RISK ASSESSMENT – RETURN TO WORK COVID-19 SECURE LBTH**

<p><b>(3.Respiratory hygiene)</b></p> <p>Coronavirus (COVID-19) (CV19)</p> <p>Someone entering the school/workplace/offices with CV19</p>	<p><b>Employees, agency, Pupils, visitors</b></p> <p>Causing severe infection/disease</p>	<p>1 Training, awareness, communication planning to promote this vital control measure in place</p> <p>2 Supported by signage</p> <p>3 Educational resources used as ongoing ‘change behaviour’ and importance of ‘catch it, bin it, kill it’</p> <p>4 Assessment completed on resources required, including tissues/bins, waste supplies, and locations of increased tissue stations to ensure easy access to tissues throughout school</p> <p>5 Washing of hands after use of tissues, coughing, sneezing</p> <p>6 Supporting and assisting younger children and other pupils who may need assistance in understanding respiratory hygiene, or pupils with complex needs that cannot maintain respiratory hygiene should be detailed here</p> <p>7 Awareness to staff who are anxious about the need for face coverings indoors, the current (09/07/2020) guidance is ‘Public Health England does not (based on current evidence) recommend the use of face coverings in schools. This evidence will be kept under review. They are not required in schools as pupils and staff are mixing in consistent groups, and because misuse may inadvertently increase the risk of transmission. There may also be negative effects on communication and thus education. Face coverings are required at all times on public transport (for children over the age of 11) or when attending a hospital as a visitor or outpatient.’</p>	<p>1&amp;2. Have signage to remind all about respiratory hygiene. Ensure all pupils are reminded about this when they start/return to school. Using correct bins with lids and washing their hands afterwards. All classes have access to tissues.</p> <p>6. Children with complex needs who may struggle to understand respiratory hygiene (e.g. those who spit or use saliva as a sensory stimulant) will have individual risk assessments Also see appendix; Supporting children and young people with SEND.</p> <p>7. If staff are anxious they can wear face covering when it doesn’t hamper teaching and learning. However, we advise that doors and windows remain open and staff follow social distancing guidelines.</p> <p><b>Face coverings</b> - The department has confirmed today Thursday 16<sup>th</sup> that it does not intend to change the guidance for education settings, and has provided the following statement: “Public Health England does not (based on current evidence) recommend the use of face coverings in schools. This evidence will be kept under review. They are not required in schools as pupils and staff are mixing in consistent groups, and because misuse may</p>	<p>SLT</p> <p>Heba All staff to be aware.</p>	<p>September 20</p> <p>Monitor through autumn term.</p> <p>Sept. 20 ongoing as necessary</p> <p>Autumn term and beyond</p>
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CORPORATE HEALTH & SAFETY SERVICES: CORPORATE RISK ASSESSMENT – RETURN TO WORK COVID-19 SECURE LBTH

				<p>inadvertently increase the risk of transmission. There may also be negative effects on communication and thus education. "Face coverings may be beneficial for short periods indoors where there is a risk of close social contact with people you do not usually meet and where social distancing and periods indoors where there is a risk of close social contact with people you do not usually meet and where social distancing and other measures cannot be maintained.</p> <p>7.Face coverings are available for staff and pupils if they go out and use public transport.</p>		
<p><b>(4.Cleaning regime)</b></p> <p>Coronavirus (COVID-19) (CV19)</p> <p>Someone entering the school/workplace/offices with CV19 and there is poor cleaning standards</p>	<p><b>Employees, agency, Pupils, visitors</b></p> <p>Causing severe infection/disease</p>	<p>1 Cleaning schedule in place that ensures cleaning is generally enhanced and includes:</p> <ul style="list-style-type: none"> <li>• more frequent cleaning of rooms / shared areas that are used by different groups</li> <li>• frequently touched surfaces being cleaned more often than normal</li> <li>• detailed listing of areas being cleaned, by whom whether this is external resource or internal or mixture of both</li> <li>• Areas that are shared between groups such as halls, canteens, corridors, toilets, need to be assessed and part of the enhanced cleaning regime</li> </ul> <p>2 Different groups don't need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils</p>		<p>Note: PHE will publish new revised guidance for cleaning non-healthcare settings Current standards for cleaning; <a href="#">Covid-19-decontamination-in-non-healthcare-settings</a></p> <p>Tables to be wiped by cleaner when children go out to play/lunch. Classes who have used halls to wipe equipment that has been used.</p> <p>2. More regular cleaning of toilets is taking place throughout the day.</p>	Carl to oversee	Autumn term and beyond.

CORPORATE HEALTH & SAFETY SERVICES: **CORPORATE RISK ASSESSMENT – RETURN TO WORK COVID-19 SECURE LBTH**

		<p>must be encouraged to clean their hands thoroughly after using the toilet</p> <p>3 Outdoor playground equipment should be more frequently cleaned. 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, stationery 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>3. staff using equipment should wipe it down after use. Pupils to have own resources as introduced during reopening. Pupils will be asked to only bring in essential things.</p>		<p>Review as the term progresses.</p>
<p><b>(5.Minimise contact social distancing)</b></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><b>Employees, agency, Pupils, visitors</b></p> <p>Causing severe infection/disease</p>	<p>1 School has completed a full assessment to minimise contacts and mixing between people reduces transmission of coronavirus (COVID-19). For children old enough, they should also be supported to maintain distance and not touch staff and their peers where possible. This will not be possible for the youngest children and some children with complex needs and it is not feasible in some schools where space does not allow. Schools doing this where they can, and even doing this some of the time, will help. 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 described above. Schools should make small adaptations to the classroom to support distancing where possible. That should include seating pupils side by side and facing forwards, rather than face to face or side on, and might include moving unnecessary furniture out of classrooms to make more space. Throughout this risk assessment is the awareness</p>		<p>1.September term document details changes for the autumn term. All information about class bubbles is outlined in detail. Taking account of social distancing and set up of classrooms. – Remind at Inset 1<sup>st</sup> September before classes are set up.</p>	<p>Class Teachers, teaching teams and SLT</p>	<p>September 20</p>

CORPORATE HEALTH & SAFETY SERVICES: **CORPORATE RISK ASSESSMENT – RETURN TO WORK COVID-19 SECURE LBTH**

		<p>of risk control knowing that maintaining a distance between people whilst inside and reducing the amount of time they are face to face lowers the risk of transmission</p> <p>2 Having an implementation plan of how the pupils and staff will be grouped, and this will be monitored from September, but staff within the school are permitted to operate across different classes and groups in order to facilitate the delivery of the school timetable, particularly in secondary school. Distance should be kept where possible and when working with younger pupils, moving between groups should only be used where necessary to deliver the full curriculum</p> <p>3 The focus is that we must do everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum, consistent groups limit those in contact with each other and therefore limit the risk of transmission. Maintaining these groups will also make it quicker and easier to identify those who need to self-isolate if a case of Covid-19 arises within the group.</p> <p>4 The overarching principle to apply is reducing the number of contacts between children and staff. This can be achieved through keeping groups separate (in 'bubbles') and through maintaining distance between individuals. These are not alternative options and both measures will help, but the balance between them will change depending on:</p> <ul style="list-style-type: none"> <li>•children's ability to distance</li> <li>•the lay out of the school</li> <li>•the feasibility of keeping distinct groups separate while offering a broad curriculum (especially at secondary)</li> </ul>		<p>2. plan will be shared and ongoing monitoring will take place, detail in September opening document</p> <p>3 &amp; 5. Bubbles will be maintained as much as possible. Staff and pupils will be aware of the reasons behind this. Staff should raise any concerns they may have with their line manager, phase leader, or SLT.</p> <p>4. The size and layout of Mayflower school will pose difficulties for social distancing. Risk will need to be assessed accordingly.</p> <p>5. social distancing should be taught in a calm and inclusive way. Using science to explain the reasons.</p>	<p>SLT Adam</p> <p>All staff</p> <p>All staff</p> <p>All staff</p>	<p>From September and to be under review</p> <p>From when plan is shared and ongoing</p> <p>September and autumn term.</p>
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CORPORATE HEALTH & SAFETY SERVICES: **CORPORATE RISK ASSESSMENT – RETURN TO WORK COVID-19 SECURE LBTH**

		<p>5 It is likely that for younger children the emphasis will be on separating groups, and for older children it will be on distancing. For children old enough, they should also be supported to maintain distance and not touch staff where possible.</p> <p><u>6 Measures within the classroom</u></p> <ul style="list-style-type: none"> <li>• Reducing face to face contact</li> <li>• Secondary schools that staff stay at the front of the class and away from colleagues. 2 metres should be maintained where possible, whilst ensuring all pupils, including those with complex needs, continue to receive the best education possible whilst reducing risk.</li> <li>• Children encouraged to maintain distance and not touch staff or peers.</li> <li>• Smaller groups can help reduce risks.</li> <li>• Where possible, classrooms should be adapted by removing excess furniture and seating pupils side by side rather than face to face or side-on.</li> </ul> <p><u>7 Measures outside the classroom</u></p> <ul style="list-style-type: none"> <li>• Large Groups will kept apart from each other, avoiding large gatherings such as assemblies and collective worship.</li> <li>• Timetabling to allow groups to be kept separate and minimise movement around the site</li> <li>• Staggered breaks and lunchtimes, giving time for cleaning between groups</li> <li>• Shared staff spaces to help to distance, ensuring staff have a reasonable break</li> </ul> <p><u>8. Arriving and leaving school</u></p>		<p>6.To work side by side whenever possible. Increase ventilation in classrooms. Have frequent breaks outdoors. If unable to avoid touch, then sanitise/ wash hands afterwards.</p> <p>Remove unnecessary furniture.</p> <p>7. See September term document for further details.</p> <p>Timetabling particularly in September will require frequent breaks as pupils have been away from school since March.</p> <p>See September Term document for details on breaks etc.</p> <p>3 staff rooms will now be in use. The Wheelhouse for EYS, main staff room and top PPA room. Staff are also encouraged to use the Upper deck to have breaks outside.</p>	<p>All staff</p> <p>SLT</p> <p>All staff</p>	
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CORPORATE HEALTH & SAFETY SERVICES: **CORPORATE RISK ASSESSMENT – RETURN TO WORK COVID-19 SECURE LBTH**

		<p>identified and allowing them to jointly deliver a broad and balanced curriculum for the child.</p> <p>14. During the summer term, the use of equipment was minimised, and there was significant extra cleaning. This has now changed because the prevalence of coronavirus (COVID-19) has decreased. For essential equipment, such as pencils and pens, it is recommended that staff and pupils 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>Note –At primary school, and in the younger years at secondary (key stage 3), schools may be able to implement smaller groups the size of a full class. If that can be achieved, it is recommended, as this will help to reduce the number of people who could be asked to isolate should someone in a group become ill with coronavirus (COVID-19).</p> <p>Note - Schools should assess their circumstances and if class-sized groups are not compatible with offering a full range of subjects or managing the practical logistics within and around school, they can look to implement year group sized ‘bubbles’. Whatever the size of the group, they should be kept apart from other groups where possible and older children should be</p>		<p>14. for staff to be made aware of these changes. Most appropriate for staff who have used the equipment to clean it.</p> <p>Class sizes won’t allow bubbles smaller than a class to operate at Mayflower.</p>		<p>September 20 Ongoing as information changes</p>
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CORPORATE HEALTH & SAFETY SERVICES: **CORPORATE RISK ASSESSMENT – RETURN TO WORK COVID-19 SECURE LBTH**

		<p>encouraged to keep their distance within groups. Schools with the capability to do it should take steps to limit interaction, sharing of rooms and social spaces between groups as much as possible. When using larger groups the other measures from the system of controls become even more important, to minimise transmission risks and to minimise the numbers of pupils and staff who may need to self-isolate. <u>We recognise that younger children will not be able to maintain social distancing, and it is acceptable for them not to distance within their group.</u></p> <p>Note - Both the approaches of separating groups and maintaining distance are not 'all-or-nothing' options, and will still bring benefits even if implemented partially. Some schools may keep children in their class groups for the majority of the classroom time, but also allow mixing into wider groups for specialist teaching, <u>wraparound care</u> and transport, or for boarding pupils in one group residentially and another during the school day. Siblings may also be in different groups. Endeavouring to keep these groups at least partially separate and minimising contacts between children will still offer public health benefits as it reduces the network of possible direct transmission.</p> <p>Note - <u>All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable.</u> This will be particularly important for secondary schools. Where 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. <u>Again, we recognise this is not likely to be possible with</u></p>		<p>Please note that it is recognised that younger children Will not be able to maintain social distancing, and it is acceptable for them not to distance within their group.</p> <p>We will offer year group tables at breakfast club and will monitor how this works.</p> <p>No clubs will take place in the autumn term. Lansbury Lawrence School is planning on offering after school provision for working parents from September. In their community space.</p> <p>We will limit where PPA staff work as much as possible but will need to move staff to meet the needs of the school and to provide a full educational offer. See details in Autumn Term document.</p>		
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CORPORATE HEALTH & SAFETY SERVICES: **CORPORATE RISK ASSESSMENT – RETURN TO WORK COVID-19 SECURE LBTH**

		<u>younger children and teachers in primary schools can still work across groups if that is needed to enable a full educational offer.</u>				
<p><b>(6.PPE)</b></p> <p>Coronavirus (COVID-19) (CV19)</p> <p>Someone entering the school/workplace/offices with CV19</p>	<p><b>Employees, agency, Pupils, visitors</b></p> <p>Causing severe infection/disease</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> <ul style="list-style-type: none"> <li>where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at schools, and <u>only then if a distance of 2 metres cannot be maintained</u></li> <li>where a child or young person already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used</li> </ul> <p>Read the guidance on <a href="#">safe working in education, childcare and children’s social care</a> 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>Full PPE boxes are available in the Office, Staffroom and Top PPA room.</p> <p>Please inform office team if equipment is missing,</p> <p>To be regularly checked and maintained by Anne, but better if staff in class monitor and replenish</p>	All staff	September autumn term
<p><b>(7.Test and trace)</b></p> <p>Coronavirus (COVID-19) (CV19)</p> <p>Someone entering the school/workplace/offices with CV19</p>	<p><b>Employees, agency, Pupils, visitors</b></p> <p>Causing severe infection/disease</p>	<p>1 Schools <b>must</b> ensure they understand the NHS Test and Trace process and how to contact their local <a href="#">Public Health England health protection team</a>. <b>Schools must</b> ensure that staff members and parents/carers understand that they will need to be ready and willing to:</p> <ul style="list-style-type: none"> <li><a href="#">book a test</a> if they are displaying symptoms. Staff and pupils must not come into the school if they have symptoms, and must be sent home to self-isolate if they develop them in school. All children can be tested, including children under 5, but children aged 11 and</li> </ul>		<p>Ensure the process and expectations are clear to both staff and parents</p> <p>See visual model at end of this assessment.</p>	All staff to follow this guidance	September and ongoing

CORPORATE HEALTH & SAFETY SERVICES: **CORPORATE RISK ASSESSMENT – RETURN TO WORK COVID-19 SECURE LBTH**

		<p>under will need to be helped by their parents/carers if using a home testing kit</p> <ul style="list-style-type: none"> <li>• provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace</li> <li>• <a href="#">self-isolate</a> if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19)</li> </ul> <p>2 Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests can be booked online through the NHS <a href="#">testing and tracing for coronavirus website</a>, or ordered by telephone via NHS 119 for those without access to the internet. Essential workers, which includes anyone involved in education or childcare, have priority access to testing.</p> <p>3 Schools should ask parents and staff to inform them immediately of the results of a test:</p> <ul style="list-style-type: none"> <li>• if someone tests negative, if they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating. They could still have another virus, such as a cold or flu – in which case it is still best to avoid contact with other people until they are better. Other members of their household can stop self-isolating.</li> <li>• if someone tests positive, they should follow the '<a href="#">stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection</a>' and must continue to self-isolate for at least 7 days from the onset of their symptoms and then return to school only</li> </ul>				
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CORPORATE HEALTH & SAFETY SERVICES: **CORPORATE RISK ASSESSMENT – RETURN TO WORK COVID-19 SECURE LBTH**

		<p>if they do not have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone. The 7-day period starts from the day when they first became ill. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal. Other members of their household should continue self-isolating for the full 14 days.</p>				
<p><b>(8. Confirmed cases)</b></p> <p>Coronavirus (COVID-19) (CV19)</p> <p>Someone entering the school/workplace/offices with CV19</p>	<p><b>Employees, agency, Pupils, visitors</b></p> <p>Causing severe infection/disease</p>	<p>1 <b>Schools must</b> take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19). <b>Schools should</b> contact the local health protection team. This team will also contact schools directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school – as identified by NHS Test and Trace.</p> <p>2 Based on the advice from the health protection team, schools <b>must</b> send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 14 days since they were last in close contact with that person when they were infectious. Close contact means:</p> <ul style="list-style-type: none"> <li>• direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin)</li> <li>• proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual</li> </ul>		<p>For staff to be clear of procedure. See visual model at and of this assessment.</p>		<p>September and ongoing as advice changes.</p>

CORPORATE HEALTH & SAFETY SERVICES: **CORPORATE RISK ASSESSMENT – RETURN TO WORK COVID-19 SECURE LBTH**

		<ul style="list-style-type: none"> <li>travelling in a small vehicle, like a car, with an infected person</li> </ul> <p>3 Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within their 14-day isolation period they should follow <a href="#">‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’</a>. They should get a test, and:</p> <ul style="list-style-type: none"> <li>if the test delivers a negative result, they must remain in isolation for the remainder of the 14-day isolation period. This is because they could still develop the coronavirus (COVID-19) within the remaining days.</li> <li>if the test result is positive, they should inform their setting immediately, and must isolate for at least 7 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 14-day isolation period). Their household should self-isolate for at least 14 days from when the symptomatic person first had symptoms, following <a href="#">‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’</a></li> </ul> <p>4 Schools 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 <a href="#">testing and tracing for coronavirus (COVID-19)</a>.</p>				
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CORPORATE HEALTH & SAFETY SERVICES: **CORPORATE RISK ASSESSMENT – RETURN TO WORK COVID-19 SECURE LBTH**

<p><b>(9.Outbreak)</b></p> <p>Coronavirus (COVID-19) (CV19)</p> <p>Someone entering the school/workplace/offices with CV19</p>	<p><b>Employees, agency, Pupils, visitors</b></p> <p>Causing severe infection/disease</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 outbreak, and <b>must</b> continue to work with their local health protection team who will be able to advise if additional action is required.</p> <p>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.</p> <p>2 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.</p> <p>3 In consultation with the local Director of Public Health, where an outbreak in a school is confirmed, a mobile testing unit may be dispatched to test others who may have been in contact with the person who has tested positive. Testing will first focus on the person’s class, followed by their year group, then the whole school if necessary, in line with routine public health outbreak control practice.</p>				
<p><b>(10.Educational Visits)</b></p> <p>Coronavirus (COVID-19) (CV19) with CV19</p>	<p><b>Employees, agency, Pupils, visitors</b></p> <p>Causing severe infection/disease</p>	<p>1 In the autumn term, schools can resume non-overnight domestic educational visits.</p> <p>2 This should be done in line with protective measures, such as keeping children within their consistent group, and the coronavirus (COVID-19) secure measures in place at the destination.</p> <p>3 Schools should also make use of outdoor spaces in the local area to support the delivery of the curriculum</p>		<p>1.Risk assessments will be made for all visits. Increasing parent confidence is initially most important. Educational visits will be reviewed over time.</p> <p>3. making use in particular of Trinity Gardens and Bartlett Park.</p>		<p>Autumn term and ongoing</p>

CORPORATE HEALTH & SAFETY SERVICES: **CORPORATE RISK ASSESSMENT – RETURN TO WORK COVID-19 SECURE LBTH**

<p><b>(11.Individual)</b></p> <p>Coronavirus (COVID-19) (CV19)</p> <p>Someone entering the school/workplace/offices with CV19</p>	<p><b>Employees, agency</b></p> <p>Causing severe infection/disease</p>	<p>1 Following the reduction in the prevalence of coronavirus (COVID-19) and relaxation of shielding measures from 1 August, it is expected that most staff will attend school. It remains the case that wider government policy advises those who can work from home to do so. The DFE recognise this will not be applicable to most school staff, but where a role may be conducive to home working, for example some administrative roles, school leaders should consider what is feasible and appropriate.</p> <p>2 Schools may need to alter the way in which they deploy their staff, and use existing staff more flexibly to welcome back all pupils at the start of the autumn term. Schools can continue to engage supply teachers and other supply staff during this period.</p> <p>3 Individual risk assessments should be completed for school staff with any vulnerable conditions, in line with current government guidance</p> <p><b>Staff who are clinically vulnerable or extremely clinically vulnerable</b></p> <p>Where schools apply the full measures in the DFE guidance the risks to all staff will be mitigated significantly, including those who are extremely clinically vulnerable and clinically vulnerable. We expect this will allow most staff to return to the workplace, although we advise those in the most at risk categories to take particular care while community transmission rates continue to fall.</p> <p>Advice for those who are <a href="#">clinically-vulnerable, including pregnant women</a>, is available.</p>		<p>1.Our emphasis will be on keeping the school day short particularly in the autumn term, reducing times of meetings so all staff can leave before rush hour.</p> <p>Admin staff now have lap tops so that when necessary they can work from home. Other requests will be considered.</p> <p>EYS will limit the number of parents settling their children to 6. This will be monitored and reduced as necessary.</p> <p>3.individual risk assessments are available for those staff who require them and those who are clinically- vulnerable.</p>	<p>SLT</p> <p>EYS team</p> <p>Adam</p>	<p>Autumn term - to keep under review.</p>
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CORPORATE HEALTH & SAFETY SERVICES: **CORPORATE RISK ASSESSMENT – RETURN TO WORK COVID-19 SECURE LBTH**

		<p>Individuals who were considered to be clinically extremely vulnerable and received a letter advising them to shield are now advised that they can return to work from 1 August as long as they maintain social distancing. Advice for those who are extremely clinically vulnerable can be found in the <a href="#">guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19</a>.</p> <p>School leaders should be flexible in how those members of staff are deployed to enable them to work remotely where possible or in roles in school where it is possible to maintain social distancing.</p> <p>People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace.</p> <p><b>Staff who are pregnant</b></p> <p>As a general principle, pregnant women are in the 'clinically vulnerable' category and are advised to follow the relevant guidance available for <a href="#">clinically-vulnerable people</a>.</p> <p><b>Staff who may otherwise be at increased risk from coronavirus (COVID-19)</b></p> <p>Some people with particular characteristics may be at comparatively increased risk from coronavirus (COVID-19), as set out in the <a href="#">COVID-19: review of disparities in risks and outcomes report</a>. The reasons are complex and there is ongoing research to understand and translate these findings for individuals in the future. If people with significant risk factors are concerned, the school leadership will complete an individual risk assessment</p>				
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CORPORATE HEALTH & SAFETY SERVICES: **CORPORATE RISK ASSESSMENT – RETURN TO WORK COVID-19 SECURE LBTH**

<p><b>(12.Physical Education)</b></p> <p>Coronavirus (COVID-19) (CV19)</p> <p>Someone entering the school/workplace/offices with CV19</p>	<p><b>Employees, agency, Pupils, visitors</b></p> <p>Causing severe infection/disease</p>	<p>1 Schools have the flexibility to decide how physical education, sport and physical activity will be provided whilst following the measures in their system of controls.</p> <p>2 Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided.</p> <p>3 Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, <b>maximising distancing</b> between pupils and paying scrupulous attention to cleaning and hygiene</p> <p>This is particularly important in a sports setting because of the way in which people breathe during exercise. External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities.</p> <p>Schools should refer to the following advice:</p> <ul style="list-style-type: none"> <li>• <a href="#">guidance on the phased return of sport and recreation</a> and guidance from <a href="#">Sport England</a> for grassroots sport</li> <li>• advice from organisations such as the <a href="#">Association for Physical Education</a> and the <a href="#">Youth Sport Trust</a></li> </ul> <p>4 Schools are able to work with external coaches, clubs and organisations for curricular and extra-curricular activities where they are satisfied that this is safe to do so.</p> <p>5 Schools should consider carefully how such arrangements can operate within their wider protective measures.</p> <p>6 Activities such as active miles, making break times and lessons active and encouraging active travel help enable pupils to be physically active while encouraging physical distancing.</p>		<p>1 - 3.To take place outdoors as much as possible.. Use spacers to space pupils out. When inside. Non-contact sports. Increase ventilation. Focus on hygiene and clean equipment after use. See guidance from Sports England.</p> <p>4. no after school clubs in autumn term.</p>	<p>SLT</p>	<p>Review in Autumn/spring term.</p>
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CORPORATE HEALTH & SAFETY SERVICES: **CORPORATE RISK ASSESSMENT – RETURN TO WORK COVID-19 SECURE LBTH**

<p><b>(13.Pupil Wellbeing)</b></p> <p>Coronavirus (COVID-19) (CV19)</p> <p>Someone entering the school/workplace/offices with CV19</p>	<p><b>Employees, agency, Pupils, visitors</b></p> <p>Causing severe infection/disease</p>	<p>1 Schools should consider the provision of pastoral and extra-curricular activities to all pupils designed to:</p> <ul style="list-style-type: none"> <li>•support the rebuilding of friendships and social engagement</li> <li>•address and equip pupils to respond to issues linked to coronavirus (COVID-19)</li> <li>•support pupils with approaches to improving their physical and mental wellbeing</li> </ul> <p>2 Schools to ensure the promotion of awareness of the virus suitable for the age group, with the repeated gentle reminders of control measures</p>		<p>after school provision will be kept under review</p> <p>Use ideas from Well-Being lead and play therapist. Possible themes to discuss through P4C.</p>	<p>SLT</p>	<p>Review at half term and spring term</p>
<p><b>(14.Staff wellbeing )</b></p> <p>Coronavirus (COVID-19) (CV19)</p> <p>Someone entering the school/workplace/offices with CV19</p>	<p><b>Employees, agency, Pupils, visitors</b></p> <p>Causing severe infection/disease</p>	<p>1 Change management and information sharing is vital</p> <p>2 Support for staff wellbeing as some staff may be particularly anxious about returning to school. The Department for Education is providing additional support for both pupil and staff wellbeing in the current situation. Information about the <a href="#">extra mental health support for pupils and teachers</a> is available.</p> <p>The <a href="#">Education Support Partnership</a> provides a free helpline for school staff and targeted support for mental health and wellbeing</p>		<p>1.Regular updates and information sharing though AOB and phase/LT meetings.</p> <p>Any staff who have concerns should discuss with their line manager.</p>	<p>All staff</p>	<p>Autumn term and ongoing</p>
<p><b>(15. Behaviour change/support)</b></p> <p>Coronavirus (COVID-19) (CV19)</p>	<p><b>Employees, agency, Pupils, visitors</b></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>Share any new updates and changes. Find simple versions so that instructions are clear.</p>	<p>SLT</p>	<p>ongoing</p>

CORPORATE HEALTH & SAFETY SERVICES: **CORPORATE RISK ASSESSMENT – RETURN TO WORK COVID-19 SECURE LBTH**

Someone entering the school/workplace/offices with CV19						
<p><b>(16. Ventilation)</b></p> <p>Coronavirus (COVID-19) (CV19)</p> <p>Someone entering the school/workplace/offices with CV19</p>	<p><b>Employees, agency, Pupils, visitors</b></p> <p>Causing severe infection/disease</p>	<p>1 Keep ventilation systems maintained regularly and adjusting systems where necessary</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</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>Carl to monitor</p> <p>All staff to be aware that windows and doors should remain open.</p>	<p>Carl</p> <p>All staff</p>	<p>ongoing</p>
<p><b>(17. First aid)</b></p> <p>Coronavirus (COVID-19) (CV19)</p> <p>Someone entering the school/workplace/offices with CV19</p>	<p><b>Employees, agency, Pupils, visitors</b></p> <p>Causing severe infection/disease</p>	<p>1 There are no additional PPE requirements because of coronavirus (COVID-19) for first aid, or for non-symptomatic children who present behaviours which may increase the risk of droplet transmission or who require care that cannot be provided without close hands-on contact</p> <p>2 It is accepted that 2m social distancing cannot be maintained during the delivery of first aid, but physical contact should be kept to a minimum e.g. pupils apply cold pack, wipe, plaster where able to do so.</p> <p>3 First aid rooms can be very busy and are often small rooms. Schools should make arrangement for only one person being treated in the first aid room at a time and allocate another room / area as a waiting/collection area.</p>		<p>1.Staff to follow guidance.</p> <p>Encourage pupils to apply own ice pack etc whenever possible.</p> <p>3. find space to administer first aid.</p>	<p>All staff</p> <p>Office staff</p>	<p>September and ongoing</p>

CORPORATE HEALTH & SAFETY SERVICES: **CORPORATE RISK ASSESSMENT – RETURN TO WORK COVID-19 SECURE LBTH**

		4 If daily medication is administered from 1 <sup>st</sup> aid rooms then consider if this needs relocating to reduce demand on space		4. medication is kept in the office. Administer outside the office.		
<p><b>(18 Staff room/kitchens)</b></p> <p>Kitchen staff</p> <p>Coronavirus (COVID-19) (CV19)</p> <p>Someone entering the school/workplace/offices with CV19</p>	<p><b>Employees, agency, Pupils, visitors</b></p> <p>Causing severe infection/disease</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>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 encourage to go outside during breaks</p> <p>9 These areas to have an increased cleaning regime in place managed and monitored</p>		<p>1.Signage is in place.</p> <p>2-8.Staff to be aware and follow these instructions.</p> <p>9.Onsite cleaner to wipe down tables and door handles etc throughout the day.</p>	<p>All staff</p> <p>Carl to oversee.</p>	
<p><b>(19. Kitchens)</b></p> <p>Main kitchen</p> <p>Coronavirus (COVID-19) (CV19)</p> <p>Someone entering the school/workplace/offices with CV19</p>	<p><b>Employees, agency, Pupils, visitors</b></p> <p>Causing severe infection/disease</p>	<p>1 kitchen's will be fully open from the start of the autumn term 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. School kitchens can continue to operate, but must comply with the <a href="#">guidance for food businesses on coronavirus (COVID-19)</a>.</p> <p>2 Ensure social distancing is in place for the kitchen and kitchen staff wherever possible, and ask to review the contract kitchen Covid-19 risk assessment, as significant changes due to the full opening of the school</p> <p>4 Social distancing at the servery which is managed and monitored</p>		<p>See catering risk assessment.</p>	<p>TH catering</p>	

CORPORATE HEALTH & SAFETY SERVICES: **CORPORATE RISK ASSESSMENT – RETURN TO WORK COVID-19 SECURE LBTH**

		<p>5 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> <p>6 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>7 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><b>(20. Water fountains)</b> Coronavirus (COVID-19) (CV19)</p> <p>Someone entering the school/workplace/offices with CV19</p>	<p><b>Employees, agency, Pupils, visitors</b></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>1&amp;2.This is in place Support staff to clean water bottles regularly and thoroughly.</p>		<p>June</p>
<p><b>(21. Swimming pools)</b> swimming Coronavirus (COVID-19) (CV19)</p> <p>Someone entering the school/workplace/offices with CV19</p>	<p><b>Employees, agency, Pupils, visitors</b></p> <p>Causing severe infection/disease</p>	<p>1 Follow current Government guidance (this will be changing with new guidance expected) and update risk assessment before opening</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 decided before re-opening, this will include pool side and all areas of pool, changing rooms</p>		<p>This is under review. Pupils will not go swimming straight away in autumn term to be reviewed autumn 2</p>		<p>Autumn term/spring term</p>

CORPORATE HEALTH & SAFETY SERVICES: **CORPORATE RISK ASSESSMENT – RETURN TO WORK COVID-19 SECURE LBTH**

		<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><b>(22. building/estate)</b></p> <p>Building preparedness/Statutory compliance</p> <p>Coronavirus (COVID-19) (CV19)</p> <p>Someone entering the school/workplace/offices with CV19</p>	<p><b>Employees, agency, Pupils, visitors</b></p> <p>Causing severe infection/disease</p>	<p>1 Following a risk assessment, some schools may determine that small adaptations to their site are required, such as additional wash basins. This will be at the discretion of individual schools, based on their particular circumstances.</p> <p>2 It is important that, prior to reopening for the autumn 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 <a href="#">Legionella risks during the coronavirus outbreak</a>.</p> <p>3 Additional advice on safely reoccupying buildings can be found in the Chartered Institute of Building Services Engineers' guidance on <a href="#">emerging from lockdown</a>.</p> <p>4 Once the school is in operation, it is important to ensure good ventilation. Advice on this can be found in Health and Safety Executive guidance on <a href="#">air conditioning and ventilation during the coronavirus outbreak</a>.</p>		<p>1.This is in place</p> <p>2-5.Under review by Carl.</p>	Carl	ongoing

CORPORATE HEALTH & SAFETY SERVICES: **CORPORATE RISK ASSESSMENT – RETURN TO WORK COVID-19 SECURE LBTH**

		<p>5 In classrooms, it will be important that schools improve ventilation (for example, by opening windows).</p> <p>6 Statutory compliance completed and up to date</p>				
<p><b>(23.Contractors/visitor)</b> Contractors/Visitors/ Parents Coronavirus (COVID-19) (CV19)  Someone entering the school/workplace/offices with CV19</p>	<p><b>Employees, agency, Pupils, visitors</b>  Causing severe infection/disease</p>	<p>1 Only necessary contractors to be allowed on site, and approved/authorised by managers</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</p>		<p>1-5 Office staff to oversee.</p> <p>6.parents will be made aware of changes and need for the to be off site. How to keep in contact is under review.</p>	<p>Amena  SLT</p>	<p>September &amp; ongoing</p>
<p><b>(24.Change management)</b>  Coronavirus</p>	<p><b>Employees, agency, Pupils, visitors</b></p>	<p>1 Providing clear consistent and regular communication to improve understanding for all staff throughout the pandemic</p> <p>2 Providing early information instruction before any changes to working practices</p>		<p>New information to be shared in a timely manner. At meetings for staff and through Ping and twitter for parents. All other points already covered.</p>		<p>Autumn term and ongoing</p>

CORPORATE HEALTH & SAFETY SERVICES: **CORPORATE RISK ASSESSMENT – RETURN TO WORK COVID-19 SECURE LBTH**

<p>(COVID-19) (CV19)</p> <p>Someone entering the school/workplace/offices with CV19</p>	<p>Causing severe infection/disease</p>	<p>3 Keeping all risk assessments/changes in risk updated as government guidance seems to be updating daily, weekly</p> <p>4 Full guidance to staff on changes to work environment and procedures in advance of any physical changes</p> <p>5 Increased staff communication to raise awareness of potential risks; directing staff to Government, NHS, PHE and local Council guidelines and resources:</p> <ul style="list-style-type: none"> <li>▪ NHS guidance, <a href="#">how to wash your hands video</a> (20 second rule)</li> <li>▪ NHS <a href="#">advice on CV19</a>; risks, symptoms, how CV19 is spread, how to avoid catching or spreading germs</li> <li>▪ School intranet page; communication on local newsletters</li> <li>▪ Information posters displayed at key points and throughout premises</li> <li>▪ Hygiene requirements (handwashing etc.) and practise of social distancing (2 metres)</li> </ul> <p>6 Follow signage of egress and access to premises</p> <p>7 Government/LA guidance on trace and track measures and clear guidance to managers and staff on actions required and support available</p>				
<p><b>(25.Stress and anxiety)</b></p> <p>Stress and anxiety concerning returning to work</p> <p>Coronavirus (COVID-19) (CV19)</p>	<p><b>Employees, agency, Pupils, visitors</b></p> <p>Causing severe infection/disease</p>	<p>1 Managers to identify staff with stress or anxiety and complete a follow up stress risk assessment</p> <p>2 For staff who have returned into work whether to be communicated with by sharing risk assessments and control measures for covid-19 controls</p> <p>3 Ongoing clear communication between individuals / teams /homeworkers and Managers is clear:</p> <ul style="list-style-type: none"> <li>• Agreed work activities</li> </ul>		<p>1 &amp;2.These are available to staff. All risk assessments are available for all staff.</p> <p>3.Line managers have contact times in place during lockdown these would need to be reviewed if necessary in September.</p>	<p>Line managers</p>	<p>Autumn term</p>

CORPORATE HEALTH & SAFETY SERVICES: **CORPORATE RISK ASSESSMENT – RETURN TO WORK COVID-19 SECURE LBTH**

<p>Someone entering the school/workplace/offices with CV19</p>		<ul style="list-style-type: none"> <li>Scheduled calls / contact time</li> <li>Access to resources e.g. Employee Assistance Programme (EAP)</li> <li>Wellbeing and Health on HR website (includes stress risk assessment)</li> </ul> <p>4 Review of pupils that present stress and anxiety due to the covid-19 fears</p> <p>5 Pupils and families who are anxious about return to school</p> <p>All other pupils must attend school. This may include pupils who have themselves been shielding previously but have been advised that this is no longer necessary, those living in households where someone is clinically vulnerable, or those concerned about the comparatively increased risk from coronavirus (COVID-19), including those from Black, Asian and Minority Ethnic (BAME) backgrounds or who have certain conditions such as obesity and diabetes.</p> <p>If parents of pupils with significant risk factors are concerned, we will discuss their concerns and provide reassurance of the measures they are putting in place to reduce the risk in school. We will be clear with parents that pupils of compulsory school age must be in school unless a statutory reason applies (for example, the pupil has been granted a leave of absence, is unable to attend because of sickness, is absent for a necessary religious observance etc).</p>		<p>4 pupils who present with anxiety to be alerted to Heba.</p> <p>5. to try to reassure parents that all possible safety measures are in place. To be sensitive to the challenges faced by staff and parents who are BAME with medical conditions.</p> <p>Use Emdad to support these families.</p>	<p>Heba</p> <p>Anisha and Emdad</p>	
<p><b>(26.Transport)</b></p> <p>Coronavirus (COVID-19) (CV19)</p>	<p><b>Employees, agency, Pupils, visitors</b></p>	<p>1 Social distancing has significantly reduced available transport capacity. The new DFE guidance sets out a new framework for supporting transport to and from schools from the autumn term. They have made a distinction between dedicated school transport and wider public transport:</p>		<p>N/A</p>	<p>SLT</p>	<p>To be reviewed in spring term</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"> <li>• by <b><u>dedicated school transport</u></b>, they mean services that are used only to carry pupils to school. This includes statutory home to school transport, but may also include some existing or new commercial travel routes, where they carry school pupils only</li> <li>• by <b><u>public transport services</u></b>, they mean routes which are also used by the general public</li> </ul> <p><b>Dedicated school transport, including statutory provision</b></p> <p>Pupils on dedicated school services <b><u>do not mix</u></b> with the general public on those journeys and tend to be consistent. This means that the advice for passengers on public transport to adopt a social distance of two metres from people outside their household or support bubble, or a ‘one metre plus’ approach where this is not possible, <b><u>will not apply from the autumn term</u></b> on dedicated transport.</p> <p>It is important to consider:</p> <ul style="list-style-type: none"> <li>• how pupils are grouped together on transport, where possible this should reflect the bubbles that are adopted within school</li> <li>• use of hand sanitiser upon boarding and/or disembarking, and how this is supervised and managed</li> <li>• additional cleaning of vehicles</li> <li>• organised queuing and boarding where possible</li> <li>• distancing within vehicles wherever possible</li> <li>• the use of face coverings for children over the age of 11, where appropriate, for example, if they are likely to come into very close contact with people outside of their group or who they do not normally meet</li> </ul>		<p>Visits that involve public transport will be avoided initially</p>		
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		<p>Dedicated school services can take different forms. Some journeys involve coaches regularly picking up the same pupils each day, others involve use of a minibus whilst other services are used by different pupils on different days, or by pupils with SEND. The precise approach taken will need to reflect the range of measures that are reasonable in the different circumstances.</p> <p>It will also require a partnership approach between local authorities, schools, trusts, dioceses and others. In particular, it is imperative that schools work closely with local authorities that have statutory responsibility for 'home to school transport' for many children, as well as a vital role in working with local transport providers to ensure sufficient bus service provision.</p> <p><u>DfE will shortly publish new guidance to local authorities on providing dedicated school transport, based on the framework outlined here.</u></p> <p>Given the pressures on public transport services it may also be necessary to work with local authorities so that they can identify where it might be necessary to provide additional dedicated school transport services, including in places where these services do not currently operate. The government is currently evaluating this position and will set out next steps shortly.</p> <p><b>Wider public transport</b></p> <p>In many areas, pupils normally make extensive use of the wider public transport system, particularly public buses. We expect that public transport capacity will continue to be constrained in the autumn term. <b><u>Its use by pupils, particularly in peak times, should be kept to an absolute minimum.</u></b></p> <p>To facilitate the return of all pupils to school, it will be necessary to take steps to both depress the demand for public transport and to increase capacity within the system. Both will require</p>				
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		<p>action at a national and local level. Schools have a critical role to play in supporting collaboration between all parties - providers, local authorities, parents and pupils.</p> <p><b><u>Schools should work with partners to consider staggered start times to</u></b> enable more journeys to take place outside of peak hours. We recognise that this option will be more feasible in some circumstances than others.</p> <p><b><u>Schools should encourage parents, staff and pupils to walk or cycle to school if at all possible.</u></b> Schools may want to consider using 'walking buses' (a supervised group of children being walked to, or from, school), or working with their local authority to promote safe cycling routes.</p>		<p>See September opening document.</p>		
<p><b>(27.Pupils shielding)</b></p> <p>Pupils shielding</p> <p>Self-isolating</p> <p>Coronavirus (COVID-19) (CV19)</p> <p>Someone entering the school/workplace/offices with CV19</p>	<p><b>Employees, agency, Pupils, visitors</b></p> <p>Causing severe infection/disease</p>	<p>1 The majority of pupils will be able to return to school, but we note that:</p> <ul style="list-style-type: none"> <li>• a small number of pupils will still be unable to attend in line with public health advice because they are self-isolating and have had symptoms or a positive test result themselves; or because they are a close contact of someone who has coronavirus (COVID-19)</li> <li>• shielding advice for all adults and children will pause on 1 August, subject to a continued decline in the rates of community transmission of coronavirus (COVID-19). This means that even the small number of pupils who will remain on the shielded patient list can also return to school, as can those who have family members who are shielding. Read the <a href="#">current advice on shielding</a></li> <li>• if rates of the disease rise in local areas, children (or family members) from that area, and that area only, will be advised to shield during the period where rates</li> </ul>		<p>Ensure we have updated information on pupils.</p>		<p>September</p>

CORPORATE HEALTH & SAFETY SERVICES: **CORPORATE RISK ASSESSMENT – RETURN TO WORK COVID-19 SECURE LBTH**

		<p>remain high and therefore they may be temporarily absent (see below).</p> <ul style="list-style-type: none"> <li>some pupils no longer required to shield but who generally remain under the care of a specialist health professional may need to discuss their care with their health professional before returning to school (usually at their next planned clinical appointment). You can find more advice from the Royal College of Paediatrics and Child Health at <a href="#">COVID-19 - 'shielding' guidance for children and young people</a>.</li> </ul>				
<p><b>(28.Music)</b> Music Coronavirus (COVID-19) (CV19)  Someone entering the school/workplace/offices with CV19</p>	<p><b>Employees, agency, Pupils, visitors</b>  Causing severe infection/disease</p>	<p>1 We are aware that there may be an additional risk of infection in environments where you or others are singing, chanting, playing wind or brass instruments or shouting. This applies even if <b>individuals are at a distance</b>.</p> <p>2 Schools should consider how to reduce the risk, particularly when pupils are playing instruments or singing in small groups such as in music lessons by, for example, physical distancing and playing outside wherever possible, limiting group sizes to no more than 15, positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation.</p> <p>3 Singing, wind and brass playing will not take place in larger groups such as school choirs and ensembles, or school assemblies. <u>Further more detailed DfE guidance will be published shortly.</u></p>		<p>All pupils have own wind instrument. These are cleaned after use. The Mayflower member of staff to oversee. Ensure pupils are spread out in the hall.</p>		
<p><b>(29.Contingency planning)</b></p>	<p><b>Employees, agency, Pupils, visitors</b></p>	<p>1 Contingency planning for outbreaks are being developed and are awaiting the updated information</p>		<p>1.Update when available.</p>		<p>TBC</p>

CORPORATE HEALTH & SAFETY SERVICES: **CORPORATE RISK ASSESSMENT – RETURN TO WORK COVID-19 SECURE LBTH**

<p>Coronavirus (COVID-19) (CV19)</p> <p>Someone entering the school/workplace/offices with CV19</p>	<p>Causing severe infection/disease</p>	<p>2 If a local area sees a spike in infection rates that are resulting in localised community spread, appropriate authorities will decide which measures to implement to help contain the spread.</p> <p>3 The Department for Education will be involved in decisions at a local and national level affecting a geographical area and will support appropriate authorities and individual settings to follow the health advice. <b><u>More information will be provided on this process in due course.</u></b></p> <p>4 For individuals or groups of self-isolating pupils, remote education plans should be in place. These should meet the same expectations as those for any pupils who cannot yet attend school at all due to coronavirus (COVID-19).</p> <p>5 In the event of a local outbreak, the PHE health protection team or local authority may advise a school or number of schools to close temporarily to help control transmission.</p> <p>6 Schools will need a contingency plan for this eventuality. This may involve a return to remaining open only for vulnerable children and the children of critical workers and providing remote education for all other pupils.</p>		<p>4. plan for Autumn opening will detail how remote learning will take place.</p> <p>6. contingency plan is determined by government advice.</p>		<p>Autumn term to be kept under review.</p>
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Overall Residual Risk for Activity (L / M / H):	<b>MEDIUM</b>
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Level of Risk	Suggested Action
<b>LOW</b>	Control measures are adequate but continue to monitor and review; ensure that they remain satisfactory and appropriate
<b>MEDIUM</b>	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 reasonable practicable, the task or activity should be suspended

