



### **Preparing schools for reopening to all students September 2020**

The purpose of this document is to offer practical advice and guidance for school settings returning in September to all students.

It is important that it is recognised that all schools will face different challenges dependent on a range of factors such as class sizes, classroom sizes, location and size of dining areas and drop off/pick up points. With that in mind there will absolutely be a requirement for schools to consider the appropriate controls and add further controls that are suitable for the school's individual factors.

This risk assessment is not exhaustive and is flexible and fluid.

It is recognised that the guidance below is not an absolute. Some situations that arise in various schools may need additional advice from the local authority, however this should help with the planning process and documentation of risk assessment.

We have cross referenced this document with the health and safety related comments from NEU.

The advice within this document is primarily taken from:

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

The following 6 sections contain a drill down of the guidance where prevention is the aim. There are 6 distinct sections that Government guidance has given, and we have tried to break these down to help you with decision making. Many of these controls will already be in place in your setting. The biggest changes will be around social distancing and "Bubbles" The risk assessment document focuses on controls to minimise the spread of Covid-19.

### BHHIS September Class Provision Draft 1

<u>Class</u>	<u>2TM</u>	<u>2EA</u>	<u>1CY</u>	<u>1DH</u>	<u>F2SLP</u> <i>Full time w/c28th</i>	<u>F2SB</u> <i>Full time w/c28th</i>	<u>F1</u>
<b>TA</b>	XX	XX	XX	XX	<u>XX</u>	<u>XX</u>	<u>XX</u>
<b>Start time</b>	8.40am	8.50am	8.40am	8.50am	8.45am	8.55am	8.55am
<b>Finish time</b>	3pm	3.10pm	3pm	3.10pm	3pm	3.10pm	3pm
<b>Access door</b>	Year 2 door	Year 2 door	Year 1 door	Year 1 door	F2 door	F2 door	F1 door
<b>Midday allocated</b> <i>xx to supervise bubble in emergency.</i>	Midday- xx	KS1 TAs on rota (Mon-Thurs) xx Frid	Midday- xx	xx (Mon-Fri) xx (Thurs-Fri)	xx <i>Arrive 11.45am to support hand washing</i>	xx <i>Arrive 11.45am to support hand washing</i>	xx xx xx
<b>Area to play</b>	Lower Playground	Upper Playground	Lower Playground	Upper Playground	F2 Playground	F2 Playground	F1 area
<b>Play Time morning</b>	Playtime- 10.30-10.45am	Playtime- 10.30-10.45am	Playtime- 10.10-10.25am	Playtime 10.10-10.25am	F2 area	F2 area	F1 area
<b>Lunch provision</b>	Lunch 12-1pm Play 12-12.30  Lunch in class 12.30-1pm	Lunch 12-1pm Play 12-12.30  Lunch in class 12.30-1pm	Lunch 12-1pm  Lunch in class 12-12.30pm Play 12.30-1pm	Lunch 12-1pm  Lunch in class 12-12.30pm Play 12.30-1pm	Lunch in hall 11.45-12.15  Play 12.15-12.45pm	Lunch in hall 11-45-12.15pm  Play 12.15-12.45pm	Lunch in F1 class
<b>Play Time afternoon</b>	PM play 1.35-1.50pm	PM play 1.55-2.10pm	PM play 2.15-2.30pm	2.15-2.30pm	PM play 2pm-2.15pm	PM play 2.15 - 2.30pm	
<b>Allocated toilets</b>	Yr2 toilets	Yr2 toilets	Yr1 toilets (girls)	Yr2 toilets	Yr1 toilets (boys)	Yr1 toilets (boys)	F1 toilets

<p><b>1. Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school</b></p>	<p>Ensuring that pupils, staff and other adults do not come into the school if they have <a href="#">coronavirus (COVID-19) symptoms</a>, or have tested positive in 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). All schools must follow this process and ensure all staff are aware of it.</p> <p>Communicate the message to staff (<a href="#">SDD September</a>), pupils and families (<a href="#">first newsletter w/c 31<sup>st</sup> August</a>) that they must self-isolate at home and <b>not visit the setting if:</b></p> <ul style="list-style-type: none"> <li>• You have any symptoms of coronavirus (a high temperature, a new, continuous cough or a loss or change to your sense of smell or taste)</li> <li>• You're waiting for a coronavirus test result</li> <li>• You've tested positive for coronavirus – (this means you have coronavirus)</li> <li>• You live with someone who has symptoms, is waiting for a test result or has tested positive</li> <li>• Someone in your support bubble has symptoms, is waiting for a test result or has tested positive</li> <li>• If you're told by NHS Test and Trace that you've been in contact with a person with coronavirus</li> </ul> <p>If you have symptoms of coronavirus, you'll usually need to self-isolate for at least 10 days.  If you live with someone who has symptoms, you'll usually need to self-isolate for 14 days.  If someone in your support bubble has symptoms, you'll usually need to self-isolate for 14 days.</p> <p>Ref <a href="https://www.nhs.uk/conditions/coronavirus-covid-19/self-isolation-and-treatment/when-to-self-isolate-and-what-to-do/">https://www.nhs.uk/conditions/coronavirus-covid-19/self-isolation-and-treatment/when-to-self-isolate-and-what-to-do/</a></p> <p>If anyone in the school becomes unwell with a new, continuous 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 '<a href="#">stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection</a>', which sets out that they must self-isolate for at least 10 days and should <a href="#">arrange to have a test</a> to see if they have coronavirus (COVID-19). Other members of their household (including any siblings) should self-isolate for 14 days from when the</p>
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	<p>symptomatic person first had symptoms.</p> <p>Procedures in place for notifying school office about child needing collection (Teacher mobile phone which will be kept in stock cupboard used only in an emergency situation). Teacher contacts school office and TA will look after the child.</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. At BHHIS EYFS pupils will be moved to the Sunshine Room and KS1 pupils will be moved to the Green Room. 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. 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 (disposable, gloves, apron and fluid resistant surgical mask, plus eye protection if a risk of splashing/respiratory droplet contamination to face) 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 <a href="#">safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE)</a> guidance.</p> <p>As is usual practice, in an emergency, call 999 if someone is seriously ill or injured or their life is at risk. Anyone with coronavirus (COVID-19) symptoms should not visit the GP, pharmacy, urgent care centre or a hospital. If they require medical support or advice, they should contact NHS 111 who will respond to their concern accordingly.</p> <p>Any members of staff who have helped someone with symptoms and any pupils who have been in close contact with them do not need to go home to self-isolate unless they develop symptoms themselves (in which case, they should arrange a test) or if the symptomatic person subsequently</p>
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	<p>tests positive (see below) or they have been requested to do so by NHS Test &amp; Trace.</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 with normal household disinfectant after they have left to reduce the risk of passing the infection on to other people. See the <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a>.</p> <p>Public Health England is clear that routinely taking the temperature of pupils is not recommended as this is an unreliable method for identifying coronavirus (COVID-19)</p>
<p><b>2: Clean hands thoroughly more often than usual</b></p>	<p>Coronavirus (COVID-19) is an easy virus to kill when it is on skin. This can be done with liquid 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> <p>Children have access to hand washing in toilets. All classrooms have hand sanitiser which is used regularly. Teachers/TAs will apply hand sanitiser and remind children of its purpose and how to keep hands away from the face.</p> <p>xx will check toilets regularly to ensure that soap is regularly replaced and replenished when needed.</p> <p>Headteacher will remind parents/carers in the first newsletter about helping their child to maintain good hand hygiene by showing children how to wash their hands.</p> <p>This will be reinforced by teaching staff/teaching assistants in classes in the first week back at school. Hand washing will be closely supervised for the youngest pupils in school.</p>

	<p>Points to consider and implement:  whether the school has enough hand washing or hand sanitiser 'stations' available so that all pupils and staff can clean their hands regularly.  Liquid soaps rather than bar soaps should be used.  Hand sanitiser should at a minimum contain 60% alcohol.  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.  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><b>3. Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach</b></p> <p>Maintaining frequent hand washing</p> <p>Provision of hand washing facilities in the workplace.</p>	<ul style="list-style-type: none"> <li>• the availability of liquid soap and hot water in every toilet (and if possible, in classrooms)</li> <li>• the location of hand sanitiser stations, for example at the school entrance for pupils and any other person passing into the school to use, and their replenishment</li> <li>• the location of lidded bins (with foot pedal operation if possible) in classrooms and in other key locations around the site for the disposal of tissues and any other waste, their double bagging and emptying</li> <li>• ensuring you have a good supply of disposable tissues to implement the 'catch it, bin it, kill it' approach in each classroom and enough to top up regularly</li> <li>• Ensuring paper towels for hand drying are available or hand dryers are functioning correctly.</li> </ul>
<p><b>4: Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and</b></p>	<p>Points to consider and implement:  By the end of the summer term, Public Health England will publish revised guidance for cleaning non-healthcare settings to advise on general cleaning required in addition to the current advice on <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a></p> <ul style="list-style-type: none"> <li>• putting in place a cleaning schedule that ensures cleaning is generally enhanced and includes:</li> </ul>

	<ul style="list-style-type: none"> <li>○ more frequent cleaning of rooms / shared areas that are used by different groups</li> <li>○ frequently touched surfaces being cleaned more often than normal, such as bathrooms, grab-rails in corridors and stairwells and door handles</li> <li>○ A routine that includes cleaning with warm soapy water before disinfecting. Alternatively a combined detergent/disinfectant solution (eg Chlor clean) can be used.</li> <li>• different groups don't need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet</li> </ul> <p>When cleaning an area where someone with suspected/confirmed Covid-19 has been present, wear disposable or washing-up gloves and aprons for cleaning. These should be double-bagged, stored securely for 72 hours, and then thrown away in the regular rubbish after cleaning is finished. If an area has been heavily contaminated, such as with visible bodily fluids, from a person with coronavirus (COVID-19), or a risk assessment of the setting indicates that a higher level of virus may be present (for example, a setting where unwell individuals have slept such as a boarding school dormitory) or there is visible contamination with body fluids, then the need for additional PPE to protect the cleaner's eyes, mouth and nose might be necessary. Wash hands regularly with soap and water for 20 seconds, also after removing gloves, aprons and other protection used while cleaning.</p> <p>Caretaker and cleaning staff to be reminded of the above procedures.</p> <p><a href="https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings">https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings</a></p>
<b>5. Minimise contact between individuals and maintain social distancing wherever possible</b>	<p>SEE BHHIS bubbles above</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.</p> <p>The overarching principle to apply is reducing the number of contacts between children and staff. This can be achieved through keeping groups separate (in 'bubbles') and through maintaining distance between individuals. These are not alternative options and both measures will help, but the balance between them will change depending on:</p> <p>children's ability to distance,</p>

	<p>the lay out of the school, the feasibility of keeping distinct groups separate while offering a broad curriculum (especially at secondary).</p> <p>It is likely that for younger children the emphasis will be on separating groups, and for older children it will be on distancing. For children old enough, they should also be supported to maintain distance and not touch staff where possible.</p> <p>Points to consider and implement:</p> <p>How to group 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 in schools in the summer term in recognition that children, and especially the youngest children, cannot socially distance from staff or from each other and this provides an additional protective measure.</p> <p>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>However, the use of small groups restricts the normal operation of schools and presents both educational and logistical challenges, including the cleaning and use of shared spaces, such as playgrounds, boarding houses, dining halls, and toilets, and the provision of specialist teaching. This is the case in both primary and secondary schools, but is particularly difficult in secondary schools.</p> <p>In this guidance for the autumn term, maintaining consistent groups remains important, but given the decrease in the prevalence of coronavirus (COVID-19) and the resumption of the full range of curriculum subjects, schools may need to change the emphasis on bubbles within their system of controls and increase the size of these groups. Both the approaches of separating groups and maintaining distance are not 'all-or-nothing' options, and will still bring benefits even if</p>
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	<p>implemented partially. Some schools may keep children in their class groups for the majority of the classroom time, but also allow mixing into wider groups for specialist teaching, wraparound care and transport, or for boarding pupils in one group residentially and another during the school day. Siblings may also be in different groups.</p>
<p><b>6. Where necessary, wear appropriate personal protective equipment (PPE)</b></p>	<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"> <li>where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at schools, and only then if a distance of 2 metres cannot be maintained,</li> <li>where a child or young person already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used.</li> </ul> <p>Read the guidance on <a href="#">safe working in education, childcare and children's social care</a> for more information about preventing and controlling infection, including when, how PPE should be used, what type of PPE to use, and how to source it.</p>
<p>Resources to consider.</p>	<ul style="list-style-type: none"> <li>posters (for example, to encourage consistency on hygiene and keeping to own group) <a href="https://ebug.eu/eng_home.aspx?cc=eng&amp;ss=1&amp;t=Information%20about%20the%20Coronavirus">https://ebug.eu/eng_home.aspx?cc=eng&amp;ss=1&amp;t=Information%20about%20the%20Coronavirus</a></li> <li>Liquid soap for sinks, and where there is no sink nearby, hand sanitiser (minimum 60% alcohol) in rooms/learning environments</li> <li>disposable paper towels</li> <li>cleaning products (standard products such as detergent and bleach, could consider combined detergent/disinfectant for ease of use)</li> <li>lidded bins (with foot pedal operation where possible)</li> <li>tape for cordoning off areas and marking floor.</li> </ul>

## Black Horse Hill Risk Assessment

Below you will find a risk assessment template to help you document the controls in preparation for reopening to all students in September 2020. This has been populated with the most common hazards identified and controls that should be considered. Additional hazards and controls may need to be considered depending on each individual school.



Reopening to All students September 2020

Risk assessment recording form M34

When complete this form must be added to your generic assessment library or site specific file.

Location or address Black Horse Hill Infant School					Date August 2020	
Activity or situation Return to school following Covid Pandemic					Reviewed When necessary	
Hazard	Who may be harmed and how	(3) What controls exist to reduce risk	Likelihood	Severity	Risk total 1-25	(4) What action could you take to further reduce risk
Lack of social distancing at drop-off and pick-up point	All staff, pupils, contractors, and visitors	<p>Implement social distancing measures in line with government guidance and communicate these with parents and all staff.</p> <p>Stagger drop off and pick up times to ensure parents and children can adhere to social distancing – especially in playgrounds/collection areas and other areas of congestion, including school gates and frontages on the highway. Consider allocating staff for queue management where possible.</p> <p><u>In place-information communicated to parents/carers</u></p>		<b>Low risk</b>		<ul style="list-style-type: none"> <li>Tell children, young people, parents, carers or any visitors, such as suppliers, not to enter the education or childcare setting if they or any of their household are displaying any symptoms of coronavirus (following the <a href="#">COVID-19: guidance for households with possible coronavirus infection</a>)</li> </ul> <p>Communicate the message to staff, pupils and families that they must self-isolate at home and <b>not visit the setting if:</b></p> <ul style="list-style-type: none"> <li>You have any symptoms of coronavirus (a high temperature, a new, continuous cough or a loss or change to your sense of smell or taste)</li> <li>You're waiting for a coronavirus test result</li> <li>You've tested positive for coronavirus – (this means</li> </ul>

		<p>July 2020. HT to welcome children on a daily basis.</p> <p>Use additional entrances if possible, to spread children at different points. Display social distancing signs. <i>In place- communicated to parents/carers in letter July 2020.</i></p> <p>Implement one-way system within the school where possible. <i>Parents/carers enter school on Frankby Road and leave via CC exit. Signage in place.</i></p> <p>Introduce a one-way walking system where possible to and from school to avoid parental cross over e.g. keep to the left, signage and markers can be effective.</p> <p>Plan a communication time with Staff prior to opening to facilitate communication and test run procedures. <i>Staff briefed at staff meeting about September opening plans in July and will be revisited on SDD 1.9.20. Each class teacher has successfully operated in a “bubble” since school re-opened to more pupils in June.</i></p> <p>Only allow those with appointments to enter the building – use signage to communicate this to anyone new visiting the school. <i>Communicated in newsletter. Reinforce this message in first newsletter of the school year.</i></p> <p>Marked zone for teachers to stand during pick up or drop off where required.</p>				<p>you have coronavirus)</p> <ul style="list-style-type: none"> <li>• You live with someone who has symptoms, is waiting for a test result or has tested positive</li> <li>• Someone in your support bubble has symptoms, is waiting for a test result or has tested positive</li> <li>• If you're told by NHS Test and Trace that you've been in contact with a person with coronavirus</li> </ul> <p>If you have symptoms of coronavirus, you'll usually need to self-isolate for at least 10 days.</p> <p>If you live with someone who has symptoms, you'll usually need to self-isolate for 14 days.</p> <p>If someone in your support bubble has symptoms, you'll usually need to self-isolate for 14 days.</p> <p>Ref <a href="https://www.nhs.uk/conditions/coronavirus-covid-19/self-isolation-and-treatment/when-to-self-isolate-and-what-to-do/">https://www.nhs.uk/conditions/coronavirus-covid-19/self-isolation-and-treatment/when-to-self-isolate-and-what-to-do/</a></p> <ul style="list-style-type: none"> <li>• tell parents that if their child needs to be accompanied to the education or childcare setting, only one parent should attend.</li> <li>• tell parents and young people their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use).</li> <li>• Introduce a suggested 'one-way' walking system for parents and children to and from school to avoid congestion on footways to avoid compromising social distancing esp close to school. Consider additional signage and sending information (sketch/maps) to assist their understanding. <i>Already communicated in previous newsletters.</i></li> <li>• make clear to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely)</li> </ul>
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		<p>Where possible create a site map marking locations of areas used by individual bubbles. This can show entry/exit and any one-way systems. <b>Photographs displayed on school website of procedures.</b></p> <p>Children and parents should be encouraged to walk or cycle to school where possible.</p> <p>If public transport is the only option, staff should think carefully about the times, routes and ways they travel to stay safe. Staff and parents should be advised to use mandatory face coverings (not medical masks) if travelling by public transport</p>			<ul style="list-style-type: none"> <li>also think about engaging parents and children in education resources such as <a href="#">e-bug</a> and <a href="#">PHE schools resources</a></li> <li>ensure parents and young people are aware of recommendations on transport to and from education or childcare setting (including avoiding peak times). Read the <a href="#">Coronavirus (COVID-19): safer travel guidance for passengers</a></li> <li>talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times). Communicate on SDD 1.9.20</li> </ul> <p>Children new to BHHIS may need some additional support as they are unfamiliar with their surroundings. EYFS staff will work with the parents/carers to support pupils. Wearing of visors/masks may be needed if staff have to be in close proximity to pupils.</p> <p>xx travels on public transport. Reminder of regular hand washing on arrival at school and to social distance when travelling on the bus.</p>
Lack of social distancing of children during classes	Staff and pupils	<p>Using the current Guidance as referenced at the top of this Risk assessment, Primary schools should consider keeping class groups together within their own "Bubble" where ever possible as it is recognised that younger children cannot socially distance from staff and each other, it is recommended that the bubble should be a class size. 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><b>(See school plan above)</b></p> <p>Schools should assess their circumstances and if class-</p>		<b>Medium risk</b>	<p><b>BHHIS- Class bubbles in place</b></p> <p>Consider the following steps:</p> <ul style="list-style-type: none"> <li>Review and refresh your risk assessment and other health and safety advice for children, young people and staff in light of recent government advice, identifying protective measures (such as the things listed below). Also ensure that all health and safety compliance checks have been undertaken before opening</li> <li>organise small class groups, as described in the 'class or group sizes' section above</li> </ul>

		<p>sized groups are not compatible with offering a full range of subjects or managing the practical logistics within and around school, they can look to implement year group sized 'bubbles'. Whatever the size of the group, they should be kept apart from other groups where possible and older children should be encouraged to keep their distance within groups. Schools with the capability to do it should take steps to limit interaction, sharing of rooms and social spaces between groups as much as possible. When using larger groups the other measures from the system of controls become even more important, to minimise transmission risks and to minimise the numbers of pupils and staff who may need to self-isolate.</p> <p>Refer to national guidance, which may change on this topic:  <a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools">https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools</a></p> <p>Arrange classrooms with forward facing desks where possible.</p> <p>Where possible Use allocated desks to reduce children touching surfaces others have touched. <b>KS1 Children allocated their own desk in the classroom.</b></p> <p>Relocate desks to keep as much distance as possible (2 metres if possible).</p> <p>Ideally, adults should maintain 2 metre distance from</p>				<ul style="list-style-type: none"> <li>organise classrooms and other learning environments such as workshops and science labs for those groups, maintaining space between seats and desks where possible</li> <li>refresh the timetable: <ul style="list-style-type: none"> <li>decide which lessons or activities will be delivered</li> <li>consider which lessons or classroom activities could take place outdoors</li> <li>use the timetable and selection of classroom or other learning environment to reduce movement around the school or building</li> <li>stagger assembly groups</li> <li>stagger break times (including lunch), so that all children are not moving around the school at the same time</li> <li>stagger drop-off and collection times</li> </ul> </li> <li>how you might stagger start and end times between year groups by a short period to reduce volume at the entrance</li> <li>ensuring parents and carers are aware of recommendations on transport to and from school, which means reducing any unnecessary travel on coaches, buses or public transport where possible (for example, by walking or cycling to school) and avoiding peak times</li> <li>using signage to guide parents and carers about where and when they should drop off and pick up their children - you will want to communicate this to parents in advance</li> <li>working out arrangements for breaks or play times so that ideally only one "Bubble" is in the same play area at any one time. Larger play areas could be segregated to keep bubbles apart. <b>See above</b></li> </ul> <p>Staff will have the option of wearing visors (provided by school ) if they need to provide support to children for example when teaching reading .</p>
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		<p>each other (including within the staff room), 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.</p> <p>Keep your classroom door and windows open if possible, for air flow. Installing door guards for key doors in building can be considered to ensure compliance with fire risk assessment. Talk to H&amp;S team for more information.</p> <p>Ensure regular hand washing is encouraged – set routines throughout the day when pupils wash their hands in addition to after using the toilet e.g. upon arrival in school, before lunch.</p> <p>Reduce tasks involving touching lots of varied shared equipment such as crafts</p> <p>Reduce the use of shared resources by seeking to prevent the sharing of stationery and other equipment where possible. Shared materials and surfaces should be cleaned and disinfected more frequently.</p> <p>Where possible, utilise wash basins within classrooms to limit risk of contact with other children</p>				<p>Model correct hand washing in the first day at school to reinforce message of correct technique. e-Bug has produced a series of helpful coronavirus (COVID-19) posters:</p> <ul style="list-style-type: none"> <li>• Horrid hands</li> <li>• Super sneezes</li> <li>• Hand hygiene</li> <li>• Respiratory hygiene</li> <li>• Microbe mania</li> </ul> <p>Busy Bees has produced activities for children to promote safety measures, such as Our hand washing song (PDF, 958KB). Professional association for children and early years (PACEY): supporting children in your setting. Dr Dog explains coronavirus.</p>
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		<p>Consider placing coats on back of chairs to reduce risk of close contact in cloakrooms or coat peg areas OR stagger use of cloakrooms</p> <p>Assemblies to take place only with children within a 'bubble' or group. <b>Assemblies will be online via Zoom.</b></p>			<p>Children to have their own pencils and crayons. Alternatively these will be cleaned/disinfected at the end of each school day.</p> <p>Sinks are available in all classrooms as are soap/paper towels.</p> <p>Use of cloakrooms staggered because of different start and finish times for each class.</p>
Toileting of younger students	Staff and pupils	<p>Ensure hand washing facilities are available and encourage children to wash hands after visiting the toilet. Ensure the children know to wash hands thoroughly for 20 seconds with running water and soap and dry them thoroughly</p> <p>Ensure that help is available for children and young people who have trouble cleaning their hands independently</p> <p>Different groups don't need to be allocated their own toilet blocks, but where it is possible this should be considered. Where toilet blocks are shared amongst bubbles consider limiting the number of bubbles that use each block to minimise lots of children from many bubbles using the same toilet facilities if possible. Toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet</p>		<b>Low risk</b>	<ul style="list-style-type: none"> <li>Remind parents on first newsletter to help their child practice good hand washing techniques. Hand washing Lesson to take place in the first week at school.</li> <li>xx to make regular toilet checks completed to ensure supplies do not run low.</li> <li>Teaching staff to inform office staff if more hand sanitiser is required.</li> <li>Consider cleaning frequency and location of cleaning supplies.</li> <li>Toilets allocated to class bubbles- staff supervision wherever possible.</li> </ul>

Lack of social distancing during lunch time and lunch time provisions.	Staff and pupils	<p>Stagger lunch times to keep those entering the dining hall to a safe minimum</p> <p>Use floor markers if required to show distance points.</p> <p>Ensure children wash their hands before eating</p> <p>Ask students to toilet where possible before they have lunch to ease toileting pressure on lunch staff.</p> <p>Where possible create a site map marking locations of play areas used by individual bubbles. This can show entry/exit and any one-way systems.</p> <p>For kitchen staff review times of start and finish to minimise numbers in one area at any one time. Consider if some preparation can be done at different times of the day to encourage social distancing where possible.</p> <p>Where times start times cannot be changed consider the lay out of the kitchen. Is it possible to move equipment to offer different work surfaces to those preparing food.</p> <p>Kitchen staff should work side to side rather than</p>		<b>Low risk</b>		<p>Children in KS1 to have their lunch in the classrooms in their designated classroom space. Regular cleaning of space to ensure cleanliness.</p> <p>Supervision of hand washing by Teaching Assistants and Midday Supervisory staff.</p> <p>Tables to be wiped down once eating has finished by Midday/TA.</p> <p>Children to be provided with a packed lunch and this will be reviewed after the first half-term. Packed Lunches will be provided in paper bags which can be disposed of which means cutlery is not required. Children will choose their lunch option in the morning.</p> <p>xx to arrive at 11.45 to supervise hand washing in F2.</p> <p>F2 children in hall-separate zones.</p> <p>Edsential to provide briefings for their staff on being Covid secure in the kitchen. Headteacher to reinforce this.</p>
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		<p>face to face where possible. A face covering may be worn in enclosed spaces where social distancing isn't possible. It just needs to cover your mouth and nose. It is not the same as a face mask, such as the surgical masks or respirators used by health and care workers. Face coverings are not a replacement for the other ways of managing risk, including minimising time spent in contact, using fixed teams, and partnering for close-up work, and increasing hand and surface washing. Employers should support their workers in using face coverings safely if they choose to wear one. This means telling workers:</p> <ul style="list-style-type: none"> <li>• wash your hands thoroughly with soap and water for 20 seconds or use hand sanitiser before putting a face covering on, and before and after removing it</li> <li>• when wearing a face covering, avoid touching your face or face covering, as you could contaminate them with germs from your hands</li> <li>• change your face covering if it becomes damp or if you've touched it</li> <li>• continue to wash your hands regularly</li> <li>• change and wash your face covering daily</li> <li>• if the material is washable, wash in line with manufacturer's instructions. If it's not washable, dispose of it carefully in your usual waste</li> </ul>				
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		<ul style="list-style-type: none"> <li>• practice social distancing wherever possible</li> </ul> <p><a href="https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/restaurants-offering-takeaway-or-delivery">https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/restaurants-offering-takeaway-or-delivery</a></p> <p>Consider if prepacked lunch can be provided, or limited menu options to be pre picked by children to reduce queue times and serving times.</p>				
Lack of social distancing during break times	Staff and pupils	<p>Keep bubbles separate where possible in play areas.</p> <p>Stagger break and lunch times to keep bubbles apart. Use different play areas, or segregate play areas where possible to keep bubbles apart.</p> <p>Have allocated play equipment per bubble or ensure cleaning regimes between each use from each bubble.</p> <p>Use tape, markers, or cones to show clear segregation of play areas to children. Review supervision at play times to keep groups or bubbles apart.</p> <p>Discuss measures with children so they understand the need to keep to their bubble.</p> <p>Where children may ordinary play with siblings that</p>		<b>Low risk</b>		<p>See timetable above</p> <p>Playground equipment to be cleaned after use.</p> <p>Class First Aid kits to be taken out to the playground at used for minor injuries. More serious injuries will be dealt with by xx who will wear PPE and the injury will be treated in the medical room.</p>





		in different groups consider discussing the need to be apart during the school day. This is to ensure all children understand the importance of staying in their groups as those without siblings may be confused.				
Lack of safe distancing in staff areas.	Staff and pupils	<p>Reinforce expectations of social distancing behaviour amongst staff</p> <p>Limit numbers in staff rooms where possible</p> <p>Spread out seating to ensure social distancing is maintained</p> <p>Ensure staff do not share cups, and appropriately clean eating utensils</p> <p>For larger schools use separate staff rooms where possible</p> <p>Encourage staff to take fresh air at break times where possible.</p> <p>Provision of hand washing supplies such as hand wash, sanitiser etc. is available and regularly monitored to ensure supplies are always available.</p>		<b>Low Risk</b>		<p>Only one member of the staff to use the toilet at a time.</p> <p>Provision of anti-bacterial wipes/disinfectant to clean toilet, sinks, handles. Signage to inform staff of procedures to follow.</p> <p>Movement of furniture equipment in corridors so no pinch points in school e.g. tables, photocopier etc.</p> <p>Perspex screen in office and clear signage. Visits to office by appointment only.</p> <p>Hall used for staff meetings so staff can socially distance or zoom used.</p> <p>Windows to be kept open and rooms aired.</p> <p>Doors to be kept open if possible so more air in room and less handles to touch</p> <p>Staff to be allocated a space for lunch Annexe, Computer</p>

						<p>room, Staff room.</p> <p>Staff to have their own cups and cutlery and take responsibility for cleaning their own things.</p>
Inadequate cleaning of areas following displays of suspected COVID symptoms	Staff and pupils	<p>If a child becomes unwell and is awaiting collection, they should be moved, if possible and if appropriate, to a room where they can be isolated behind a closed door. Settings should be mindful of individual children's needs – for example it would not be appropriate for younger children to be alone without adult supervision. 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 should be cleaned and disinfected using standard cleaning products before being used by anyone else.</p> <p>In most cases, closure of the educational setting will not be needed but this will be a local decision with Public Health England based on various factors such as establishment size and risk of further spread.</p> <p>Communicate early with contractors and suppliers that will need to prepare to support your plans for opening for example, cleaning, catering, food</p>		<b>Low Risk</b>		<p>BHHIS procedure for dealing with Covid cases in school. There are a minimum of two adults in each class.</p> <p>Class TA puts on PPE which is located in each class. The child is then moved to either the Sunshine Room or the Green room depending on their location of the child's class. Social distancing will be adhered to wherever possible.</p> <p>The class teacher will then use his/her mobile phone which will be stored in their stock cupboard to contact the school office so that the parent/carer can be contacted.</p> <p>Office staff will open the playground gates. Child will be collected from their usual entrance/exit.</p> <p>Deep clean has taken place over the school holidays.</p>

		<p>supplies, hygiene suppliers</p> <p>Discuss with cleaning contractors or staff the additional cleaning requirements and agree additional hours to allow for this.</p> <p>By the end of the summer term, Public Health England will publish revised guidance for cleaning non-healthcare settings to advise on general cleaning required in addition to the current advice on <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a></p>				
Unsafe disposal of PPE and face coverings		<p>Used PPE and any disposable face coverings that staff, children, young people or other learners arrive wearing should be placed in a refuse bag and can be disposed of as normal domestic waste unless the wearer has symptoms of coronavirus (COVID-19), in line with the <a href="#">guidance on cleaning for non-healthcare settings</a>.</p> <p>Any homemade non-disposable face coverings that staff or children, young people or other learners are wearing when they arrive at their setting must be removed by the wearer and put in a plastic bag that the wearer has brought with them in order to take it</p>		<b>Low risk</b>		<p>Each class has a box which contains PPE.</p> <p>Midday Supervisory assistants have their own box of PPE which is stored in the First Aid room.</p>

		<p>home. The wearer must then clean their hands.</p> <p>To dispose of waste from people with symptoms of coronavirus (COVID-19), such as disposable cleaning cloths, tissues and PPE:</p> <ul style="list-style-type: none"> <li>• put it in a plastic rubbish bag and tie it when full</li> <li>• place the plastic bag in a second bin bag and tie it</li> <li>• put it in a suitable and secure place marked for storage for 72 hours</li> </ul> <p>This waste should be stored safely and securely kept away from children. You should not put your waste in communal waste areas until the waste has been stored for at least 72 hours.</p> <p>Storing for 72 hours saves unnecessary waste movements and minimise the risk to waste operatives. This waste does not require a dedicated clinical waste collection in the above circumstances.</p> <p><a href="https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe#does-coronavirus-covid-19-mean-that-ppe-is-needed-for-administering-first-aid">https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe#does-coronavirus-covid-19-mean-that-ppe-is-needed-for-administering-first-aid</a></p>				
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Inadequate cleaning of premises (general)	Staff and pupils	<p>Use cleaning products that offer disinfecting qualities and are available through suppliers.</p> <p>A combined detergent/disinfectant (eg chlor clean) can be used for ease.</p> <p>Communicate early with contractors and suppliers that will need to prepare to support your plans for opening for example, cleaning, catering, food supplies, hygiene suppliers.</p> <p>Discuss with cleaning contractors or staff the additional cleaning requirements and agree additional hours to allow for this.</p> <p>Decide what an enhanced cleaning schedule looks like and how it will be implemented in your school (for example, how often, when/if an additional clean is necessary) and how you will ensure sufficiency of supplies.</p> <p>By the end of the summer term, Public Health England will publish revised guidance for cleaning non-healthcare settings to advise on general cleaning required in addition to the current advice on <u>COVID-19: cleaning of non-healthcare settings guidance</u></p>		<b>Low risk</b>		xx to check toilets regularly for cleanliness.
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Unsafe crossing of roads near school	Staff and pupils	<p>Ensure road escort (if available) has no physical contact with students</p> <p>Provide hand sanitiser for any crossing escorts to regularly sanitise hands</p> <p>Provide hand washing facilities in the school when shift is completed</p> <p>Consider one-way walking systems, to minimise staff, students and parents from crossing paths in large groups and close proximity.</p>		<b>Low risk</b>	<ul style="list-style-type: none"> <li>If additional support is required from road traffic division contact David Rees at <a href="mailto:roadsafety@wirral.gov.uk">roadsafety@wirral.gov.uk</a></li> </ul>  <p>Restarting Schools June 2020 - Highways</p>
Increased fire risk due to doors being propped open to increase air circulation and reduce touching of doors and pushpads	Staff and pupils	<p>Review school fire risk assessment to reflect any changes that have been made.</p> <p>Before additional pupils are re-introduced, make sure that fire log book is up to date and all checks have been made, including the fire marshal inspection checklist.</p> <p>For cross corridor and key fire doors from higher risk areas such as staff rooms, consider using devices such as Dorguards where possible. The DfE has been made aware that some schools and trusts have been seeking advice on propping open of fire doors.</p> <p>Gov.uk has provided relevant guidance to the query of wedging open fire doors at the following</p>		<b>Low risk</b>	 <p>MF - Fire Risk Assessment Activity - Assessment Model &amp;</p>  <p>RA - Fire Risk</p>  <p>RA - Fire Risk Assessment Model &amp;</p> <p>Fire doors labelled and procedures in place for closing doors in the event of fire.</p>



<p>Changes to emergency fire procedures – uncertainty of staff and pupils due to working at different locations to normal and changes in evacuation routes.</p>		<p>link:  <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings#how-to-implement-protective-measures-in-an-education-setting-before-wider-opening-from-1-june">https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings#how-to-implement-protective-measures-in-an-education-setting-before-wider-opening-from-1-june</a>. The guidance states prop doors open only if they are not fire doors, and where it is safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation.</p> <p>If wedges are to be used, there must be a robust procedure to ensure that these are all removed in the event of the fire alarm sounding and at the end of every day.</p> <p>Communicate with staff any changes to emergency procedures that have been made and make sure that they have understood them. It is not a requirement to maintain 2 metres social distancing in the event of an emergency or unplanned sounding of the fire alarm, however it should be maintained at the muster point, if possible.</p> <p>Remind all staff of their responsibility not to increase the risk of fire in the workplace: by keeping combustible materials to the minimal, turning off</p>				
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		electrical equipment when not in use and at the end of the day.				
Risk of transmission through contact with school resources	Staff and pupils	<p>Limit the number of shared resources that are taken home by staff and pupils and limit the exchange of such resources.</p> <p>Teachers and staff should make sure they wash their hands and surfaces, before and after handling pupils' books.</p> <p>Consider online homework and marking where possible.</p> <p>EYFS pupils to have their own ball of play dough for the week which will be replaced weekly.</p> <p>Strict hand washing procedures for water and sand use. Water to be replaced in water trays daily.</p> <p>Shared resources such as Duplo, small world toys, Numicon, books and craft equipment to be cleaned weekly. Only children in bubble to use.</p>		<b>Low risk</b>		Evaluate use of equipment and resources on a regular basis.
Increased Risk of transmission in some curriculum areas	Staff and pupils	<p>On PE days ask that pupils come to school dressed in their PE Kit. This will prevent staff having to help younger children/SEN children when they are getting changed.</p>				<p>PE sessions to take place outdoors wherever possible to reduce transmission through heavy breathing. xx to take responsibility for cleaning equipment after it has been used by each bubble.</p>

		<p>Adapt music lessons so that recommended guidance is followed –see below</p> <ul style="list-style-type: none"> <li>• they are limiting the number of children singing or playing together as far as possible and ensuring that children attending are in small groups of no more than 15, with the same children each time wherever possible and at least one staff member</li> <li>• children are socially distanced (2 metres apart), are outside or in a well-ventilated room</li> <li>• they are not singing loudly</li> <li>• Back-to-back or side-to-side positioning (rather than face-to-face) is used whenever possible</li> </ul> <p>Computing lessons- ensure all equipment wiped with antibacterial wipes/spray before they are returned to the computer room for re-charging.</p>				<p>Infant schools do not use wind instruments.</p> <p>Cancel Hymn Practice and singing assembly until further notice.</p>
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Risk of transmission through first aid procedures	Staff and pupils	<p>Children, young people or learners who require first aid should continue to receive care in the same way . No additional PPE is needed because of coronavirus (COVID-19) for anyone who does not have coronavirus (COVID-19) symptoms</p> <p><a href="https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe#does-coronavirus-covid-19-mean-that-ppe-is-needed-for-administering-first-aid">https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe#does-coronavirus-covid-19-mean-that-ppe-is-needed-for-administering-first-aid</a></p> <p><b>After delivering any first aid</b></p> <ul style="list-style-type: none"> <li>• Ensure you safely discard disposable items and clean reusable ones thoroughly</li> <li>• Wash your hands thoroughly with soap and water or an alcohol-based hand sanitiser as soon as possible</li> </ul>				 <p>FINAL_VERSION 9 INFECTION CONTROL</p>
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<p>Inadequate assessment of transmission risk between SEND pupils and staff.</p>	<p>Staff and pupils</p>	<p>Young children and children with special educational needs may not be able to understand the need for social distancing and may also seek close interaction with their peers or adults to provide reassurance at a period of disruption to their routines.</p> <p>Suggest limiting the number of children in each group and reducing this to provide more space in each classroom or learning area.</p> <p>As far as possible, small groups of children should be supported by consistent staffing, and groups should remain as consistent as possible throughout the outbreak.</p> <p><a href="https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe#does-coronavirus-covid-19-mean-that-ppe-is-needed-for-administering-first-aid">https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe#does-coronavirus-covid-19-mean-that-ppe-is-needed-for-administering-first-aid</a></p> <p>If non-symptomatic children present behaviours which may increase the risk of droplet transmission</p>				<p>Cleaning of any special equipment needed for SEND pupils also needs to be included in the cleaning regime.</p> <p>Individual Risk assessments in place for SEN pupils. (SENDco).</p> <p>Break out spaces available for SEN pupils.</p>
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		<p>(such as biting, licking, kissing or spitting) or require care that cannot be provided without close hands-on contact, they should continue to receive care in the same way, including any existing routine use of PPE.</p> <p>In these circumstances, to reduce the risk of coronavirus (COVID-19) transmission, no additional PPE is necessary as these are non-symptomatic children in a non-healthcare setting and so the risk of viral transmission is very low. However, additional space and frequent cleaning of surfaces, objects and toys will be required. Cleaning arrangements should be increased in all settings, with a specific focus on surfaces which are touched a lot.</p> <p><a href="https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe#how-should-i-care-for-children-who-regularly-spit-or-require-physical-contact">https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe#how-should-i-care-for-children-who-regularly-spit-or-require-physical-contact</a></p> <p>The Whole School SEND consortium will be delivering some training and how-tos for mainstream school teachers (including free insets and webinars) on supporting pupils with SEND to return to their mainstream school after the long absence, and on</p>				
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		transition to other settings. Details of future training sessions are held on the <u>events page</u> of the SEND Gateway.				
Stress and mental health issues for staff	Staff and pupils	<p>Complete or update the schools stress work assessment to remind all staff of support available.</p> <p>Ensure 1 to 1 strategic and wellbeing meetings are held with all staff. Make time for all staff to talk to senior leaders about their personal situation:</p> <ul style="list-style-type: none"> <li>• Thoughts on returning, fears, concerns about returning,</li> <li>• what will be easy to accomplish, what will be hard,</li> <li>• fatigue (Staff have continued to work),</li> <li>• changes in circumstance, retirement, pregnancy, bereavement.</li> <li>• additional worries about members of their family and friends.</li> <li>• Remind them of any internal support plan/system that is in place</li> </ul> <p>Address / discuss ability to return to work.</p>				Support should be available for staff from Occupational Health supplier – if purchasing the OH SLA then staff can contact the EAP.
Inadequate building management and routine inspections.	Staff and pupils	<p>All routine inspections should be completed for any school that may have been closed/ partially closed to students.</p> <p>Any routine or annual checks should be carried out in their usual time frames. Any contractors that have been expected but not attend - due to school closures should be arranged to attend if required.</p>		<b>Low risk</b>		<p>xx has completed checks on all areas of the school building including the Annexe ( August 2020).</p> <p>Scheduled work has taken place over the holidays- replacement of</p>

		Social distancing and hand hygiene should be observed by all contactors. Contact your asset management provider where assistance is required.				guttering/tree management.
Restraining students.	Staff and pupils.	<p>For students that have individual risk assessments, and it is identified that restraint is required PPE would only be indicated in the circumstances indicated previously, i.e. if a pupil has suspected/confirmed coronavirus; or if they normally require the use of PPE for their care.</p> <p>In special school setting, PPE would only be indicated in the circumstances indicated previously, i.e. if a pupil has suspected/confirmed coronavirus; or if they normally require the use of PPE for their care. Individual risk assessments for each student will identify if it is safe for them to return to the school setting at this time.</p> <p>Where possible limit the number of students to teacher ratios to minimise disruption to other students.</p> <p>Consider bubble sizes and if they can be reduced for those bubbles containing a child that requires restraint.</p> <p>Individual assessment needs to be made for pupils who have known behaviours that would pose risk, such as spitting and biting where social distancing is not possible. Provision of PPE should be considered on a case by case basis.</p>		<b>Medium risk</b>		<p>Only one pupil in school that we are aware of that may find the transition into school difficult. This pupil will be supported with adapting to the routine of returning to school by Learning Mentor and SENDco.</p> <p>Individual risk assessments for SEN pupils will be reviewed.</p>



Dispensing medicines to children.	Students and staff.	<p>Consider placing children of the same year group requiring medication into the same “Bubble” where possible to enable trained staff to administer medications to those groups.</p> <p>Consider planning to train more staff in medicine administration to cover for any absence of trained staff.</p>		<b>Low risk</b>		<p>Management of administering medicines will be reviewed on a case by case basis. Careful consideration will be given as to who can administer the medicines when information about the time and frequency received from parent/carer.</p>
Vulnerable groups	Staff and students.	<p>Staff and pupils who are identified as clinically extremely vulnerable may be at high risk of serious illness if they catch coronavirus (COVID-19). They are strongly advised to stay at home as much as possible and keep interactions outside to a minimum. The government is currently advising people to shield until 31 July and is regularly monitoring this position. A clinical discussion with paediatric specialist or GP will be needed before any child or young person is removed from the shielded patient list. Health services will be in touch with children and their families over the summer, ahead of the new school term, to discuss what the new evidence means for them personally in the longer term.</p> <p><a href="https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19">https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19</a></p>				<p>The attached Q&amp;A From HR may assist in supporting schools with those returning to work from Vulnerable groups. This document is dated 3<sup>rd</sup> July 2020 and updates will be published regularly. To ensure you are using the most up to date Q&amp;A These will be sent out via Sam Jenkins at each update.</p> <p> HR related FAQs 3 July 2020 (1).docx</p>


		<p>vulnerable-persons-from-covid-19</p> <p>Any employee within the shielding or vulnerable categories should follow the guidance</p> <p><a href="https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19">https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19</a></p> <p>For staff members or pupils who may be vulnerable to covid for other reasons, eg people from the BAME community, Individual risk assessments should be used. This assessment attached can be used to support or schools can use their own individual assessment if preferred so long as the controls required are considered and implemented so far as is reasonably practicable.</p> <p></p> <p>Covid 19 staff risk assessment tool 0207</p> <p>If the staff member can work for home this should be considered to minimise risk where practical. If this is not practical the following considerations should be made.</p> <p>Strict social distancing should be observed</p>				
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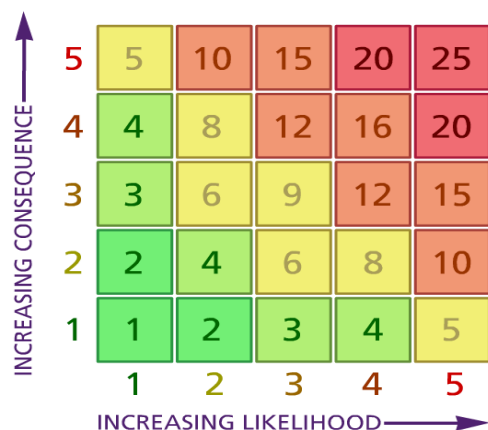
		<p>Consider amending job role to enable the employee to maintain social distancing more easily</p> <p>Consider access to rest areas, toilets etc to minimise contact with others where possible</p> <p>Consider if the role can be done at different times when there are less or no children on the premises.</p> <p>Consider the working location. Can the employee be placed in a different office or area that is allocated just to them?</p> <p>Ensure cleaning and sanitation plans are in place to ensure shared areas are kept clean.</p>				
Visitors to schools such as speech and language therapy	Visitors staff and students.	<p>Social distancing and hand hygiene should be observed by all visitors.</p> <p>Consider the environment used for these services – ensure social distancing be adhered to in line with current guidance</p> <p>Where group sessions are requested bubbles should not be broken and only children from the same bubble should attend sessions if at all possible.</p> <p>Provision of hand washing supplies such as hand wash, sanitiser etc is available and regularly monitored to ensure supplies are always available.</p> <p>Ensure all visitors sign in and are encouraged to wash</p>		<b>Medium Risk</b>		<p>All requests for visits to school will be risk assessed on a case by case basis and risk assessed appropriately.</p>

		<p>or sanitise hands upon entering the building.</p> <p>Consider reciting all covid-19 safety measures such as hand hygiene and social distancing to the visitor as soon as they arrive at the premises.</p> <p>Consider ensuring that all visitors make an appointment prior to visiting the school</p> <p>Consider asking the visitor to call the school on arrival and asking the visitor if they have any of the symptoms related to Covid-19. If so they should not be permitted into the school.</p> <p>If the school has a control for face coverings to be worn this should be communicated to the visitor prior to the visit.</p> <p>Consider asking visitors to bring only resources that are absolutely necessary for the purposes of the visit.</p> <p>Consider if an area can be set up to include a Perspex screen that can be used to segregate the visitor from children requiring any one to one therapy or service.</p>				
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Out Of School Club operation- Children mixing from different schools and bubbles.	Staff and pupils	<p>Review the number of pupils requiring before and after school provision.</p> <p>Allocate children into bubbles of no more than 15 children. These bubbles to remain consistent.</p> <p>Operate Infant and Junior Bubbles.</p> <p>Identify ways to manage drop off and collection to minimise OOSC staff contact with parents/carers.</p> <p>Cleaning procedures as described above to be followed.</p>		<b>Medium risk</b>		<p>OOSC staff currently on Furlough.</p> <p>In September identify number of pupils requiring places. This will determine the number of staff needed and building/space requirements that will be needed. Children can then be placed in bubbles.</p> <p>Multiple groups of 15 plus staff can use the same shared space, if that is necessary, with distancing between the groups</p> <p>Use of resources etc can be considered with OOSC Manager.</p> <p>Management of food provision can be discussed and risk minimised.</p> <p>Risk assess fully OOSC procedures.</p>
Contingency planning for outbreaks		<p><u>Familiarise yourself with public health guidance on what to do if a member of staff or pupil informs you that they have tested positive (or the test is inconclusive).</u></p> <ol style="list-style-type: none"> <li>1. Confirm that the individual must isolate for 10 days from symptom onset. After that, they can return to school if they feel better and as long as they have not had a fever without medication for 48 hours.</li> <li>2. <u>If the individual (pupil or teacher) has been in attendance</u></li> </ol>				

		<p><u>at the school in the period of 48 hours prior to symptom onset, the rest of their class ONLY should be sent home and advised to self-isolate for 14 days (and to book a test immediately if they develop symptoms).</u> Household members of the wider class do not need to self-isolate unless the pupil/staff member they live with develops symptoms.</p> <p>3. Individuals testing positive will be contacted by the NHS Test and Trace team who will identify and communicate with any other contacts who need to take action.</p> <p>4. After confirmation of a positive test, the school should arrange for cleaning of the setting as per <u>guidance for cleaning non-healthcare settings</u></p> <p><u>If more than ONE person tests positive, a suspected outbreak should be reported through the Wirral Outbreak Hub, who will advise you on the most appropriate action to take. This will very rarely involve closure of an entire school.</u></p> <p>For individuals or groups of self-isolating pupils, remote education plans should be in place. These should meet the same expectations as those for any pupils who cannot yet attend school at all due to coronavirus (COVID-19). (see section on <u>remote education support</u>)</p> <p>DFE will provide more information on this in due course.</p> <p>More information can be found at section 5, planning for outbreaks within the guidance here:  <a href="https://www.gov.uk/government/publications/actions-for-">https://www.gov.uk/government/publications/actions-for-</a> </p>				
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		<a href="#">schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools</a>   ACTIONS TO TAKE FOR SCHOOLS update				
Legionella Risk		<p>Employers have a duty to protect people by identifying and controlling risks associated with legionella.</p> <p>If your building was closed or has reduced occupancy during the coronavirus (COVID-19) outbreak, water system stagnation can occur due to lack of use, increasing the risks of Legionnaires' disease.</p> <p>You should review your <u>risk assessment</u> and manage the legionella risks when you:</p> <ul style="list-style-type: none"> <li>• reinstate a water system or start using it again</li> <li>• restart some types of <u>air conditioning units</u></li> </ul> <p><u>See guidance below:</u>  <a href="https://www.hse.gov.uk/coronavirus/legionella-risks-during-coronavirus-outbreak.htm">https://www.hse.gov.uk/coronavirus/legionella-risks-during-coronavirus-outbreak.htm</a></p>		<b>Low risk</b>		School building has remained open and checks have been made.



Risk Rating	Action Required
17 - 25	Unacceptable – stop activity and make immediate improvements
10 – 16	Tolerable – but look to improve within specified timescale
5 – 9	Adequate – but look to improve at review
1 – 4	Acceptable – no further action but ensure controls are maintained

#### Likelihood:

5 – Very likely  
4 – Likely  
3 – Fairly likely  
2 – Unlikely  
1 – Very unlikely

#### Consequence:

5 – Catastrophic  
4 – Major  
3 – Moderate  
2 – Minor  
1 – Insignificant

- (1) List hazards ***something with the potential to cause harm*** here
- (2) List groups of people who are especially at risk from the significant hazards which you have identified
- (3) List existing controls here or note where the information may be found. Then try to quantify the level of risk ***the likelihood of harm arising*** that remains when the existing controls are in place based on the number of persons affected, how often they are exposed to the hazard and the severity of any consequence. Use this column to list the controls that you might take and develop all or some of that list into a workable action plan. Have regard for the level of risk, the cost of any action and the benefit you expect to gain. Agree the action plan with your team leader and make a note of it overleaf. If it is agreed that no further action is to be taken this too should be noted.



	Additional Controls Required	Action to be Taken	By Whom	Target Completion Date	Task Completed (Signed & Dated)
1					

**Please use this space to identify issues for which you may require council support:**

## Key contacts

	Link/Lead for schools
<b>Risk Assessment/Health and Safety</b>	Lorraine Adamson ( <a href="mailto:Lorraineadamson@wirral.gov.uk">Lorraineadamson@wirral.gov.uk</a> )
<b>PPE</b>	Anna Jones ( <a href="mailto:annajones@wirral.gov.uk">annajones@wirral.gov.uk</a> )
<b>Workforce implications</b>	Sue Blevins ( <a href="mailto:sueblevins@wirral.gov.uk">sueblevins@wirral.gov.uk</a> )
<b>Public Health/Infection Control considerations and guidance</b>	Jane Harvey ( <a href="mailto:janeharvey@wirral.gov.uk">janeharvey@wirral.gov.uk</a> )
<b>Asset Management considerations (buildings)</b>	Mike Woosey ( <a href="mailto:Mikewoosey@wirral.gov.uk">Mikewoosey@wirral.gov.uk</a> )
<b>Road Safety</b>	<a href="mailto:roadsafety@wirral.gov.uk">roadsafety@wirral.gov.uk</a>
<b>Communications Plan (workforce/Public)</b>	Sam Jenkins ( <a href="mailto:samjenkins@wirral.gov.uk">samjenkins@wirral.gov.uk</a> )
<b>Emotional support for pupils</b>	Health and schools Team