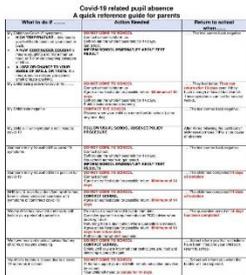


Activity/ Situation	COVID Risk Assessment
Location	Southdale Junior School
<p>Taken directly from the DfE Updated COVID guidance – they are listed below then addressed in detail in this risk assessment</p> <p>System of controls This is the set of actions schools must take.</p> <p><u>Prevention</u></p> <ol style="list-style-type: none"> 1) Minimise contact with individuals who are unwell by ensuring that those who are required to stay at home do not attend school. 2) Where recommended, the use of face coverings in schools. 3) Clean hands thoroughly more often than usual. 4) Ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach. 5) Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents. 6) Minimise contact between individuals and maintain social distancing wherever possible. 7) Where necessary, wear appropriate personal protective equipment (PPE). 8) Always keeping occupied spaces well ventilated. <p>Numbers 1 to 5, and number 8, must be in place in all schools, all the time. Number 6 must be properly considered and schools must put in place measures that suit their particular circumstances. Number 7 applies in specific circumstances.</p> <p><u>Response to any infection</u></p> <ol style="list-style-type: none"> 9) Engage with the NHS Test and Trace process. 10) Manage confirmed cases of coronavirus (COVID-19) amongst the school community. 11) Contain any outbreak by following local health protection team advice. <p>Numbers 9 to 11 must be followed in every case where they are relevant.</p>	
<p><u>Essential measures include:</u></p> <ul style="list-style-type: none"> • a requirement that people stay at home if they: <ul style="list-style-type: none"> • are ill with virus symptoms • have tested positive, even if asymptomatic • have been advised by NHS Test and Trace to do so • are household members of a positive case, even if that case is asymptomatic • are required to self-isolate for travel-related reasons • robust hand and respiratory hygiene • enhanced cleaning and ventilation arrangements • active engagement with NHS Test and Trace • formal consideration of how to reduce contacts and maximise distancing between those in school wherever possible • minimise the potential for contamination so far as is reasonably practicable <p>How contacts are reduced will depend on the school’s circumstances, including how many children need to attend during this period, and will (as much as possible) include:</p> <ul style="list-style-type: none"> • keeping children in consistent groups • avoiding contact between groups • arranging classrooms with forward facing desks • staff maintaining distance from pupils and other staff as much as possible 	

Persons at Risk	Pupils ☒	Employees☒	Visitors ☒	Contractors ☒		
CONTROL MEASURES		ADDITIONAL INFORMATION		YES S	NO O	N/A A
<p>1) Minimise contact with individuals who are unwell by ensuring that those who are required to stay at home do not attend school.</p>						
<p>Ensuring that pupils, staff and other adults do not come into the school if they have coronavirus (COVID-19) symptoms or have tested positive in at least the last 10 days and ensuring 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>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>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>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>Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. The area around the person with symptoms must be cleaned after they have left to reduce the risk of passing the infection on to other people. See the COVID-19: cleaning of non-healthcare settings guidance.</p>		<p>Children, staff, young people, parents, carers or any visitors, such as suppliers, are told not to attend or enter the education or childcare setting if they are displaying any symptoms of coronavirus.</p> <p>Clear communication to parents to not send their child (including siblings) to school if they are displaying symptoms.</p> <p>Made clear in letter to parents.</p> <p>Also reminder chart for parents – and added to the website</p>  <p>When a child display symptoms: If a child is awaiting collection, they need to be moved, if possible, to a room where they can be isolated behind a closed door – this will be the music room (window open). If the music room is unavailable, an alternative space will be identified by SLT. Walk child round the outside of school to leave. depending on the age and needs of the child, with appropriate adult supervision (same adult) if required. A window must 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>If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom (disabled toilets) if possible. The bathroom must be cleaned and disinfected using standard cleaning</p>		☒	☐	☐

	<p>products before being used by anyone else.</p> <p>If the child has a sibling in school then this child will also need to isolate until they are collected.</p> <p>COVID-19: guidance for households with possible coronavirus infection guidance</p> <p>A face mask must be worn by the supervising adult of a child who displays symptoms. If contact with the child is necessary, full PPE must be worn. If there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn.</p> <p>Any COVID related illnesses are logged following the most up to date guidance</p> <p>Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. The area around the person with symptoms must be cleaned after they have left to reduce the risk of passing the infection on to other people. See the COVID-19: cleaning of non-healthcare settings guidance.</p> <p>In an emergency, call 999 if the child is seriously ill or injured or their life is at risk. Do not visit the GP, pharmacy, urgent care centre or a hospital</p>			
<p>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>Other members of their household (including any siblings) should self-isolate for 10 days from the day after the individual tested positive.</p>	<p>All staff and children who are attending an education or childcare setting will have access to a test if they display symptoms of coronavirus, and are encouraged to get tested in this scenario</p> <p>Any adult displaying symptoms to leave school site immediately</p> <p>Anyone displaying symptoms to be advised that all other members of their household should self-isolate.</p>	☒	☐	☐
<p>If someone with symptoms tests negative for coronavirus (COVID-19), then they should stay at home until they are recovered as usual from their illness but can safely return thereafter. The only</p>		☒	☐	☐

exception to return following a negative test result is where an individual is separately identified as a close contact of a confirmed case, when they will need to self-isolate as per public health England advice (10 days)				
If any staff member feels unwell but does not display COVID symptoms and feels well enough to stay in school they are advised to wear a face visor (if leaving their class bubble) and ensure they keep 2 metres away from others.	HT, DHT or SBM must be informed if any staff members are feeling unwell but well enough to stay in school	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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: <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) • they are requested to do so by NHS Test and Trace or the PHE advice service (or PHE local health protection team if escalated) 	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: <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) • they are requested to do so by NHS Test and Trace or the PHE advice service (or PHE local health protection team if escalated) 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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 (COVID19).	No routine taking of temperatures takes place in school. School will take the temperature of any child considered to be displaying symptoms. This will be done wearing PPE	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If someone with symptoms tests positive, they must follow the guidance for households with possible or confirmed coronavirus (COVID-19)infection	School will take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19). Schools will contact the dedicated advice service introduced by Public Health England (PHE). This can be reached by calling the DfE Helpline on 0800 046 8687	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Where recommended, use of face coverings in schools				
Face coverings are not required for primary aged school children in school		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In primary schools where social distancing is not possible in indoor areas outside of classrooms between members of staff or visitors, for example in staffrooms, headteachers will have the discretion to decide whether to ask staff or	Staff who choose to wear a visor in class, or around school, are fully supported in this decision. Safe wearing of face coverings requires cleaning of hands before	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p>visitors to wear, or agree to them wearing face coverings in these circumstances.</p> <p>DFE guidance states: Based on current evidence and the measures that schools are already putting in place, such as the system of controls and consistent bubbles, face coverings will not be necessary in the classroom even where social distancing is not possible. Face coverings could have a negative impact on teaching and their use in the classroom should be avoided.</p>	<p>and after touching – including to remove or put them on – and the safe storage of them between use. Visors must be cleaned as soon as they are removed. Face masks must be stored in a sealable plastic bag.</p> <p>All visitors to school are required to wear a face covering.</p> <p>All parents collecting dropping off children must wear a mask when on the school grounds – communicated in a letter</p>			
<p>When face coverings are required</p>	<p>If a child displays symptoms (see above)</p> <p>If a child is ill/injured and social distancing cannot be maintained – every class has face coverings in a first aid bag which must be carried with them if they leave the classroom with their class (PE lessons/break duty)</p> <p>Lunchtime staff also have first aid bags with face coverings</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Safe wearing of face coverings</p>	<p>Safe wearing of face coverings requires cleaning of hands before and after touching – including to remove or put them on – and the safe storage of them in individual, sealable plastic bags between use. Where a face covering becomes damp, it should not be worn and the face covering should be replaced carefully.</p> <p>If a child arrives with a face covering they must be instructed not to touch the front of their face covering during use or when removing it and they must dispose of temporary face coverings in a ‘black bag’ waste bin (not recycling bin) or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>3. Clean hands thoroughly more often than usual</p>				
<p>Coronavirus (COVID-19) is an easy virus to remove when it is on skin. This remains true for the new variant. 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. Regular and thorough hand cleaning is going to be needed for the foreseeable future.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<p>the school has enough hand washing or hand sanitiser 'stations' available so that all pupils and staff can clean their hands regularly</p>	<p>Hand gel stations are around school (outside the dining hall door, inside the dining hall door, by the lunch entrance, outside 5AM, inside 6MF, inside 3LS, inside 3SG, outside all toilets, in addition, all classrooms have hand gel areas)</p> <p>All classrooms have sinks with soap and paper towels – the bins are by the sinks</p> <p>All staff to hand gel on entrance to school.</p> <p>All staff to hand gel/wash hands before using anything in the staff room/cook it room</p> <p>Hand gel before using the photocopier</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>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</p>	<p>Regular reminders and staff supervision</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>building 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>	<p>these routines to be built into school culture, supported by behaviour expectations and helping ensure all children understand the need to follow them</p> <p>Children will wash/sanitise their hands:</p> <ul style="list-style-type: none"> • Upon entry to classroom • Prior to and after going to the toilet • Prior to and after eating lunch • After coughing/ sneezing • Children will sanitise their hands each time they leave the classroom and sanitise each time they come in • Children will sanitise their hands before entering the dining hall 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Please also see section 1</p>				

4. Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach

The 'catch it, bin it, kill it' approach continues to be very important, so schools must ensure that they have enough tissues and bins available in the school to support pupils and staff to follow this routine. As with hand cleaning, schools must ensure younger children and those with complex needs are helped to get this right and all pupils understand that this is now part of how the school operates. The e-Bug coronavirus (COVID-19) website contains free resources for schools, including materials to encourage good hand and respiratory hygiene. Some pupils with complex needs will struggle to maintain as good respiratory hygiene as their peers, for example, those who spit uncontrollably or use saliva as a sensory stimulant. This should be considered in risk assessments in order to support these pupils and the staff working with them and is not a reason to deny these pupils face-to-face education.

Tissues are available in each classroom/learning area/dining hall

Regular reminders to children from staff

Posters in each classroom



5. Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents

putting in place a cleaning schedule that ensures cleaning is generally enhanced and includes:

- more frequent cleaning of rooms and shared areas that are used by different groups
- frequently touched surfaces being cleaned more often than normal

Shared areas (library/staff room) to be cleaned more regularly throughout the day – after each use by member of staff.

RM to clean in addition to this

Staff must sanitise any surfaces that they use in the staff room/cook it room.

Staff toilets must be sanitised by staff after each use (including sinks and doors) Posters in toilets as reminders.

Electronic entry systems and keypads are sanitised particularly after each use - Admin staff are aware of this and clean after use. Parents will not be allowed into the school building unless prior appointment.

Admin staff to regularly clean the door handles in reception area after each use

	<p>Stocks of cleaning chemicals, liquid soap, paper towels, tissues, toilet roll, bin bags etc. regularly checked and additional supplies requested as necessary – SD</p> <p>High volume areas (door handles etc.) are cleaned throughout the day by teachers and TAs in their own classroom. The responsibility for each classroom is the class teacher. These areas are to be cleaned with ‘Link Hygiene’ anti-bacterial spray. Spray leave for 30 seconds wipe clean – waer gloves. All spray to be kept out of reach of children. Lockable cupboards in each classroom</p> <p>Children are encouraged to use Southdale hands whilst walking round school (posters as reminders)</p> <p>RM/KP to regularly clean the corridor and shared high volume areas.</p> <p>Cleaning checklist posters used for all classrooms - these to be done at breaktime, lunchtime, 2pm and if the surface has been coughed/sneezed on. Children put all equipment under their desk at lunchtime so tables and key areas can be cleaned</p> <p>Staff room cleaned before and after each surface including plastic chairs.</p>			
<p>toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet - different groups being allocated their own toilet blocks could be considered but is not a requirement if the site does not allow for it</p>	<p>JS/VM to clean toilet areas after morning break. Lunchtime supervisors to clean toilet areas after lunch.</p> <p>Bins in toilets are emptied after lunch – by lunchtime supervisors. For allocation of toilets please see section 6</p> <p>Cleaning log sheet for these areas throughout the day.</p> <p>Staff toilets must be sanitised by staff after each use (including sinks</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<p>and doors) Posters in toilets as reminders.</p> <p>SD to work closely with Engie – regularly checking their risk assessment and ensuring checklists of cleaning are done with staff.</p> <p>RESOURCES Lap tops Class teacher must sanitise the keyboard and both sides with ethanol wipes and teacher to put away. Individual pencils/pens for children Books from the library sanitised. All classes have their own art equipment Sports equipment not shared between classes unless they have been cleaned</p>			
<p>6. Minimise contact between individuals and maintain social distancing wherever possible</p>				
<p>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. Schools must do everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum. The overarching principle to apply is reducing the number of contacts between children and staff. This can be achieved through keeping groups separate (in ‘bubbles’) and through maintaining the distance between individuals. Whilst schools are attended by vulnerable children and the children of critical workers only, where possible schools should keep group sizes small. For children old enough, they should also be supported to maintain distance and not touch staff where possible. Any additional space available where there are lower numbers of pupils attending, should be used wherever possible to maximise the distance between pupils and between staff and other people. The points to consider and implement are set out in the following sections:</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>A Grouping Children</p>				
<p>Consistent groups reduce the risk of transmission by limiting the number of pupils and staff in contact with each other to only those within the group. They have been used to date in recognition that children, especially the youngest children, cannot socially distance from staff or from each other and this provides an additional protective measure. Maintaining distinct groups or ‘bubbles’ that do not mix makes it quicker and easier in the event of a positive case to identify those who may need to self-isolate and keep that number as small as possible.</p>	<p>Children are in distinct class groups that do not mix with other class groups.</p> <p>Classes use the same classroom area throughout the day including when eating lunch (exception of Y3 who have distanced seating areas in the hall and dining room)</p> <p>Staff maintain 2 metres distance from all staff at all times. During PPA/lunch break times staff to be distanced limits on numbers in staff</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<p>room/cooking room (5 people) School office 2 people Upstairs office 4 people – posters as reminders</p> <p>Staff meetings to take place using Microsoft Teams</p>			
<p>Each group should be kept apart from other groups where possible and older children should be encouraged to keep their distance within groups. Schools with the capability to do it should take steps to limit interaction and the sharing of rooms and social spaces between groups as much as possible. 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</p>	<p>Staggered start/end times Different entry and exit drop offs - 8.30 – 8.40 Y5 and 6 start (Y5 Belgrave Rd – boys toilet entrance, Y6 Southdale Road – dining entrance) 3.05pm Y5 and 6 end time Exits the same as entrance Parents to leave by 3.15pm 8.45 – 9.00 Yr 3 and 4 start (Y4 Belgrave Rd – boys toilet entrance, Y3 Southdale Road – girl’s toilet entrance 3LH and classrooms 3LS and 3SG) 3.25pm Y3 and Y4 end time (Parents can enter from 3.20pm) Exits the same as entrance apart from 3SG – leave through the car park exit (car park closed during this time) Parents to leave by 3.30pm Parents’ drop-off and pick-up protocols planned to minimise adult to adult contact - Adults must socially distance whilst on site and wear a face covering Parents to socially distance and wear a mask on the playground (only one parent at a time) for those who need to be collected by an adult. For children who have permission to walk home, release these children first, one at a time and remind them to socially distance as they leave the premises. It is made clear to parents that they cannot gather at entrance gates or doors, or enter the building - Communicated in a letter and posters displayed Consideration given to one-way circulation, or placing a divider down the middle of the corridor to keep groups apart as they move through the setting where spaces are accessed by corridors - Children will</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<p>come in at the dining entrance at the end of their break. 3LH to use 3LH door. Y4,5 and 6 out through 5AM in through dining hall (girls to queue outside at break time for the toilets). Clear markings are on the floor – keep to the left</p>			
<p>Numbers of staff using Staff Room/cook it room are limited and the use of Staff Room/cook it room is staggered to ensure social distancing is maintained</p>	<p>Staff room/cooking room rota in place. Visible signage to indicate max occupancy (5 people)– wipeable chairs and tables (extra furniture has been removed) Week A Y6 12:00- 12:28 Y4 12:30 – 13:00 Week B Y5 12:00 – 12:28 Y3 12:30 – 1:00 (use of cook-it room other areas in school) Staff must keep 2 metres apart.</p> <p>Staff to sanitise any surfaces that they use in the staff room after each use.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>All teachers and other staff can operate across different groups. Where staff need to move between groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults. Again, we recognise this is not likely to be possible with younger children and teachers in primary schools can still work across groups if that is needed.</p>	<p>Teachers with their own class TAs with their own class PPA – SD outside socially distanced forest school one class per session (4 sessions per week) TA with class doing Microsoft Teams PPA activities – keep 2 metres apart at all times (one session per week – class within their year group JD Y6, CF Y5, JW Y4, VS Y3 HLTA with one class mindfulness and OAA (one session per week with their year group JSk Y6, CW Y5, CN Y4, AT Y3) 2 metres distance at all times.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Measures within the classroom				

<p>Maintaining a distance between people while inside and reducing the amount of time they are in face to face contact lowers the risk of transmission. There is strong public health advice that staff in secondary schools maintain distance from their pupils, staying at the front of the class, and away from their colleagues where possible. Ideally, adults should maintain 2 metre distance from each other and from children. We know that this is not always possible, particularly when working with younger children, but if adults can do this when circumstances allow that will help. In particular, they should avoid close face to face contact and minimise time spent within 1 metre of anyone. Similarly, it will not be possible when working with many pupils who have complex needs or who need close contact care. These pupils' educational and care support should be provided as normal.</p>	<p>Within the group children are distanced in the classroom – one double desk per child. Children to stay in the same seats unless moved for educational purposes within the room – surfaces to be sanitised before and afterwards Children sit at forward facing desks Teachers remain with their class and teach from the front – teachers limit the contact they have with children and avoid face to face conversations Children share work using the visuliser – teacher to step away – sanitise afterwards Feedback to children is distanced</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>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.</p>	<p>Marks in classrooms to maintain social distancing when lining up to wash hands/teaching area Within the group children are distanced in the classroom – one double desk per child. Staff to remind children to socially distance wherever possible</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>When staff or children cannot maintain distancing, particularly with younger children in primary schools, the risk can also be reduced by keeping pupils in smaller groups.</p>	<p>Children are in small classroom groups. Any educational support groups are within this class group</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>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.</p>	<p>Marks in classrooms to maintain social distancing when lining up to wash hands/teaching area Within the group children are distanced in the classroom – one double desk per child. Children to stay in the same seats unless moved for educational purposes within the room – surfaces to be sanitised before and afterwards Children sit at forward facing desks</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>c. Measures elsewhere</p>				
<p>Groups should be kept apart, meaning that schools should avoid gatherings such as assemblies or collective worship with more than one group.</p>	<p>Cloakrooms not used Assemblies to be done through Microsoft Teams</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

<p>Groups should be 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. Schools should also consider staggered break times and lunch times (and time for cleaning surfaces in the dining hall between groups).</p> <p>Schools should also plan 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>The number of Children who use the toilet facilities at any one time are limited to ensure they do not become crowded. This is limited to children within the same year group - 3LS and 3SG to use Y3 toilets (max 2)</p> <p>3LH children boys and girls to use the toilet opposite their classroom.) (max 2)</p> <p>Boys' toilets (max 4) – same year group</p> <p>Girls' toilets (max 4) – same year group</p> <p>Y4/5/6 can freely go in lesson time whilst being reminded to keep social distancing. There will be lines outside the toilets to show children social distancing measures</p> <p>Two lines for different year groups (outside) during play and lunchtime to go in groups of 4/5 in Year groups. Children in class should avoid going to the toilet whilst another year group is playing out. (If a child urgently needs the toilet then they can use the disabled toilet)</p> <p>Toilet doors to be propped open</p> <p>Clarity given to children about these rules (what they are and why)</p> <p>Break times are staggered so that all children are not moving around the school at the same time -</p> <p>Southdale hands</p> <p>Playground coned into areas</p> <p>Trim trail rota – one class per day and cleaned each day</p> <p>Consideration given to one-way circulation, or placing a divider down the middle of the corridor to keep groups apart as they move through the setting where spaces are accessed by corridors - Children will come in at the dining entrance at the end of their break.</p> <p>3LH to use 3LH door.</p> <p>Y4,5 and 6 out through 5AM in through dining hall (girls to queue outside at break time for the toilets).</p> <p>Clear markings are on the floor – keep to the left</p>			
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d. Other considerations				
<p>Some pupils with Special Educational Needs and Disabilities (SEND) (whether with education, health and care plans or on SEN support) will continue to need specific help with the changes to routines they are experiencing, so teachers and special educational needs coordinators should plan to meet these needs, for example using social stories.</p>	<p>Support in place for these children both in class and through Microsoft Teams Learning Mentor, SENDCo, TAs, Teachers regular reminders and additional needs met through social stories</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>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. They should also participate in schools' rapid testing programmes where these have been established. Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual.</p>	<p>No supply teachers in school No peripatetic teachers in school due to lockdown No specialist staff in school Interventions for SEND as normal for children in school and children through Microsoft Teams</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>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. Schools should have discussions with key contractors about the school's control measures and ways of working. 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 contact tracing if required by NHS Test and Trace.</p>	<p>Guidance for visitors/contractors in entrance to school Drop box outside entrance so that parents do not need to enter the building. No unnecessary visits during lockdown All 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 advised of school's risk assessment and measures in place including hand sanitisation, social distancing, face coverings (showing symptoms) for outside agencies e-mailed/explained over the phone prior to the visit. All outside agencies must keep 2 metres, sanitise hands, confirm no symptoms, wear face coverings. All visitors must keep 2 metre distance A record is kept electronically of all visitors</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Equipment and resources are integral to education in schools. For individual and very frequently used 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 group; these should be</p>	<p>Individual equipment for children Shared resources cleaned after each use within the classroom Outdoor equipment – limited to class and cleaned after each use</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p>cleaned regularly, along with all frequently touched surfaces. Resources that are shared between groups, such as sports, art and science equipment should be cleaned frequently and meticulously and always between groups, 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>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>Children advised to limit the items in from home as this will reduce possible spread of the virus Children will be asked to wear their PE kit all day on the day they have PE Children can bring a book bag and their reading book. Children can bring their lunch boxes and water bottles Mobile phones - communicated in a letter Phones to be switched off and kept in lockable cupboards in the classroom (stored in a tray, hands gel to be used before collecting them, tray taken out of cupboard and individuals called to the tray to collect their phones) All equipment to be kept in classrooms not corridors</p>			
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7. Where necessary, wear appropriate personal protective equipment (PPE)

<p>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"> • where an individual child or young person becomes ill with coronavirus (COVID19) 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>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>See section 1 PPE worn for routine intimate care needs</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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8) Keeping occupied spaces well ventilated

Once the school is in operation, it is important to ensure it is well ventilated and a comfortable teaching environment is maintained. This can be achieved by a variety of measures including:

<p>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</p> <ul style="list-style-type: none"> • 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>Windows opened throughout school at the start of each day by SD/teaching staff/RM</p> <p>Increasing the ventilation while spaces are unoccupied (e.g. between classes, during break and lunch, when a room is unused) – windows opened wider each time the children leave the classroom (break/lunch/PE etc.)</p> <p>Window to be opened in setting during colder weather then fully opened during break times, lunchtimes and for approx. 5 minutes at 2:00pm (Y5/6), 2:15pm (Y3/4)</p> <p>High level windows in hall/library are opened</p> <p>Classroom doors open whenever possible</p> <p>Blinds open</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<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 Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces. 	<p>Window to be opened in setting during colder weather then fully opened during break times, lunchtimes and for approx. 5 minutes at 2:00pm (Y5/6), 2:15pm (Y3/4)</p> <p>Children can wear black/PE hoodies</p> <p>Children have coats with them in class if needed</p> <p>Furniture arranged so that children do not sit in a draught</p> <p>Staffroom/cooking room windows opened</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>9. Engage with the NHS Test and Trace process</p>				
<p>All school staff and pupils can access The NHS Test and Trace testing system, used to test symptomatic people (using a ‘polymerase chain reaction (PCR) test’). If a pupil who has attended school, or a staff member, receives a positive PCR test having developed symptoms, schools should follow the guidance below.</p>				
<p>Schools must ensure they understand the NHS Test and Trace process. Schools must also ensure that staff members and parents/carers understand that they will need to be ready and willing to:</p> <ul style="list-style-type: none"> • book a PCR test if they or their child are displaying symptoms. The main symptoms are a high temperature, a new continuous cough 	<p>School actively engage with NHS Test and Trace process and keep up to date with the latest guidance</p> <p>The following is shared with staff and parents:</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p>and/or a loss or change to your sense of smell or taste. 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 if they have symptoms, including 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 • provide details of anyone they or their child have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace • self-isolate if they have been in close contact with someone who tests positive for coronavirus (COVID-19), or if anyone in their household develops symptoms of coronavirus (COVID-19), or if they are required to do so having recently travelled from certain other countries. The PCR test kits sent to schools are provided to be used in the exceptional circumstance that an individual becomes symptomatic and schools believe they may have barriers to accessing testing elsewhere. It is for schools to determine how to prioritise the distribution of their test kits in order to minimise the impact of the virus on the education of their pupils. These kits can be given directly to staff or parents and carers collecting a child who has developed symptoms at school. In particular, these test kits will also help ensure that 21 symptomatic staff can also get a test and if they test negative, can return to work as soon as they no longer have symptoms of coronavirus (COVID-19). Further information is provided in our guidance Coronavirus (COVID-19): test kits for schools and FE providers. Schools should ask parents of children attending school and staff to inform them immediately of the results of any tests taken outside school and follow this guidance.</p>	<p>1. If someone with symptoms tests negative for coronavirus (COVID-19), then they should stay at home until they are recovered as usual from their illness but can safely return thereafter. The only exception to return following a negative test result is where an individual is separately identified as a close contact of a confirmed case, when they will need to self-isolate for 10 days from the date of that contact.</p> <p>2. If someone with symptoms tests positive, they should follow the guidance for households with possible or confirmed coronavirus (COVID-19) infection and must continue to self-isolate for at least 10 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone. The 10-day period starts from the day when they first became ill. If they still have a high temperature, they should continue to self-isolate until their temperature returns to normal. Other members of their household should all self-isolate for the full 10 days from the day after the individual tested positive.</p>			
<p>10. Manage confirmed cases of coronavirus (COVID-19) amongst the school community</p>				
<p>Schools must take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19) having developed symptoms and taken a PCR test outside of school.</p>	<p>As in section 1: School will take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19).</p> <p>To respond to a positive case, school will the dedicated advice service introduced by Public Health England (PHE) and delivered by the NHS Business Services Authority. This can be reached by calling the DfE</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Helpline on 0800 046 8687 and selecting option 1 for advice on the action to take in response to a positive case.			
11. Contain any outbreak by following local health protection team advice				
If schools have two or more confirmed cases within 10 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak and must continue to work with their local health protection team who will be able to advise if additional action is required.	School will work with their local health protection team and seek advice from the LA/DfE helpline	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leaders will continuously assess the situation in school and amend the risk assessment as needed. Leaders will keep up to date with the latest guidance from the DfE, Public Health England and fully engage with Test and Trace.				
All decisions and actions taken will be in line with the DfE guidance.				
Have you consulted with the people/representatives undertaking the activity as part of the preparation of this risk assessment		Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	
What is the level of risk for this activity/situation with existing control measures		High <input type="checkbox"/>	Med <input checked="" type="checkbox"/>	Low <input type="checkbox"/>
Is the risk adequately controlled with existing control measures		Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	
Have you identified any further control measures needed to control the risk and recorded them in the action plan		Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	
ACTION PLAN (insert additional rows if required)	To be actioned by			
Further control measures to reduce risks <i>so far as is reasonably practicable</i>	Name	Date		
State overall risk level assigned to the task AFTER implementation of control and action plan measures taken as a result of this risk assessment		High <input type="checkbox"/>	Med <input checked="" type="checkbox"/>	Low <input checked="" type="checkbox"/>
Is such a risk level deemed to be as low as reasonably practical?		Yes <input type="checkbox"/>	No <input type="checkbox"/>	

		S <input checked="" type="checkbox"/>	
Is activity still acceptable with this level of risk?		Y E S <input checked="" type="checkbox"/>	No <input type="checkbox"/>
If no, has this been escalated to senior leadership team?		Y E S <input type="checkbox"/>	No <input type="checkbox"/>
Assessor(s):	Kerry Partington Rebecca Mohebi	Signature(s):	K Partington R Mohebi
Position(s):	Headteacher Deputy Headteacher		
Chair of Governors	Vince Foster	Signature (s)	V Foster T Carr
Vice Chair of Governors	Tim Carr		
Date:		Review Date:	Last reviewed 13 th January
Distribution:			

Risk rating	Action
HIGH	Urgently review/add controls & monitor, notify H&S Team (if Likely or Highly Likely – stop work, seek competent advice)
MEDIUM	Review/add controls (as far as reasonably practicable) & monitor
LOW	Monitor control measures

POTENTIAL OUTCOME		LIKELIHOOD		POTENTIAL OUTCOME					
Catastrophic	Fatal injury/permanent disability	Highly likely	More likely to occur	Catastrophic	Major	Moderate	Minor	Insignificant	
Major	RIDDOR reportable Specified Injury/Disease/Dangerous Occurrence	Likely	↓	Major	Moderate	Minor	Insignificant		
Moderate	RIDDOR reportable over 7 day injury	Possible		Minor	Insignificant				
Minor	Minor injury (requiring first aid)	Unlikely		Insignificant					
Insignificant	Minor injury	Remote		Less likely to occur					
				Remote	Unlikely	Possible	Likely	Highly Likely	

LIKELIHOOD