

Alford Primary School - Risk Assessment - COVID-19 - Updated in preparation for 8<sup>th</sup> March 2021– Wider School Reopening.

**Operation Description:** School providing a service to all children during a Global Pandemic

**Operation Location:** Alford Primary School, Hanby Lane, Alford LN13 9BJ

**Persons at Risk:** School Employees, Pupils, Parents/Carers

**Risk Assessment Guidance**

**Hazard:** Something with the potential to cause **harm**.

**To Assess Risk:** Using the **tables below**, consider **Severity (S)** and **Likelihood (L) without** Control Measures. **Multiply (S x L)** If applicable, **add the Weighting** figure.

**Describe Control Measures:** Control measure(s) **reduce** the likelihood, **and/or** severity of **harm**, reducing **risk**.

**Re-assess Risk**, considering Severity (S) and Likelihood (L) **with** Control Measures in place.

**Multiply (S x L)** and, if applicable, **add the Weighting** figure = **Risk Rating** (with controls).

Severity (S)	x	Likelihood (L)	+	Weighting (W)	=	Risk Ratings (R)	
Fatality = 5		Likely = 5		Apprentice/trainee/inexperienced staff member/young person (15-18yrs) = 5		20 +	Very High Risk
Injury (Specified injury / RIDDOR reportable) = 4		Probable = 4			15 - 19	High Risk	
Injury (requiring treatment and/or 3 to 7 day absence) = 3		Possible = 3		Part-qualified/staff with less than 2yrs experience/persons aged 18-25yrs = 3		9 – 14	Medium Risk
Injury (requiring treatment and/or absence less than 3 days) = 2		Unlikely = 2			4 – 8	Low Risk	
Minor Injury = 1		Very Unlikely = 1		Fully qualified/professional/ management/ and/or persons above 25yrs = 0		1 - 3	Very Low risk

## GUIDANCE and General Principles

Overarching guidance for educational settings (Correct as of 23.10.20)

### Day-to-day running of a school

#### 1. [Actions for schools during the coronavirus outbreak](#)

- 22 February 2021
- Guidance

#### 2. **Providing school meals during the coronavirus (COVID-19) outbreak**

- 4 February 2021
- Guidance

#### 3. [School attendance: guidance for schools](#)

- 7 January 2021
- Guidance

#### 4. [How to complete the educational setting status form](#)

- 11 January 2021
- Guidance

#### 5. [Changes to the school exclusion process during the coronavirus \(COVID-19\) outbreak](#)

- 17 September 2020

**Safe working and protective measures**

**Use of the NHS COVID-19 app in education and childcare settings**

6 November 2020  
Guidance

**Face coverings in education**

8 January 2021  
Guidance

**Safe working in education, childcare and children's social care**

14 December 2020  
Guidance

**Coronavirus (COVID-19): safer travel guidance for passengers**

11 February 2021  
Guidance

**Coronavirus (COVID-19) testing for staff and pupils**

**Mass asymptomatic testing: schools and colleges**

29 January 2021  
Guidance

**Coronavirus (COVID-19) asymptomatic testing for staff in primary schools and nurseries**

29 January 2021  
Guidance

**Coronavirus (COVID-19) asymptomatic testing in schools and colleges**

2 February 2021  
Guidance

**Rapid asymptomatic testing in specialist settings**

22 February 2021



**Special educational needs and disability (SEND)**

**Guidance for full opening: special schools and other specialist settings**

- 31 December 2020
- Guidance

**Remote education and online learning**

1. **Help with accessing and buying resources for remote education**

- 23 November 2020
- Guidance

2. **Get help with technology during coronavirus (COVID-19)**

- 4 February 2021
- Guidance

3. **Get help with remote education**

- 3 December 2020
- Guidance
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## Finance and administration

- **Coronavirus (COVID-19): financial support for education, early years and children's social care**
  - 3 February 2021
  - Guidance
- **Changes to the admission appeals regulations during the coronavirus outbreak**
  - 28 January 2021
- **Supplier relief for schools**
  - 3 February 2021
  - Guidance
- **Coronavirus (COVID-19) testing in schools and colleges: grant funding**
  - 2 February 2021
  - Guidance

## Accountability and data collections

- **Coronavirus (COVID-19): reducing burdens on educational and care settings**
  - 19 January 2021
  - Guidance
- **Coronavirus (COVID-19): school and college performance measures**
  - 3 December 2020
  - Guidance
- **School governance update**
  - 2 December 2020
  - Correspondence

## Exams and assessments

- **Guidance to support the summer 2021 exams**
  - 3 December 2020
  - Guidance
- **Responsibility for exams**
  - 9 February 2021
  - Guidance
- **Taking exams during the coronavirus (COVID-19) outbreak**
  - 27 August 2020
  - Guidance
- **School reports on pupil performance: guide for headteachers**
  - 18 June 2020
  - Guidance

## Teacher training

- **Coronavirus (COVID-19): initial teacher training (ITT)**
  - 11 February 2021
  - Guidance
- Induction for newly qualified teachers during the coronavirus outbreak
  - 13 August 2020
  - Guidance

## Changes to regulations or legislation

- **Disapplication notice: school attendance legislation changes**
  - 9 February 2021
  - Decision
- Disapplication notice: school inspections legislation changes
  - 23 February 2021
  - Decision
- Modification notice: school registration legislation changes
  - 23 February 2021
  - Decision



**Lincolnshire County is currently IN NATIONAL LOCKDOWN: From 8<sup>th</sup> March 2021 Alford Primary School will be open to all pupils.**

HAZARD	Assessment of Risk <b>without</b> control measures				CONTROL MEASURES TO REDUCE THE RISK	Assessment of Risk <b>with</b> control measures			
	S	L	W	R		S	L	W	R
<b>Covid19 Cases in School – Response to Suspected/confirmed cases</b>									
School could lapse/fail to follow the newest national and/or LCC guidelines and advice on COVID-19.	4	3	0	12	<ul style="list-style-type: none"> <li>• Daily checks will be made with:-                             <ul style="list-style-type: none"> <li>○ Government websites (<a href="http://Gov.uk">Gov.uk</a>) or <a href="#">LCC website</a></li> <li>○ Local/National news providers</li> <li>○ Local school networks/partnerships (if applicable)</li> </ul> </li> <li>• Any changes in national/LCC advice and guidance to be shared with the staff, Board of Governors etc. for appropriate action.</li> <li>• Daily DfE updates shared with school staff.</li> <li>• The school keeps up-to-date with advice issued by, but not limited to, the following:                             <ul style="list-style-type: none"> <li>- DfE/GOV.uk</li> <li>- NHS</li> <li>- Department for Health and Social Care</li> <li>- PHE</li> <li>- The school’s local health protection team (HPT)</li> <li>- Daily Government briefings</li> </ul> </li> <li>• Staff, parents and students to be updated in a timely manner, using email, PH letters etc. as necessary.</li> <li>• C19 APP downloaded/ONS statistics checked to monitor local rates of infection</li> <li>• Policies and risk assessments reviewed in line with new guidance (listed above)</li> </ul>	4	1	0	4

<p>COVID-19 precautions are not followed within the school environment, leading to potential spread or outbreak. (Detailed guidance below for different situations)</p>	4	3	0	12	<ul style="list-style-type: none"> <li>• The children will be arranged in class-sized or year group bubbles for learning wherever possible. Children will remain in their bubbles and will not mix with other bubbles.</li> <li>• Bubbles will eat lunch in their bubble bases and will remain separate from other bubbles at lunch and playtime. Lunch adults will be restricted to working with 1 year group only inside.</li> <li>• Areas in use by bubbles will be well ventilated by: <ul style="list-style-type: none"> <li>• Opening windows</li> <li>• Propping open internal and external doors, where fire safety and safeguarding wouldn't be compromised</li> </ul> </li> <li>• A comfortable temperature will be maintained alongside increased ventilation by: <ul style="list-style-type: none"> <li>• Opening high level windows in preference to low level to reduce draughts</li> <li>• Providing flexibility to allow additional, suitable indoor clothing</li> <li>• Increasing the level of ventilation while spaces are unoccupied (e.g. between classes, during break and lunch, when a room is unused). This means keeping windows slightly open while the room is occupied and opening more widely while unoccupied</li> <li>• Rearranging furniture where possible to avoid direct drafts</li> </ul> </li> <li>• The school will arrange staffing and cover to minimise the numbers of bubbles that staff work in. It may not be possible to completely prevent staff crossing bubbles but this will be limited to two bubbles as a maximum.</li> <li>• Only children who are COVID-19 symptom free or have completed the required isolation period can attend the setting.</li> <li>• Any child who has been told to shield by a medical professional or by the government shielding letter cannot attend the setting until the date stated on the shielding letter – <b>currently 31<sup>st</sup> March 2021.</b></li> <li>• Any child who has taken any form of paracetamol or ibuprofen <b>for unexplained illness</b> will not be allowed into school for <b>24 hours</b> due to the possibility of a temperature or other symptoms of COVID-19 being masked. <b>If the source of pain is historic or the cause clearly explainable (e.g broken arm,) then this will not be applicable</b></li> <li>• Only parents who are symptom free and/or have completed the required isolation periods will be able to drop off or collect their child.</li> <li>• COVID-19 <u>hygiene advice</u> and posters are displayed in key areas of the school</li> </ul>	4	2	0	8
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				<p>site. Signs are displayed to remind all of social distancing. Taped areas/1-way systems to support with 2m distancing throughout school.</p> <ul style="list-style-type: none"> <li>• Staff continually reiterates to parents and students (via letter/email/classroom talks etc.) the importance of:- <ul style="list-style-type: none"> <li>○ Hand washing on a regular basis</li> <li>○ Covering coughs and sneezes with a tissue and disposing of it (Catch it, Bin it, Kill it)</li> <li>○ Trying to maintain 'social distance' wherever possible</li> <li>○ Not touching eyes/nose/mouth with unwashed hands</li> </ul> </li> <li>• Leaf characters used: Daisy and Dilly Distance to reinforce procedures for children and a list of classroom rules displayed in every classroom.</li> <li>• All toilet/hygiene facilities are checked and cleaned regularly (twice a day as a minimum), and a supply of anti-bacterial hand wash soap is available</li> <li>• Hand sanitiser is provided to all classrooms (if available), for use at the start of the day, after lunch etc.</li> <li>• Pupils to wash their hands after sporting activities/ PE etc.</li> <li>• Class teachers to be provided with a Bubble Bag including: <ul style="list-style-type: none"> <li>- Register</li> <li>- Digital thermometer</li> <li>- First Aid Kit</li> <li>- Inhalers/Epi-Pens</li> <li>- iPad for access to integris</li> <li>- Basic PPE – Apron, gloves, masks, visor and PPE guide</li> <li>- Spare Clothes – younger children</li> <li>- Sick bowl</li> <li>- Tissues and lidded bin liners</li> <li>- Cleaning cloths and spray</li> <li>- Soap and anti-bac wipes</li> <li>- Daisy and Dilly Posters</li> </ul> </li> <li>• School cleaning regime is increased to include frequent cleaning of frequently touched items (Door handles/doors/taps/table tops etc.) - Lunch staff to support with this.</li> <li>• Staff Handbook produced for implementing and maintaining protocols as per Government Guidance above and school specific operational guidance</li> <li>• Staff attend face-to face training (implementing social distancing) to ensure that</li> </ul>				
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					<p>the Handbook is understood. Continual monitoring by SLT to ensure practices do not slip over time.</p> <ul style="list-style-type: none"> <li>Weekly scheduled review of practices to monitor effectiveness – immediate review if needed.</li> <li>Parent expectations in relation to guidance regularly reviewed and communicated (half-termly or more frequently if reviewed more frequently).</li> </ul>				
Staff failing to report feeling unwell and attend school, potentially spreading COVID-19	4	3	0	12	<ul style="list-style-type: none"> <li>Staff are aware of the importance of following national guidance, and to stay home and self-isolate. Also written in Handbook. Training delivered to all staff to reiterate the importance of this.</li> <li>Forehead strip and non-contact forehead thermometers available for testing. All staff temperatures taken and recorded on entry to school at the start of the day. Staff with a temperature above 37.5 will be sent home. If temperature is above 37.8 degrees, the staff member will be required to isolate and take a test.</li> <li>Sanitiser is available at key points of entry to ensure risk of staff transferring virus on entry is minimised</li> <li>Staff to follow the school and/or LCC guidance on reporting sickness due to suspected/confirmed COVID-19. See Appendix 1 - Reporting Employee with COVID-19 flow chart.</li> <li>If confirmed, all staff having close contact with unwell staff member sent home to self-isolate for 10 days.</li> <li>Voluntary asymptomatic LFD testing offer available twice weekly to all staff on site.</li> </ul>	4	1	0	4

Staff or student starts to show symptoms of COVID-19 (suspected) whilst at school	4	4	0	16	<ul style="list-style-type: none"> <li>• All staff and student temperatures taken at the start of the day. Individual with a temperature above 37.5 will be sent home. If temperature is above 37.8 degrees, the individual will be required to isolate and take a test.</li> <li>• Staff who are unwell will work from home until symptom free</li> <li>• Staff members showing symptoms to be sent home immediately (travel home appropriately) and begin self-isolation and follow the guidance regarding sickness reporting. See - Reporting Employee with COVID-19 flow chart.</li> <li>• Students showing symptoms to be moved to an 'isolation room' (Y4 Learning Room), until a parent/carer can arrange pick-up. Supervision of the student should take place at a minimum of 2 metres away. Isolation room to be clearly signed, to prevent accidental access by others. PPE available for supervising staff member (Checklist is completed by SLT)</li> <li>• Students showing symptoms will not be allowed to travel home via LCC transport</li> <li>• Once staff or student has left the premises, follow the Reporting of Employee with COVID-19 flowchart, and access to the isolation room will be restricted until cleaning has taken place. See - Reporting Employee with COVID-19 flow chart (Updated version on HT notice board)</li> <li>• Areas that the staff member/student has been present in to be cleaned thoroughly immediately they leave the area. Other children/staff to wash hands thoroughly and move outside immediately (or to the IT suite/hall if bad weather)</li> <li>• Testing is advised for the child/staff member (Testing kits are available if reasons prevent access to a testing centre)</li> <li>• School to report confirmed cases of COVID-19 to the LCC Corporate Health and Safety team, as per current action card.</li> <li>• If confirmed, all staff, students having close contact with unwell child/staff member sent home to self-isolate for 10 days or until temperature has returned to normal and feel well (whichever is longer).</li> <li>• If confirmed and wide contact suspected, school will liaise with PHE and is likely to close for deep cleaning.</li> </ul>	4	2	0	8
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<p>Staff Member or student becoming unwell with COVID – 19 after contact with SEN child who cannot understand concept of social distancing and displays behaviours such as dribbling.</p>	4	4	0	16	<ul style="list-style-type: none"> <li>• SEN addendum written and communicated to all staff via handbook</li> <li>• All children have their temperature taken on entry to school using non-contact thermometer/ This should be repeated after 10 mins inside in cold weather.</li> <li>• Staff training completed on handling children with SEN and use of PPE</li> <li>• Parents consulted and individual risk assessments completed on child of concern</li> <li>• PPE (Visor, apron, gloves, masks) available to 1:1 staff and any other staff who may need to be in close contact – including if child needs intimate care</li> <li>• 2m+ Social Distancing maintained wherever possible</li> <li>• Outdoor learning encouraged wherever as possible</li> <li>• If child becomes distressed, parent/carer will be called to come and support with child.</li> </ul>	4	2	0	8
<p>Staff Member or student becoming unwell with COVID - 19 after contact with child displaying extremely aggressive behaviours who chooses to ignore concept of social distancing and displays behaviours such as biting, damage to property.</p>	4	4	0	16	<ul style="list-style-type: none"> <li>• Behaviour addendum written and communicated to all staff via handbook</li> <li>• Pupil temperatures taken on entry to school using non-contact thermometer.</li> <li>• Staff training on handling children with SEN and use of PPE</li> <li>• Parents consulted and individual risk assessments completed on child if likely to display these behaviours.</li> <li>• PPE (Visor, apron, gloves, masks) available to 1:1 staff and any other staff who may need to be in close contact – including if child needs intimate care</li> <li>• 2m Social Distancing maintained wherever possible</li> <li>• Outdoor learning encouraged wherever possible</li> <li>• If child becomes confrontational or fails to follow direct orders, parent/carer will be called to come and support with the child.</li> <li>• Isolation of child/removal of others will be used over safer handling techniques</li> <li>• Child will not be allowed access to site if behaviours reoccurs on the same day.</li> </ul>	4	2	0	8

Preparing Buildings and Facilities									
<p>Premises not fit for purpose following holiday</p> <p>Lack of caretaker results in premises not fit for purpose leading to accidents/injuries</p>	4	3	0	12	<ul style="list-style-type: none"> <li>• Caretaker completes weekly maintenance checks. Caretaker able to ensure checks are done while maintaining stringent social distancing by completing these when fewer people are on site.</li> <li>• If caretaker becomes ill long-term, Head teacher will source alternative suitably trained person.</li> <li>• Ensure that LCC and national guidance regarding premises has been implemented (see above)</li> <li>• Essential contractors will be used to maintain essential services but will wear face coverings and attend site when children are not on site if at all possible</li> <li>• Carry out a formal / recorded full pre-opening premises inspection.</li> <li>• Commission a water treatment specialist to chlorinate and flush the complete system for all hot and cold water systems and certify the water system is safe before the buildings are reoccupied. (Legionella)</li> <li>• Premises and utilities have been health and safety checked and building is compliant.</li> <li>1. Water treatments</li> <li>2. Fire alarm testing</li> <li>3. Repairs</li> <li>4. Grass cutting</li> <li>5. PAT testing for any new equipment</li> <li>6. Fridges and freezers</li> <li>7. Boiler/ heating servicing</li> <li>8. Internet services</li> <li>9. Any other statutory inspections</li> <li>10. Insurance covers reopening arrangements</li> <li>• Carry out routine weekly maintenance checks as per caretaker's maintenance rota – fire evacuation, flushing less used taps</li> </ul>	4	2	0	8

Classrooms, small group rooms and offices overpopulated causing spread of Covid-19	4	5	0	20	<ul style="list-style-type: none"> <li>Office spaces re-designed to allow office-based staff to work safely. SLT/Office staff to remain/work from home if unwell (even mild non-covid symptoms). A rota may be used to limit numbers in the office.</li> <li>Office staff working from home if necessary to ensure 2m distancing</li> <li>Maximum occupancy signs in small rooms – e.g photocopying room, waiting area to ensure 2m social distancing</li> <li>Desks repositioned to ensure maximum space between people</li> <li>Doors and windows opened to allow ventilation</li> <li>Offices, rooms without windows not to be used by more than one person.</li> <li>Markings/signage on floor to ensure people do not enter offices</li> <li>Collection of work packs, IT devices, FSM food parcels spread over school and days to prevent parents gathering near offices</li> </ul>	4	2	0	8
Exit and Entry routes cause bunching of adults and children allowing spread of Covid-19. Social distancing cannot be maintained	4	5	0	20	<ul style="list-style-type: none"> <li>Entry and exit routes to the school are in place, any physical changes and/or signage required to allow social distancing are in place.</li> <li>2m markers are present on all corridor floors, railings, fences</li> <li>One-way system in place to enter and exit the school. Signage in place and adults on gates to direct parents (social distancing)</li> <li>All adults on the playground are required to wear face masks/coverings if health permits. This includes parents and staff including lunchtimes.</li> <li>Transition Mornings involving phased return of year groups before summer to ensure numbers of children/parents not knowing where to go does not create confusion</li> <li>Main office closed to parents except for emergencies. Office staff member available outside to support queries without bunching of adults in the waiting area.</li> <li>Payment system online for uniform and breakfast/ASC.</li> <li>All forms required by parents available on-line</li> <li>Signage and one-way system set up for parents needing to go to the office</li> <li>Staff training to ensure all are aware of the new systems</li> <li>Aim to limit drop off and pick up to 1 adult per family and stagger the timings via a soft start/finish. Siblings and buggies are discouraged.</li> </ul>	4	2	0	8



					<ul style="list-style-type: none"> <li>Corridors will be one way wherever possible.</li> <li>Parents/Tradesmen to wait in front courtyard to prevent bunching at office</li> </ul>				
Spread of Covid -19 outside of the normal school day caused by children/adults being exposed to children/adults outside of their Bubble	4	5	0	20	<ul style="list-style-type: none"> <li>No letting to groups for the remainder of the academic year</li> <li>No afterschool activity clubs for the remainder of the academic year</li> <li>Breakfast club and Afterschool club will be located in the main hall to ensure 2m+ social distancing for staff. Places will be booked for the whole week, a halfterm/month in advance and places limited to 30 or less for breakfast club/20 for ASC. Parents will not be able to use ad hoc as before and payment will be online. The children will sit 2m apart with belongings at breakfast club. A toilet will be allocated to the clubs and cleaned before and after use. Adult ratios for Breakfast club will be higher to support social distancing.</li> <li>Deliveries to be left outside the office by delivery drivers – no entry to building. Large deliveries will be bought into building by premises manager at the end of the day.</li> </ul>	4	2	0	8
<b>Emergency Evacuations</b>									
Different groups and locations and lack of familiarity result in delay evacuating the building	5	5	0	25	<ul style="list-style-type: none"> <li>Handbook section detailing requirements and staff training given for evacuation.</li> <li>SLT to ensure that any PEEPs are reviewed and shared with staff if a child is not with known adults.</li> <li>Revised evacuation procedures and drill held during 1<sup>st</sup> week back of each half term to ensure class bubbles have walked the route. (one way routes will be suspended during fire evacuation to ensure classes are following the quickest route to fire assembly points)</li> <li>Class assembly points to be marked on playground with a minimum of 2m between lines.</li> <li>Classes to bring Bubble Bags – first aid and PPE bags – to playground in case needed during a prolonged evacuation.</li> <li>Fire Evacuation Policy and Risk Assessment updated to reflect changes.</li> </ul>	5	1	0	5

### Cleaning and Waste Disposal

Lack of robust cleaning regime results in contaminated surfaces objects causing spread of Covid-19	4	5	0	20	<ul style="list-style-type: none"> <li>• Enhanced cleaning regime is in place in line with <u>COVID19: Cleaning in non healthcare settings guidance</u>. This includes the use of disinfectant and bleach.</li> <li>• Resources in classrooms will be stored and organised so to enable easy disinfecting – e.g. toys in plastic boxes.</li> <li>• Sanitizer and anti-bacterial wipes will be available near equipment used by more than one staff member – printers and photocopiers</li> <li>• Enhanced cleaning schedule implemented throughout the site, ensuring that contact points, worksurfaces, door handles, taps etc. are all thoroughly cleaned and disinfected regularly.</li> <li>• Hand towels and handwash are to be checked and replaced as needed by caretaker and cleaning staff.</li> <li>• Enhanced cleaning regime for toilet facilities particularly door handles, locks and toilet flush.</li> <li>• (Lunch/teaching staff to clean classroom and toilets during the middle of the day. Site manager to ensure all internal/external door handles, daily as well as usual cleaning routine – use of fogging machine to ensure toilets are sanitised thoroughly)</li> <li>• Capacity of cleaning staff is adequate to enable enhanced cleaning regime. (Member of office staff EM to monitor)</li> <li>• Cleaning staff to wear gloves and then wash hands for 20 seconds after removing gloves.</li> <li>• Adequate cleaning supplies and facilities around the school are in place: Hand sanitiser available at the school entrances and in Bubble bags</li> <li>• Disposable tissues in each classroom to implement the 'catch it, bin it, kill it' approach including child-friendly bins</li> <li>• Arrangements for longer-term continual supplies are also in place. Stock check and ordering schedule reviewed and order made.</li> <li>• Sufficient time is available for the enhanced cleaning regime to take place. (All staff are asked to leave school by 5pm to ensure cleaning of areas is thorough</li> <li>• Lidded pedal bins with liners are in place for potentially contaminated waste. These are emptied twice daily and waste disposal process in place for potentially contaminated waste.</li> <li>• Waste bags and containers - kept closed and stored outside</li> </ul>	4	2	0	8
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					<ul style="list-style-type: none"> <li>• If waste is from a potentially infected bubble then waste will be stored separately from communal waste for 72 hours (in external toilet at back of building). All cleaning implements used to clean the rooms that have been occupied by the person displaying symptoms will be disposed of using the same procedure. The cleaner will be issued with apron, gloves, mask and visor)</li> <li>• Waste collections will be made when the minimum number of persons are on site (i.e. before school).</li> <li>• Children wearing face coverings to school will be asked to remove them at the door and place them in a plastic bag in their tray. Staff should not assist with this removal. Children will then be asked to wash hands immediately. This procedure should be reversed when going home. Children will be asked to take home plastic bags.</li> <li>• Children will be expected to take lunch waste home with them if they bring a lunch container.</li> </ul>				
<b>Classrooms</b>									
Lack of social distancing in classrooms contributes to spread of Covid-19 to adults/children	4	5	0	20	<ul style="list-style-type: none"> <li>• Adults will maintain 2m from other adults</li> <li>• All adults must have access to a Teacher zone within the classroom where they are 2m from children and each other.</li> <li>• Teacher zone in every classroom taped off - children trained not to enter this zone</li> <li>• Adults may wear masks/face coverings within the classroom if leaving the teacher zone</li> <li>• The wearing of masks inside by children is not encouraged as children are inclined to touch face coverings regularly which is likely to aid transmission of the virus if they are Covid-19 positive. If parents insist, then masks may be worn by children. If this is the case, children will be asked to wash their hands everytime if they touch their masks.</li> <li>• Adults will maintain 2m from children where possible. If adults move within 1m+ of children the time spent within this distance will not exceed 1 mins</li> <li>• Year 1-5 to exist in class bubbles initially which will be reviewed every two weeks. Y6 will exist in a year group bubble.</li> </ul>	4	3	0	12

- Children will wear PE kit on PE days
- Classrooms have been rearranged to allow as much space between individuals as practical.
- Children will face forward in rows with desks as far apart as possible.
- EYFS classrooms have individual play stations spread out to allow as much space between individuals as practical.
- Classroom entry and exit routes have been determined and appropriate signage in place.
- Appropriate resources are available within all classrooms e.g. IT, age specific resources.
- Each child to have a plastic wallet, tray to ensure frequently used resources (pens, pencils) aren't shared. Subject specific equipment only to be shared within class and handwashing procedures followed before and after use. Shared materials and surfaces should be cleaned and disinfected more frequently Subject specific equipment that cannot be easily disinfected (eg. is taken from shared cupboards will be quarantined in the class for 72 hours before returning to the cupboards.
- Classroom rules and use of Leaf characters – Appendix 3 will be used with children to ensure message is understood at the child's level.
- Resources which are not easily washable or wipeable have been removed e.g soft toys, cushions
- E-Bug posters, rules and Leaf characters displayed in classrooms
- Teachers will be expected to mark books but will not be allowed to take them home. The feedback and marking policy will be reviewed to support reduced marking. Where possible books should be left for 72 hours before marking. Training will be given to support staff in 'front – of – room' methods for delivering learning, supporting children, assessment of work that prevents touching books/worksheets. E.g postit notes during break, the use of apple TV, air drop methods using iPads being continually developed.

**Staffing**

"Clinically Extremely Vulnerable" (RED) and Clinically Vulnerable employees (ORANGE) contracting COVID-19	5	4	0	20	<p><b>Applicable to all LCC employees:</b></p> <ul style="list-style-type: none"> <li>• <b>Audit completed. Employees falling into Clinically Extremely Vulnerable 'red' category due to being Clinically Extremely Vulnerable will remain at home and not return until shielding period ends</b></li> <li>• <b>Audit completed. Employees falling into Clinically Vulnerable (orange) category will work in school with an individual risk assessment.</b></li> <li>• 2m distance to be maintained between adults</li> <li>• Red/Orange category to maintain 2m from children wherever possible.</li> <li>• <b>School supports employees to participate fully in vaccination programme.</b></li> </ul>	5	2	0	10
Employee who have "very high risk" individuals within their household and /or dependents transmitting COVID-19 to them.	5	3	0	15	<p><b>Applicable to all employees:</b></p> <ul style="list-style-type: none"> <li>• <b>Audit completed. Employees with vulnerable adults at home should come to work and take measures to distance themselves from vulnerable relatives where possible</b></li> <li>• 2m distance to be maintained between adults</li> <li>• Employees can request unpaid leave at the HT discretion.</li> <li>• <b>School supports employees to participate fully in vaccination programme.</b></li> </ul>	5	2	0	10
Lack of staffing capacity (physical and emotional) leads to injury, accident or illness	5	5	0	25	<ul style="list-style-type: none"> <li>• Audit completed and medical evidence has identified staff who are at greater risk (see sections above).</li> <li>• Approach to staff absence reporting and recording in place. All staff aware.</li> <li>• Plans to respond to increased sickness levels are in place. (TA cover teacher and vice versa – leaders available to cover)</li> <li>• Deputy to cover for Head if sick and vice versa. If both Head and Deputy are ill - Head to run school from home if well enough to do so. COG and Locality Lead to be notified in this instance. SENCO to be DSL/First Aid at Work in this case.</li> <li>• Cover arrangements determined (including leaders and safeguarding designated leads) – on a weekly rather than daily basis to minimise contacts.</li> <li>• Staffing numbers required for entire eligible cohort have been determined including support staff such as facilities, IT, midday and office/admin staff. Including at least one of the following (see rota):</li> </ul> <ol style="list-style-type: none"> <li>1. Paediatric First aider (where children under 5yrs)</li> <li>2. Designated Safeguarding Lead (DSL)</li> <li>3. SENCO</li> <li>4. Caretaker/site member</li> <li>5. Office staff member</li> </ol>	5	2	0	10

				<ul style="list-style-type: none"> <li>• Approach to support wellbeing, mental health and resilience in place, including bereavement support. How staff are supported to follow this within their own situations and that of pupils and colleagues is clear.</li> <li>• Staff are aware of available support and advice for schools and pupils available from LCC, including the employee counselling service: <a href="#">Employee Support and Counselling service is also available and is a private and confidential service that can be contacted on Phone: 01522 836198 or Email - emp.support@mouchel-lincoln.com</a></li> <li>• Consideration given to staff clothing expectations and information shared with staff to ensure clothes worn are easily washable (e.g. no ties).</li> <li>• Approaches for virtual (TEAMS) meetings and staff training in place</li> <li>• Voluntary asymptomatic weekly testing available for all staff</li> <li>• Arrangements for accessing LFD testing are in place. Staff are clear on returning to work guidance. <a href="#">Individuals requiring a test are encouraged to register themselves online https://self-referral.test-for-coronavirus.service.gov.uk/.</a></li> <li>• Return to school procedures are clear for all staff, new staff and students through small group training, induction procedures and regular communication via email and TEAMS</li> <li>• Any staff contracts that need to be issued, extended or amended considering the current situation have been.</li> <li>• Arrangements in place for any visitors/ contractors on site, protocols and expectations shared. Contractors (except in emergencies ) need to visit the school outside of hours where children are on site. Contractors should be accompanied by admin staff observing social distancing and other staff should not be present in a room where a contractor is working.(Separate Visitors Policy available on g drive)</li> <li>• Externally employed adults delivering learning in school e.g. sports coaches, music tutors, will not be on site for the rest of the academic year.</li> <li>• Essential visitors – social workers - should be accompanied by SLT observing social distancing and should social distance from children. In the event social distancing cannot take place then staff will be supplied with PPE</li> <li>• <a href="#">School supports employees to participate fully in vaccination programme.</a></li> </ul>			
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### Group Sizes

Large group sizes contributes to spread of Covid-19 to adults/children	4	5	0	20	<ul style="list-style-type: none"> <li>The number of staff and children that can use each room at any one time has been determined according to the physical capacity of the school site.</li> <li>Maximum numbers of children and adults in classroom adheres to government guidance</li> <li style="background-color: yellow;">No room will hold more than one bubble at the same time.</li> <li>Staffing allocations to groups determined, including consistency and any solutions to insufficient staffing numbers.</li> </ul>	4	2	0	8
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### Social Distancing

Lack of social distancing contributes to the spread of Covid - 19	5	5	0	25	<ul style="list-style-type: none"> <li>Arrangements for social distancing in place including               <ul style="list-style-type: none"> <li>Soft start/end to drop off/pick up times</li> <li>Staggered or limited amounts of moving around the school/ corridors – children use external doors where possible. One-way system in place in the school</li> <li>Classroom design – children will be sat as far apart as possible – facing forward.</li> <li>Break and lunch times are staggered. Children will eat in class bubble bases or the hall and will have an allocated section of playground and allocated toilets.</li> <li>Toilet arrangements – Classes allocated to toilets to minimise number of children in toilets. One class in the toilet at a time up to displayed toilet capacity. Toilets cleaned at least twice a day and more if child shows symptoms. (See Child displaying COVID symptoms checklist)</li> </ul> </li> <li>Information shared with parents regarding pupils travelling to school, encouraging walking and avoiding using county transport as much as possible.</li> <li>Reminders to parents re Government Lockdown Rules. E.g. to prevent vulnerable adults dropping off/collecting children e.g grandparents</li> <li>Only children who are symptom free or have completed the required isolation period attend the setting.</li> <li>Soft start approach to avoiding children and young people entering school congregating and breaching social distancing is in place.</li> <li>Approach to potential breaches of social distancing in place, including in the case of repeat or deliberate breaches – behaviour addendum written and risk assessments completed on individuals likely to breach social distancing rules. Children deliberately breaching social distancing rules will be isolated in a</li> </ul>	5	2	0	10
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					<p>room, with the adult outside the room. Parent/carer will be made to come to school to support if needed.</p> <ul style="list-style-type: none"> <li>• No assemblies or large gatherings in school are allowed</li> <li>• Outdoor large equipment (trim trail etc.) will not be used as it cannot be cleaned between groups</li> <li>• High risk of lack of social distancing between children communicated to parents before choice is made to send children back to school</li> <li>• Corridors, fences, railings, will be marked with 2m markers to support social distancing.</li> <li>• Staff will take staggered breaks and will be allocated a staff area to eat – to ensure the staffroom is not full. Staff will be encouraged to take breaks outside wherever possible.</li> <li>• Contact sports will not be allowed.</li> <li>• Transport team to ensure sufficient buses are in place to enable social distancing to be followed during travel.</li> <li>• Singing is not to take place indoors</li> </ul>				
<b>Catering/Lunch</b>									
Lunch protocols lead to increased chance of Covid - 19 infection due to incorrect food handling and contact between groups of children and adults	4	4	0	16	<ul style="list-style-type: none"> <li>• Arrangements with JSTC place to provide hot lunch to FSM/UiFSM children on site.</li> <li>• FSM food parcels will be provided for children at home.</li> <li>• Members of staff will not deliver food parcels/work packs to home addresses. Parents will be supported and signposted to the Local Alford Hub/foodbank if families cannot collect.</li> <li>• JSTC to minimise handling of food. Lunches to be distributed to children eating in classroom by bubble staff ensuring that non-bubble staff do not enter class rooms. Lunch staff will not enter classrooms unless in an emergency or wet play. Lunch staff will not cross bubbles. Lunches placed near sink and children collect them one at a time, following hand-washing.</li> <li>• Packed lunch waste to be put in children’s packed lunch boxes to take home or in Lidded Bins and removed at the end of lunch.</li> <li>• Lunch to be eaten in classrooms at desks. Bubble adults to supervise</li> <li>• Lunch supervisor/or teaching staff will clean the room once the children have gone to outdoor area</li> </ul>	4	2	0	8



					<ul style="list-style-type: none"> <li>• JSTC to deliver lunches to the hall door to avoid using the narrow main entrance</li> <li>• All adults handling lunches will be supplied with aprons and gloves</li> <li>• Fruit/ Milk will be distributed following the same protocols. Children will wash their fruit themselves.</li> <li>• All adults dishing up food will have recent Level 2 Hygiene certificate.</li> <li>• Dining hall protocols: <ul style="list-style-type: none"> <li>• Staggered hall times with all tables and chairs being sanitised between bubbles.</li> <li>• All adults will wear a face covering if in the hall.</li> <li>• Adults serving food have received updated training, and will wear visors, gloves, and aprons</li> <li>• Enhanced adult supervision will be in place in the hall</li> <li>• Children will use designated areas, tables and seating when in the hall.</li> <li>• Designated adults will continue to work with bubbles.</li> <li>• Bubbles will sit at least 2m+ apart at all times.</li> <li>• Each bubble will have a designated entrance and exit route from the hall.</li> </ul> </li> </ul>				
<b>PPE</b>									
Lack of PPE, incorrect use of PPE contributes to spread of COVID - 19	4	3	0	12	<ul style="list-style-type: none"> <li>• PPE (aprons, masks, visors, nitrile gloves, alcohol based sanitiser) ordered and stored securely in building</li> <li>• PPE distributed to all groups in 'Bubble Bag' along with first aid supplies</li> <li>• PPE training given to all staff</li> <li>• Staff handbook gives guidance on incidents that may require wearing of PPE</li> <li>• PPE supplied for adults and <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/877658/Quick_guide_to_donning_doffing_standard_PPE_health_and_social_care_poster_.pdf">Guide to donning PPE (see Appendix 4)</a> present in Bubble Bags</li> </ul>	4	2	0	8
<b>Pupil Re-orientation</b>									
Emotional distress caused to children due to change in routines and expectations	3	3	0	9	<ul style="list-style-type: none"> <li>• Parent survey to gauge response sent and concerns shared with SLT</li> <li>• Staff will not talk about COVID19 in presence of children unless part of lesson plan (No staff to staff conversations that children may overhear!)</li> <li>• Leaf characters introduced via newsletter to children and parents</li> </ul>	2	3	0	6

				<ul style="list-style-type: none"> <li>• Clear parental expectations sent on confirmation of wider re-opening including tips for reassuring children</li> <li>• Children shielding will be supported as per the remote learning plan – including : Daily contact with year group adults via TEAMS/ Weekly/ wellbeing calls</li> <li>• CPOMS reporting system used to log calls and highlight concerns.</li> <li>• Home visits by SLT for children who have not submitted work or been spoken to via a wellbeing call after 1 week – sooner if child is vulnerable</li> <li>• Staggered start times, start dates have been communicated to parents on confirmation of wider opening. Parental expectation document sent to new families and signed to agree.</li> <li>• Students to bring water bottle and packed lunch in disposable bag. Toys will not be permitted on site</li> <li>• Critical workers asked to email attendance requirements and evidence of critical worker status. <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision">https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision</a></li> <li>• PSHE focus is planned for regularly to establish new expectations, routines and confront children’s concerns– guidance and activity ideas have been communicated by PSHE lead. Team leaders will monitor</li> <li>• Emotional scaling of children takes place half-termly and intervention put in place as required following this.</li> <li>• Whole school approach to adapting curriculum (S/M/L term), including: <ul style="list-style-type: none"> <li>- Wellbeing curriculum</li> <li>- recognising ‘non-curriculum’ learning that has been done</li> <li>- capturing pupil achievements/ outcomes</li> </ul> </li> <li>• Newsletter and PH will continue to provide support and links considering the impact of COVID19 on families and whether any additional support may be required: <ul style="list-style-type: none"> <li>- Financial</li> <li>- Increased FSM eligibility</li> <li>- Referrals to social care and other support e.g Alford Community Hub</li> <li>- PPG/ vulnerable groups</li> </ul> </li> <li>• Student behaviour policy reviewed and amended where necessary in line with the current circumstances. New rules written and displayed – Appendix 5</li> </ul>			
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					<ul style="list-style-type: none"> <li>• Consideration has been given to which activities are more difficult/ not possible to be undertaken with social distancing in place? Each activity is risk assessed in light of COVID and should not be run unless the risks can be mitigated</li> <li>- PE</li> <li>- Practical science lessons</li> <li>- DT</li> </ul>				
<b>Partial/Full Closure– Provision for Home Learners/Future planning</b>									
Emotional distress resulting from lack of support for children/parents at home	3	3	0	9	<ul style="list-style-type: none"> <li>• Staff working from home due to isolation or closure to continue to provide educational resources and support for children at home</li> <li>• Teachers/Teaching assistants to provide welfare check-in calls for students not in school due to medical shielding weekly</li> <li>• IT devices delivered to any child that is not able to access one</li> <li>• Data and Router applications submitted for children who have limited internet data.</li> <li>• Review of provision and extension of TEAMS to support staff and pupils for video lessons to include targeted support for individuals and small groups.</li> <li>• Audit home learners to consider extension of equipment loan scheme to ensure access to remote learning</li> <li>• Review of provision and extension of TEAMS to support staff and pupils for video lessons</li> <li>• Full remote learning plan is in place and available on the school website. This includes extra provision for vulnerable children and families</li> </ul>	2	3	0	6
<b>Transitions (into new year groups) – currently N/A</b>									
Emotional distress caused to children due to a change in the level of support available for transitions	3	3	0	9	<ul style="list-style-type: none"> <li>• <del>All teachers will remain in the year group they are currently to ease work load</del></li> <li>• <del>Classes will not be mixed as in previous years to ensure consistency for returning children</del></li> <li>• <del>Historical organisation of Bubbles and staffing rota includes placing children with future teachers to minimise emotional impact of returning in September (Year 1 teachers are teaching EYFS, Y2 teachers are teaching Year 1).</del></li> <li>• <del>Transition Morning held for all pupils in order to meet new teacher – calls from new teacher to those who cannot attend.</del></li> </ul>	2	3	0	6

### Safeguarding and Special Educational Needs

<p>Children at higher risk of abuse/harm due to lack of visibility</p>	5	3	0	15	<ul style="list-style-type: none"> <li>• DSL present in school at all times. All CPOMs entries viewed by safeguarding team.</li> <li>• Safeguarding team to meet prior to wider re-opening to review vulnerable children risk assessments and fortnightly thereafter</li> <li>• Safeguarding Addendum has been shared with all staff</li> <li>• Fortnightly welfare calls to take place on all children not in school – weekly for vulnerable children – twice weekly for CP/CIN</li> <li>• ELSA sessions doubled on return to wider school opening</li> <li>• Vulnerable families are targeted as per remote learning plan</li> <li>• Use of Alford Charities and Community Hub to support</li> </ul>	5	2	0	10
<p>Children with Special Educational needs progress reduced by inability to support needs due to COVID-19 regulations and guidance</p>	2	3	0	6	<ul style="list-style-type: none"> <li>• Safer Handling training has expired for all staff – unable to refresh due to COVID19. This and precautions around potential infections means that safer handling will not be used. Parent/Carers of children who fall into category of needing this will be informed and renewed risk assessments completed by SENCO. This will be renewed when COVID-19 allows</li> <li>• SEN risk assessments and current learning plans will be revised expectations and required adjustments have been considered.</li> <li>• CP core meetings, CP reviews, SEN annual reviews, and other scheduled meetings will take place virtually until further notice</li> <li>• Contact therapies will be risk assessed and may need to take place at home while social distancing requirements are in place</li> <li>• Low numbers allow Parent Liaison to come out of class and make calls with more specialist knowledge</li> </ul>	2	2	0	4

<b>Attendance</b>									
Harm to child during evacuation due to incorrect attendance reporting  Children at risk of abuse/harm due to lack of visibility	5	3	0	15	<ul style="list-style-type: none"> <li>Paper registers will be completed during soft start and held in Bubble Bags</li> <li>Attendance registers will be completed electronically by class teacher at 9.00am.</li> <li>First day calling/usual safeguarding protocols will take place for any unexplained absence</li> <li>Attendance is mandatory so normal procedures will be applied to children not in attendance including fining</li> <li>An area will be available for parents to wait with children who may be upset and need support to start the day.</li> <li>Teachers/TAs to conduct scheduled welfare calls to all children not attending due to self-isolation/Covid-19, weekly to vulnerable children as per remote learning plan – DSL to monitor</li> </ul>	5	2	0	10
<b>Communication</b>									
Failure to adhere to guidance due to poor communication procedures	5	4	0	20	<ul style="list-style-type: none"> <li>Handbook written for staff and training delivered in small groups – regularly updated</li> <li>Risk assessment shared with all staff and published on Website</li> <li>Parents informed of guidance and procedures via Parent Hub, Twitter and Facebook if appropriate</li> <li>Re-opening plans, risk assessment shared with governors prior to wider re-opening and meeting held to ratify procedures</li> <li>Communications with parents prior to wider reopening including: <ul style="list-style-type: none"> <li>Social distancing plan</li> <li>Changes to timetable</li> <li>Staggered start times</li> <li>Expectations of parents and children when in/around school</li> <li>Travelling to and from school safely</li> </ul> </li> <li>On-going regular communication plans determined to ensure parents are kept well-informed</li> <li>All documentation reviewed in September before children return and regularly thereafter in light of guidance changes.</li> </ul>	4	3	0	12

Governors/Governance									
Failure to adhere to guidance due to poor communication procedures  Failure to follow statutory guidance due to lack of challenge	5	4	0	20	<ul style="list-style-type: none"> <li>Regular communication with Chair of Governors and Vice Chair</li> <li>All documents for approval submitted via TEAMS and virtual meeting held to discuss the documents prior to approval</li> <li>Timely decisions – e.g. emergency school closure to be communicated to Chair and Vice Chair at time of event</li> <li>Governor activity prioritised - Certain aspects of governance are on-hold in order to deal with the immediate situation, these are agreed and clear with all governors and there is a plan for then these will be reviewed and potentially reinstated. – Summer 2021 – with a possible Governor strategic day to be held in Spring 2021</li> </ul>	4	2	0	8
School Events/Trips									
Death of child/staff due to COVID19 following contamination while off site – on a visit or brought into school by educational visitors	5	3	0	15	<ul style="list-style-type: none"> <li>No trips to be held for the remainder of this calendar year, including local walks in the community</li> <li>No educational workshops or visitors to be invited into school for the remainder of this academic year</li> <li>No large events to be held on site for the remainder of the year (including fairs, discos, performances, FOS events)</li> </ul>	5	0	0	0
Finance									
Financial instability caused by costs incurred due to COVID19	1	4	0	4	<ul style="list-style-type: none"> <li>Additional costs due to COVID19 are itemised and monitored by Bursar using LCC spreadsheet.</li> <li>All major decisions regarding cost to be discussed with Finance committee</li> <li>All costs relating to previously booked visits sought to be reclaimed by office staff in order to refund parents</li> </ul>	1	2	0	2

\*each square to be colour coded to suit the risk rating

**Directorate:** 
**School:**

**HeadTeacher Name:** 
**Signature:**

## Appendix 1 –

CORONAVIRUS IN SCHOOL SETTINGS: MANAGEMENT OF KNOWN OR SUSPECTED CASES		TICK
Please consider all the actions below (mark as not applicable [NA] as necessary)		
1.	Any suspected case (anyone showing symptoms) needs to arrange to have a test done as soon as possible. For information on the current case definition please see <a href="#">here</a> . If necessary, contact Lincolnshire Public Health, Health Protection Team for advice.	
2.	Inform Health Protection, Public Health Lincolnshire if there is a <b>confirmed</b> case using the reporting template (Annex 1 below). If there are 2 or more possible or confirmed cases this needs to be reported as an outbreak.	
3.	<p><b>Key Contacts for Early Advice and Support include:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Public Health, Health Protection Team, Lincolnshire – Call <b>01522 552993</b> or contact via Email: <a href="mailto:HealthProtectionTeam@Lincolnshire.gov.uk">HealthProtectionTeam@Lincolnshire.gov.uk</a> Monday – Friday 8am to 8pm, Saturday &amp; Sunday 9am -5pm.</li> <li><input type="checkbox"/> DfE Advice Line: <b>0800 046 8687</b>, Monday to Friday 8am to 6pm, Saturday &amp; Sunday 10am to 4pm</li> <li><input type="checkbox"/> 111 online Coronavirus available <a href="#">here</a> or via calling 111 service if they are unable to access the online platform.</li> </ul>	
4.	<p><b>In the interim:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Contact parents or carers of the children/young person affected to arrange for them to be collected.</li> <li><input type="checkbox"/> Whilst the child/young person 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 of the child and 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.</li> <li><input type="checkbox"/> If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom should be cleaned and disinfected using standard cleaning products before being used by anyone else.</li> <li><input type="checkbox"/> <b>In an emergency, call 999 if they are seriously ill or injured or their life is at risk. Do not encourage them to visit the GP, pharmacy, urgent care centre or a hospital.</b></li> </ul>	
5.	<b>Implement infection prevention &amp; control precautions:</b>	

	<ul style="list-style-type: none"> <li><input type="checkbox"/> Good hand hygiene should be implemented before entering and after leaving the setting – <a href="#">see hand hygiene</a></li> <li><input type="checkbox"/> If a child, young person or other learner becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home, a fluid-resistant surgical face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then disposable gloves, a disposable apron and a fluid-resistant surgical face mask should be worn by the supervising adult.</li> <li><input type="checkbox"/> Ensure that everyone (staff and pupils) catch coughs and sneezes in tissues. If you do not have a tissue to hand then use the crook of your elbow rather than hands. Dispose of tissues promptly in a waste bin and then perform hand hygiene.</li> </ul>	
6.	<p><b>Cleaning</b></p> <p>All surfaces that the symptomatic person has come into contact with must be cleaned and disinfected, including:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> objects which are visibly contaminated with body fluids</li> <li><input type="checkbox"/> all potentially contaminated high-contact areas such as bathrooms, door handles, telephones, grab-rails in corridors and stairwells</li> </ul>	
7.	<p>Use disposable cloths or paper roll and disposable mop heads, to clean all hard surfaces, floors, chairs, door handles and sanitary fittings, following one of the options below:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> use either a combined detergent disinfectant solution at a dilution of 1,000 parts per million available chlorine</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> a household detergent followed by disinfection (1000 parts per million av.cl.).</li> </ul> <p>Note: if an alternative disinfectant is used within the organisation, this should be checked and ensure that it is effective against enveloped viruses.</p>	
8.	<p><b>Waste</b></p> <p>Any waste from possible cases and cleaning of areas where possible cases have been (including disposable cloths and tissues):</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Should be put in a plastic rubbish bag and tied when full.</li> <li><input type="checkbox"/> The plastic bag should then be placed in a second bin bag and tied.</li> <li><input type="checkbox"/> It should be put in a suitable and secure place and marked for storage until the individual's test results are known.</li> <li><input type="checkbox"/> Waste should be stored safely and kept away from children. You should not put your waste in communal waste areas until</li> </ul>	



	negative test results are known or the waste has been stored for at least 72 hours.	
9.	Staff with symptoms should be excluded from work, should self-isolate for at least 10 days from the onset of symptoms following the current advice in the <a href="#">staying at home guidance</a> . If someone has serious symptoms they cannot manage at home they should use NHS 111 online	
10.	Children/young people with symptoms should be excluded from the setting and should self-isolate for at least 10 days from the onset of symptoms following the <a href="#">current advice</a> . Other members of the family (parents/guardians) will also need to self-isolate for 14 days. If someone has serious symptoms they cannot manage at home they should use NHS 111 online	
11.	<p><b><u>Daily actions:</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Nominate a named staff member to co-ordinate &amp; communicate outbreak information</li> <li><input type="checkbox"/> Maintain &amp; update any Outbreak Chart that may be in place, recording affected children / staff</li> </ul>	
12.	<p><b><u>Response to a case and outbreak management</u></b></p> <ul style="list-style-type: none"> <li>• <a href="#">Contact of a confirmed case</a> If a pupil or staff member are household or close contacts of a confirmed COVID case and are instructed to self-isolate they must do so for 14 days and not leave the house for any activity.</li> </ul> <p>A 'contact' is a person who has been close to someone who has tested positive for COVID-19 anytime from 2 days before the person was symptomatic up to 10 days from onset of symptoms (this is when they are infectious to others). For example, a contact can be:</p> <ul style="list-style-type: none"> <li>• a person who has had face-to-face contact (within one metre), with someone who has tested positive for COVID-19, including: <ul style="list-style-type: none"> <li>○ being coughed on</li> <li>○ having a face-to-face conversation within one metre</li> <li>○ having skin-to-skin physical contact, or</li> <li>○ contact within one metre for one minute or longer without face-to-face contact</li> </ul> </li> <li>• a person who has been within 2 metres of someone who has tested positive for COVID-19 for more than 15 minutes</li> <li>• a person who has travelled in a small vehicle with someone who has tested positive for COVID-19 or in a large vehicle or plane near someone who has tested positive for COVID-19</li> </ul> <p>Further details regarding 'What is meant by a close contact?' can be found <a href="#">here</a>. If additional advice regarding the identification of close contacts of a positive case within school is needed please contact the Health Protection Team.</p>	

Schools are requested to support increasing community understanding of the role of isolation in stopping community transmission.

- Individual case

In the case of a positive test result a risk assessment will need to be undertaken to identify which other members of the staff or people from the student's group needs to self-isolate. Sharing of information with Health Protection staff as early as possible will help this to be undertaken effectively. This may include both contact within the school setting or school related travel or activities. Schools will need to be able to locate details on pupil's groups over a number of days to support contact tracing. This will look up to 48 hrs prior to symptoms appearing or to date of test for an asymptomatic person. The number of staff or pupils required to self-isolate would depend on the size of the group within the year group and ability for pupils to adhere to social distancing in school or to recommendations such as face coverings on transport. This will differ depending on the way school is organised and the age of pupils. Health Protection staff will not require the full list of pupils or staff who are asked to isolate as a result of a positive case. Any self-isolation recommended by the Health Protection Team or Test and Trace will be for 14 days from the time of last contact during the infectious period based on national guidance.

Communication with the school community can be supported with template letters. Individual details of positive cases (e.g. name) do not need to be disclosed to the wider school community. Families and pupils should be advised against sharing information regarding positive cases on social media.

- Two or more cases

More than one case may indicate an outbreak within the school community. It is also possible that multiple unrelated cases can occur in one large setting if there is wider community transmission or other common risk factors (e.g. sports club outbreak). It is important that any intelligence of further cases is shared with the Health Protection Team so that a full picture of the situation can be drawn up. A risk assessment would be required to identify which groups or year groups need to self-isolate depending on the clustering of cases. Although closure of a whole school would try to be avoided if it was necessary to contain spread within the community this would be discussed between the Health Protection Team and the school leadership team. Further school based testing or community testing based at the school may be offered to fully

	<p>identify the scale of the problem if cases are not contained through isolation. If pupils were isolated they would still be asked to report on symptoms and to access testing if symptomatic. Communication with the school community and agreement of media statements would be the responsibility of the school supported by Public Health staff. There are template letters available, and template recording spreadsheets. In some instances an Outbreak Control Team will be convened to support the school in managing the situation. An outbreak will be deemed over after 14 days without a new case.</p>	
	<p><b><u>Being prepared</u></b></p> <p>Systems in the school should be established to plan for a response to reports of suspected or confirmed cases. In some cases this awareness may come through informal routes (e.g. social media) ahead of formal notification. The school can inform pupils and families how it plans to respond to reports of confirmed cases. Detailed school recording systems of pupil groups/ travel groups can aid contact tracing if required to follow up a positive case. Resources such as <a href="#">e-bug</a> can be used to increase pupil understanding of stopping the spread of infectious diseases.</p>	

Appendix 2 - EYFS Maximum Occupancy Map – Removed from original risk assessment as no longer applicable

Appendix 3 – Social Distancing Leaf characters

Leaf Characters to reinforce Social Distancing: Daisy and Dilly Distance



## Appendix 4 - Guide to donning PPE

 Public Health England

### Guide to donning and doffing standard Personal Protective Equipment (PPE)

for health and social care settings

#### Donning or putting on PPE

Before putting on the PPE, perform hand hygiene. Use alcohol handrub or gel or soap and water. Make sure you are hydrated and are not wearing any jewellery, toebeats, watches or stoned rings.

- 1 Put on your plastic apron, making sure it is tied securely at the back.
- 2 Put on your surgical face mask. If tied, make sure securely tied at crown and nape of neck. Once it covers the nose, make sure it is extended to cover your mouth and chin.
- 3 Put on your eye protection if there is a risk of splashing.
- 4 Put on non-sterile nitrile gloves.
- 5 You are now ready to enter the patient area.

#### Doffing or taking off PPE

Surgical masks are single session use, gloves and apron should be changed between patients.

- 1 Remove gloves, grasp the outside of the cuff of the glove and peel off, holding the glove in the gloved hand, insert the finger underneath and peel off second glove.
- 2 Perform hand hygiene using alcohol hand gel or rub, or soap and water.
- 3 Snap or unfasten apron behind the neck and allow to fall forward.
- 4 Snap waste ties and fold apron in on itself, not handling the outside as it is contaminated, and put into clinical waste.
- 5 Once outside the patient room, remove eye protection.
- 6 Perform hand hygiene using alcohol hand gel or rub, or soap and water.
- 7 Remove surgical mask.
- 8 Now wash your hands with soap and water.

Please refer to the PHE standard PPE video in the COVID-19 guidance collection:  
[www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-non-aerosol-generating-procedures](https://www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-non-aerosol-generating-procedures)

If you require the PPE for aerosol generating procedures (AGPs) please visit:  
[www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-aerosol-generating-procedures](https://www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-aerosol-generating-procedures)

## Appendix 5 – Behaviour Principles /New Classroom Behaviour Rules

Taken from Preparing for the wider Opening of Schools

<https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools>

### Behaviour principles

In light of the need for children to behave differently when they return to school, and any new systems you have put in place to support that, you'll need to make changes to your behaviour policy. Behaviour policy changes will also need to be communicated to pupils, parents and staff.

Areas schools may wish to add to their behaviour policy are:

- following any altered routines for arrival or departure
- following school instructions on hygiene, such as handwashing and sanitising
- following instructions on who pupils can socialise with at school
- moving around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing)
- expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching your mouth, nose and eyes with hands
- tell an adult if you are experiencing symptoms of coronavirus
- rules about sharing any equipment or other items including drinking bottles

- amended expectations about breaks or play times, including where children may or may not play
- use of toilets
- clear rules about coughing or spitting at or towards any other person
- clear rules for pupils at home about conduct in relation to remote education
- rewards and sanction system where appropriate

Identify any reasonable adjustments that need to be made for students with more challenging behaviour.

#### Principles for staff

1. Do not come to work if you have coronavirus symptoms, or go home as soon as these develop (informing your manager), and access a test as soon as possible.
2. Clean your hands more often than usual - with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered.
3. Use the 'catch it, bin it, kill it' approach.
4. Avoid touching your mouth, nose and eyes.
5. Clean frequently touched surfaces often using standard products, such as detergents and bleach.
6. Think about ways to modify your teaching approach to keep a distance from children in your class as much as possible, particularly close face to face support (noting that it's understood that this is not possible at all times, which is why hygiene and hand cleaning is so important).
7. Consider avoiding calling pupils to the front of the class or going to their desk to check on their work if not necessary.
8. Help your class to follow the rules on hand cleaning, not touching their faces, 'catch it, bin it, kill it' etc. including by updating your classrooms displays with posters.
9. Prevent your class from sharing equipment and resources (like stationery).
10. Keep your classroom door and windows open if possible for air flow.
11. Limit the number of children from your class using the toilet at any one time.
12. Limit your contact with other staff members, and don't congregate in shared spaces, especially if they are small rooms.
13. Make sure you've read the school's updated behaviour policy and know what role in it you're being asked to take.

## Our New Classroom Rules

Stay in your Bubble!

Only sit at your own table and stay in your seat unless you are asked to move.

Keep your distance from children and adults in your Bubble - do not enter 'The Teacher Zone!'

Wash your hands when you arrive in the classroom, before and after eating, after sneezing or coughing, after breaks and after using the toilet.



Wash your hands using soap for at least 20 seconds and dry thoroughly.

Try not to touch your mouth, eyes and nose; if you do, wash your hands.

Use a tissue or elbow to 'catch' a cough or sneeze.

Use the lidded bin for tissue waste ('catch it, bin it, kill it').



Only use the resources in the tray/wallet on your table – for now, it is ok to not share!

Do not bring in pencil cases or fiddle toys from home.

Only use our bubble's toilet. You can only go one bubble at a time.

Bring your lunch and eat at your own table.

Change your uniform EVERY DAY!

No talking in the corridors, and make sure you follow the one-way signs.

If you feel ill, tell an adult straight away.

**DO WHAT THE TEACHER SAYS FIRST TIME AND QUICKLY – IT  
COULD STOP THE SPREAD!**