

Full Re-Opening of Workington Academy from Autumn 2020 – Coronavirus (Covid-19) Pandemic Risk Assessment V7

Activity:	Full Re-Opening of Workington Academy from Autumn 2020 during Coronavirus (Covid-19) Pandemic			Location:	Workington Academy
Assessor:	D Bird	Ref No.:	7	Distribution:	All staff and all parents
Date:	9 November 2020	Proposed Review Date:	3 December 2020	Signed:	D Bird
All pupils, in all year groups should return to school full-time from the beginning of the autumn term 2020. The Actions for schools during the coronavirus outbreak from the start of the autumn term is intended to support schools, both mainstream and alternative provision. The guidance also covers expectations for children with SEND, including those with education, health and care plans, in mainstream schools.					

PART 1 – STAFF AND PUPIL MANAGEMENT ISSUES TO SUPPORT RE-OPENING OF THE SCHOOL/SETTING

Hazard	Risk	Individuals at risk	Risk Rating	Control Measures What are we doing now?	Notes/Additional Control Measures What more do we need to	Residual Risk
Contact with individuals who are unwell	Serious respiratory illness, death	All building users, including visitors/ parents, contractors/ maintenance personnel	High	☐ Ensure that pupils, staff and other adults do not come into school if they have coronavirus (COVID-19) symptoms (a new continual cough, a temperature in excess of 37.8°C or a loss of, or change in their normal sense of taste or smell (anosmia)) or have tested positive in the last 10 days, and ensure anyone developing those symptoms during the school day is sent home (Stay at home guidance for households with possible Covid-19 infection). ☐ If anyone in the school becomes unwell with coronavirus symptoms, they must be sent home and advised to follow the above Stay at home guidance , which sets out that they must self-isolate for at least 10 days and should arrange to have a test . Other members of their household (including any siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms. ☐ If the child/staff member or a member of their support bubble is contacted as part of the NHS Test and Trace programme , the individual contacted should stay at home. If the individual becomes symptomatic, everyone in the support bubble should then isolate. ☐ If a child is awaiting collection, they will be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age and needs of the child, with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, we will 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 will be cleaned and disinfected using standard cleaning products before use by anyone else.	Ensure all staff and parents are made aware. 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). Essential workers, which includes anyone involved in education or childcare, have priority access to testing. Students will be moved to the student services interview room, and directed to use the toilet facilities in this area.	Medium

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				☐ If a child needs direct personal care until they can return home, a fluid-resistant surgical face mask will be worn by the supervising adult if a distance of 2m cannot be maintained. If contact with the child is necessary, then disposable gloves and a disposable apron will also be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, e.g. from coughing, spitting, or vomiting, then eye protection will also be worn. Refer to safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE) ☐ Anyone who has 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 tests positive or they have been requested to do so by NHS Test & Trace. ☐ 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. Refer to COVID-19: cleaning of non-healthcare settings guidance outside the home . ☐ If a child starts displaying coronavirus symptoms while at their school or setting they must, wherever possible, be collected by a member of their family or household. In exceptional circumstances, where this is not possible, and the setting needs to take responsibility for transporting them home we will do one of the following: - the driver and passenger should maintain a distance of 2m from each other; - the driver should use PPE, and the passenger should wear a face mask if they are old enough and able to do so.	Gloves, aprons and surgical face masks are available in the reception/student services area. Masks are liquid proof. Daily cleaning team will be directed to student services when required. Anyone with coronavirus (COVID-19) symptoms should not visit the GP, pharmacy, urgent care centre or a hospital.	

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Poor response to an infection	Infection spread leading to serious respiratory illness, death	All building users, including visitors/ parents, contractors/ maintenance personnel	High	☐ We will ensure all staff and parents understand the NHS Test and Trace process. We will ensure that staff and parents/carers understand that they will need to be ready and willing to: - book a test if they or their child are displaying symptoms (or order via Tel No. 119). Staff and pupils must not come into the school if they have symptoms and must be sent home to self-isolate if they develop them in school. All children can be tested, including children under 5, but children aged 11 and under will need to be helped by their parents/carers if using a home testing kit; - provide details of anyone they or their child have been in close contact with if they were to test positive for coronavirus (Covid-19) or if asked by NHS Test & Trace/Public Health; - self-isolate if they have been in close contact with someone who develops coronavirus (Covid-19) symptoms or if anyone in their household develops symptoms of coronavirus (Covid-19). ☐ Home test kits – see below. ☐ We will ask parents and staff to inform us immediately of the results of a test and follow this guidance: - if a child or member of staff tests negative, then they should stay at home until they are recovered as usual from their illness but can safely return thereafter. Other members of their household can stop self-isolating. The only exception to return following a negative test result is where an individual is separately identified as a close contact of a confirmed case, when they will need to self-isolate for 14 days from the date of that contact. - if a child or member of staff tests positive, they should follow the 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection' and must continue to self-isolate for at least 10 days from the onset of their symptoms and then return to school only if they do not have a temperature (a cough or anosmia can last for several weeks once the infection has gone). The 10-day period starts from the day when they first became ill. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal. Other members of their household should continue self-isolating for the full 14 days. - If a child or member of staff is not experiencing symptoms but has tested positive for Covid-19, they must self-isolate for at least 10 days, starting from the day the test was taken. If symptoms develop during this isolation period, then they must restart the 10 day isolation from the day symptoms developed. Others in the household must self-isolate for 14 days from the date of the positive test.	Cumbrian Schools: Telephone the Cumbria Covid-19 Call Centre if we have a positive case of coronavirus in school (staff or pupils). Do NOT give this Tel No. to parents/non-staff. Any queries about a suspected case to be emailed to: EducationIPC@cumbria.gov.uk (inbox monitored by CCC Public Health team Monday to Friday). Refer also to CCC Public Health COVID-19 flowchart for suspected or confirmed cases in schools From 02/10/20 Schools in south Cumbria (Barrow & South Lakeland district council areas) are no longer able to access COVID-19 testing for staff or pupils via local (Pillar 1) NHS testing facilities. Tests can now only be booked via book a test or Tel: 119 (however – see 'Home Test Kits' below). Non Cumbrian Schools/any school: Contact the DfE Helpline: 0800 046 8687 & select Option 1 for advice on the action to take in response to a positive case. If, following triage, further expert advice is required the adviser will escalate the school's call to the local health protection team who will provide definitive advice on who must be sent home. <i>(Although available to any school, Cumbrian schools should call the Cumbria Call Centre [as above] initially, not the DfE)</i> Report confirmed cases of COVID-19 through the online attendance form daily return and also continue to inform the LA of any confirmed cases (How to complete the educational setting status form). If any individual with symptoms is believed to have contracted the Covid-19 virus 'whilst at work', the relevant information must be reported to the HSE under RIDDOR legislation.	Medium

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				☐ At this stage, all those who have been in close contact with the pupil or member of staff in their group or bubble will be asked to self-isolate for 14 days. ☐ If a further child who is self-isolating develops symptoms, they should be tested for Covid-19. If this result is positive, they will begin the 10 day isolation from the day they became ill. All those in the second child's household will need to self-isolate for 14 days from the onset of the symptoms. If the result is negative, the second child will continue with their 14 day isolation period as a result of being in contact with the first child. For further information see page 5. ☐ In the majority of cases, school and parents will be in agreement that a child with symptoms should not attend school, given the potential risk to others. In the event that a parent or guardian insists on a child attending school, school can take the decision to refuse the child if in our reasonable judgement it is necessary to protect our pupils and staff from possible infection with Covid-19). Any such decision will be carefully considered in light of all the circumstances and the current public health advice. Home Test Kits ☐ All schools have been provided with a small number of home testing kits (Tel: 119 if these have not arrived). Kits are suitable for people of all ages. Kits should not be given directly to children - only to adults over the age of 18 or a child's parent or carer. Parents and carers will be required to administer the test to those under 11. ☐ Full instructions on how to administer the test and what to do next are provided within each kit. Schools will not be expected to administer testing, and testing should not take place on site (with the exception of residential settings). ☐ As with students, we may consider offering kits to members of staff who become symptomatic on site if we do not think that they will be able to access testing by the usual routes. ☐ In addition, if a symptomatic staff member, who is currently self-isolating, cannot access testing quickly, we can consider offering them a test kit in order to allow them to return to work as quickly as possible if they test negative and have not been in close contact with a confirmed case. This approach should not be used for students, only for symptomatic staff members who are vital to the running of our educational setting. ☐ Staff who develop symptoms should not enter the premises of their place of work under any circumstances, even to collect a test kit. Nor should they come into close physical contact (within 2m) with anyone outside their household.	In the sad event of the death of a worker in children's services from coronavirus (COVID-19) follow: Actions for employers and providers following a coronavirus (COVID-19) related death of a carer or colleague across children's services Cumbrian Schools: Identifying siblings in other schools - As bubbles close, and members of the same family are affected, albeit attending different schools, this can pose a challenge for Head teachers where intelligence about incidents in siblings' schools are not known about. To that end, the LA will share a summary of schools affected through our CASH or PHA representative, so we can have access to the most recent, live data in relation to incidents locally. Refer to Home test kits for schools. We can Order additional home test kits online 21 days after we receive a delivery confirmation email telling us that our previous supply of test kits has been sent. Kits will be supplied in boxes of 10, with one box provided per 1,000 pupils.	

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				☐ We have discretion over how we deliver kits to symptomatic staff members, as long as this is done safely with due regard for the transmission risk. The symptomatic staff member, and all members of their household, must stay at least 2m away from other individuals at all times; e.g. - post the kit to the symptomatic staff member; - ask another member of staff to drop the kit through the letterbox of the symptomatic staff member's home address; - (for symptomatic staff with vehicle access) ask another member of staff to leave the test kit a safe distance from the symptomatic colleague's vehicle at an agreed time and location. That staff member should then withdraw to a safe distance (at least 2m away) whilst the symptomatic staff member exits their vehicle and retrieves the test kit. NHS Test and Trace App ☐ The national NHS Test and Trace App is now available. All staff/volunteers and students aged 16 and over will be encouraged to download the app to their smartphones (available on the Google Play Store and Apple App Store). ☐ The app will be used alongside traditional contact tracing to notify users if they come into contact with someone who later tests positive for coronavirus. ☐ The app complements, rather than replaces, existing processes. ☐ Refer also to 'Lettings' below.	Our approach to this app can be found in the Covid-19 Addendum to the Online Safety Policy. This addendum makes clear that use of the NHS Covid-19 app is a limited exception to our normal policy on mobile phones being off and Bluetooth being disabled. Further guidance can be found in Use of the NHS COVID-19 app in schools and FE colleges	
There is a confirmed case of coronavirus amongst the school community	Infection spread leading to serious respiratory illness, death	All building users, including visitors/ parents, contractors/ maintenance personnel	High	☐ We will take swift action when we become aware that someone who has attended has tested positive for coronavirus (COVID-19). We will contact the local health protection team. This team will also contact us directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school – as identified by NHS Test and Trace. ☐ The health protection team will carry out a rapid risk assessment to confirm who has been in close contact with the person during the period that they were infectious, and ensure they are asked to self-isolate. ☐ The health protection team will work with us in this situation to guide us through the actions we need to take. Based on the advice from the health protection team, we must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 14 days since they were last in close contact with that person when they were infectious. Close contact means:		Medium

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				- direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin); - proximity contacts - extended close contact (within 1 to 2m for more than 15 minutes) with an infected individual; - travelling in a small vehicle, like a car, with an infected person. ☐ The health protection team will provide definitive advice on who must be sent home. To support them, we will keep a record of pupils and staff in each group. ☐ A template letter will be provided to us, on the advice of the health protection team, to send to parents and staff if needed. We will not share the names or details of people with coronavirus (Covid-19) with anyone except the public health authority for public health reasons e.g. to trace contacts and protect against the serious threat to public health. ☐ Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within their 14-day isolation period they should follow ‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’. They should get a test, and: - if the test delivers a negative result, they must remain in isolation for the remainder of the 14-day isolation period. This is because they could still develop the coronavirus (COVID-19) within the remaining days. - if the test result is positive, they should inform school immediately, and must isolate for at least 10 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 14-day isolation period). Their household should self-isolate for at least 14 days from when the symptomatic person first had symptoms, following ‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’ ☐ We will not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation.	SIMS used as records for students/staff contact. Students will be in year group bubbles at social times. All routes in school are set and agreed.	
Poor containment of an outbreak by not following	Infection spread leading to serious respiratory illness, death	All building users, visitors/ parents,	High	☐ If we have 2 or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, we may have an outbreak, and will continue to work with the local health protection team who will advise if additional action is required.		Medium

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local health protection team advice		contractors/ maintenance personnel		☐ In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure – perhaps the whole site or year group. If we implement the controls from this risk assessment, whole school closure based on cases within the school will not generally be necessary and should not be considered except on the advice of health protection teams. ☐ In consultation with the local Director of Public Health, where an outbreak in our school is confirmed, a mobile testing unit may be dispatched to test others who may have been in contact with the person who has tested positive. Testing will first focus on the person's class, followed by their year group, then the whole school if necessary, in line with routine public health outbreak control practice.		
Clinically vulnerable or extremely clinically vulnerable persons returning to school	Serious respiratory illness, death	Clinically vulnerable & extremely clinically vulnerable staff and pupils	High	Pupils who are shielding or self-isolating There will be far fewer children advised to shield and majority of pupils will be able to return to school. However: ☐ A small number of pupils will still be unable to attend in line with public health advice as they are self-isolating and have had symptoms or a positive test result themselves; or because they are a close contact of someone who has coronavirus (Covid-19); ☐ In the future, the government will only reintroduce formal shielding advice in the very worst affected local areas and for a limited period of time. This will only apply to some, but not all, the very highest alert level areas, and will be based on advice from the Chief Medical Officer. The government will write to families separately to inform them if they are advised to shield and not attend an education setting; ☐ Some pupils no longer required to shield but who generally remain under the care of a specialist health professional may need to discuss their care with their health professional before returning to school in September (usually at their next planned clinical appointment). ☐ Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, we will be able to immediately offer them access to remote education and we will monitor engagement with this activity. Immunisation ☐ As normal, we will engage with our local immunisation providers to provide immunisation programmes on site, ensuring these will be delivered in keeping with the school's control measures. School workforce ☐ Shielding measures were paused from 01/08/20, with the exception of areas where local lockdown means that shielding will continue. It is	Shielding advice for all adults and children will pause on 01/08/20, subject to a continued decline in the rates of community transmission of coronavirus (COVID-19). This means that even the small number of pupils who will remain on the shielded patient list can also return to school, as can those who have family members who are shielding. Refer to current advice on shielding Firefly and Teams will be used to deliver on line learning as appropriate. Where children do not attend school as parents are following clinical &/or public health advice (self-isolating, quarantine or the clinically extremely vulnerable during a future local lockdown), absence will not be penalised (record as Code 'X') – see Recording attendance in relation to Covid-19. We will provide equipment for people to work at home safely and effectively, for example, remote access to SIMS.	Medium

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				therefore appropriate for teachers and other school staff to return to school and we expect that staff who need to will attend school. ☐ Employers have now been given more discretion about where staff work. Most school-based roles are not ideally suited to home working and schools may expect most staff to return to work in settings. Some roles, such as some administrative roles, may be conducive to home working, and school leaders will consider what is feasible and appropriate. ☐ We will explain to staff the measures the school is putting in place to reduce risks. We anticipate adherence to the measures in this Risk Assessment will provide the necessary reassurance for staff to return to schools. ☐ We will discuss any concerns individuals including those who may be clinically vulnerable, clinically extremely vulnerable or at increased comparative risk from coronavirus, may have around their particular circumstances, reassure staff about the protective measures in place and carry out a specific Individual Risk Assessment with them. Staff who are extremely clinically vulnerable ☐ On 13/10/20, new guidance on protecting the clinically extremely vulnerable was published. This is less restrictive than previous shielding guidance and includes advice at each local COVID alert level. The guidance also contains shielding advice that will now only apply in the worst affected areas and for a limited period of time. ☐ If an area is at local COVID alert level medium, high or very high, and clinically extremely vulnerable staff are unable to work from home, they should still attend the setting as the workplace should be COVID secure, where the system of controls outlined in Full Opening: Schools and this Risk Assessment is implemented. ☐ In all respects, the clinically extremely vulnerable should now follow the same guidance as the clinically vulnerable population (see below), taking particular care to practise frequent, thorough hand washing, and cleaning of frequently touched areas in their home and/or workspace. ☐ People who live with those who are clinically extremely vulnerable can attend the workplace unless advised otherwise by an individual letter from the NHS or a specialist doctor. ☐ The government may advise more restrictive formal shielding measures for the clinically extremely vulnerable, in the very highest alert areas, based on advice from the Chief Medical Officer. In this situation, the government will write to individuals to inform them if they are advised to follow formal shielding and not attend the workplace.	Refer to COVID-19: review of disparities in risks and outcomes report and Schools and COVID-19: guidance for Black, Asian and minority ethnic (BAME) staff and their employers in school settings	

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				Staff who are clinically vulnerable ☐ Clinically vulnerable staff can return to school in September. While in school they should follow the specific measures in this Risk Assessment to minimise the risks of transmission. ☐ This includes taking particular care to observe good hand and respiratory hygiene, minimising contact and maintaining social distancing. This provides that ideally, adults should maintain 2m distance from others, and where this is not possible avoid close face to face contact and minimise time spent within 1 metre of others. While the risk of transmission between young children and adults is likely to be low, adults should continue to take care to socially distance from other adults including older children/adolescents. ☐ People who live with those who are clinically vulnerable can attend school unless advised otherwise by an individual letter from the NHS or a specialist doctor. Staff who are pregnant ☐ Pregnant women are in the 'clinically vulnerable' category, and are advised to follow the above advice, which applies to all staff in schools. ☐ We will conduct a risk assessment for new and expectant mothers in line with the Management of Health and Safety at Work Regulations 1999 (MHSW). Any new risks identified as a result of Covid-19 must be included and managed as part of the general workplace risk assessment. ☐ The Royal College of Obstetrics and Gynaecology (RCOG) guidance includes advice for women from 28 weeks gestation or with underlying health conditions who may be at greater risk. We will follow this advice and continue to monitor for future updates to it. ☐ All pregnant women will be advised take particular care to practise frequent, thorough hand washing, and cleaning of frequently touched areas in their home or workspace. Staff who may otherwise be at increased risk from coronavirus ☐ Those with particular characteristics such as those from the Black, Asian, Ethnic Minority community (BAME) who may be at comparatively increased risk from coronavirus (Covid-19) can return to school in September as long as the system of controls set out in Full Opening: Schools and this Risk Assessment are in place. ☐ People who live with those who have comparatively increased risk from coronavirus (Covid-19) can attend school.		
Inadequate hand and respiratory	Infection spread leading to serious	All building users,	High	☐ Everyone will be reminded to wash their hands before leaving home, on arrival at school, on return from breaks, when they change rooms	Ensure all attending understand how to wash hands correctly - Posters around the	Medium

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hygiene leading to spread of Covid-19 virus	respiratory illness, death	visitors/ parents, contractors/ maintenance personnel		and before and after, eating/drinking, using the toilet, sports activities, using public transport and after coughing or sneezing and not to touch face (eyes, mouth, nose) with hands that are not clean. ☐ Ensure suitable hand washing facilities are available including running water, liquid soap and paper towels or hand driers. ☐ Wash with liquid soap & water for a minimum of 20 seconds (see hand wash guidance). Alcohol based hand cleansers/gels (containing at least 60% alcohol) can be used if soap and water are not available. Hand towels are available and hand driers will out of use. ☐ Students with complex needs will continue to be helped to clean their hands properly. Skin friendly skin cleaning wipes can be used as an alternative. ☐ Hands must be dried properly to prevent infection and drying out. Pat dry rather than rub to avoid discomfort. ☐ Hand dryers are not to be used and all toilets/hand washing areas will have stocks of paper towels. ☐ Where in place, toilet lids should be closed prior to flushing and remain closed after use. Where not in place, staff and children will be instructed to move away from the toilet as soon as it has been flushed, more frequent cleaning of the toilets and most importantly, ensuring that strict hand hygiene measures are observed following every visit to the toilet. ☐ Year group bubbles will be allocated their own toilet block, at social times the ground floor toilets can be used by all students and will be cleaned regularly to reduce risk of transmission. ☐ The 'catch it, bin it, kill it' approach will continue. Everyone will be reminded to sneeze into a tissue or sleeve NEVER into hands and to wash hands immediately after (as above). 'Catch it, bin it, kill it' posters to be displayed in relevant areas. ☐ Used tissues will be put in a bin immediately. ☐ Some pupils with complex needs may struggle to maintain as good hygiene as their peers. This will be considered in risk assessments in order to support these pupils and the staff working with them. ☐ Where it is necessary for first aid to be administered in close proximity, treating any casualty properly should be the first concern. Those administering it should pay particular attention to sanitation measures immediately afterwards, including washing hands.	school as appropriate. All classrooms and communal areas will have alcohol-based hand cleaners alongside the extensive hand washing facilities available in the Academy. Ensure all sinks have necessary stock & restock as necessary. HSE have issued guidance on Choosing the right hand sanitisers and surface disinfectants We will build these routines into school culture, supported by behaviour expectations. Additional waste bins will also be required in toilet areas where paper towels can be disposed of safely. We will ensure there are enough tissues and bins available in school to support pupils and staff to follow this routine	
Inadequate personal protection & PPE & spread of Covid-19 virus	Infection spread leading to serious respiratory illness, death	All building users (particularly those staff performing	High	☐ Determine what PPE will be required and in what quantities – ensure adequate PPE ordered as necessary in advance of setting re-opening and where necessary, supplies maintained. ☐ Face Covering - While the government is not recommending face coverings are necessary, schools have the discretion to require staff and children in Year 7 and above to wear face coverings in communal	Ensure adequate bins (lidded and foot operated where possible) and tissues are made available. Ensure school has a stock of rubber gloves and if needed, disposable gloves/aprons/facemasks.	Medium

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		personal and intimate care)		areas where social distancing cannot be safely managed if they believe that is right in their particular circumstances. From Thursday 17 September all staff and students will be required to wear face coverings at the following times: When entering and leaving school. When transitioning from one classroom to another. When moving to and from break and lunchtimes. ☐ It is vital that that face coverings are worn correctly so clear instructions will be provided to staff, children and young people on how to put on, remove, store and dispose of face coverings (Face coverings: when to wear one and how to make your own) in all of the circumstances above, to avoid inadvertently increasing the risks of transmission. - Safe wearing of face coverings requires cleaning of hands before and after touching – including to remove or put them on – and the safe storage of them in individual, sealable plastic bags between use. - Where a face covering becomes damp, it should not be worn and the face covering should be replaced carefully. ☐ Staff and children should have access to their own face coverings, however, where anybody is struggling to access a face covering, or where they are unable to use their face covering due to having forgotten it or it having become soiled or unsafe, we will take steps to have a small contingency supply available to meet such needs. ☐ No-one should be excluded from education on the grounds that they are not wearing a face covering. ☐ When PPE is used, it is essential that it is used properly. This includes scrupulous hand hygiene and following guidance on how to put PPE on and take it off safely in order to reduce self-contamination. ☐ Removal, cleaning and disposal – as in the cleaning section above. ☐ Where staff are performing intimate care procedures and/or nappy changing, the normal procedures and usual PPE will be used – disposable apron and disposable gloves. If a child shows symptoms of COVID-19 they must not attend the school and stay at home. ☐ When changing children, and where the child can understand, ask the child to turn their head to the side during the changing process. A displayed poster which the children can describe may assist with this. ☐ For further information on the use of PPE for supervising a child who has become unwell see section on 'Contact with individuals who are unwell' - page 2 above. ☐ Staff dealing with children with complex medical needs have an increased risk of transmission through aerosols being transferred from	Signage as appropriate. Facemasks available to purchase from year group teams. Visors available on request. Refer to HSE Face Fit Testing Guidance Refer to: Face coverings in Education Some individuals are exempt from wearing face coverings (Face coverings: when to wear one and how to make your own) e.g. people who cannot put on, wear or remove a face covering because of a physical or mental illness or impairment, or disability, or if you are speaking to or providing assistance to someone who relies on lip reading, clear sound or facial expression to communicate. The same exemptions will apply in education settings, and we would expect teachers and other staff to be sensitive to those needs. In the event of new local restrictions being imposed, we will communicate quickly and	

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				the child to the care giver. Staff performing tracheostomy care and other similar procedures will follow the PHE guidance personal protective equipment (PPE) guidance on aerosol generating procedures, and wear the correct PPE which is: - a FFP2/3 respirator (which must be fit-tested) - gloves - a long-sleeved fluid repellent gown - eye protection ☐ In line with Coronavirus Covid-19 safer travel guidance for passengers it is mandatory to wear a face covering if you need to use public transport or when attending a hospital as a visitor or outpatient.	clearly to staff, parents, pupils and learners that the new arrangements require the use of face coverings in certain circumstances. Ensure there is a small supply of face coverings available in school Also mandatory to wear face coverings in enclosed public spaces such as indoor transport hubs, taxis & private hire vehicles, shops, banks, takeaways, premises providing hospitality (bars, pubs, restaurants, cafes), except when seated at a table to eat or drink, places of worship, cinemas, theatres, galleries, concert halls, aquariums/indoor zoos/visitor farms, other indoor tourist, heritage or cultural sites, public areas in hotels/hostels, libraries, youth centres, social clubs, indoor entertainment venues, adventure activities e.g. laser quest, go-karting, etc.) (list not exhaustive) (see exemptions)	
Failure to adequately identify vulnerable pupils/safeguarding	Vulnerable pupils do not receive appropriate support and protection	All pupils classed as vulnerable either by DfE guidance, LA or school	High	☐ We will continue to have regard to statutory guidance Keeping Children Safe in Education (from September 2020). ☐ We will review/update our child protection policy (led by the DSL) to reflect the return of more pupils. ☐ We will identify all those children whom we believe to be vulnerable in addition to those classed as vulnerable under current DfE guidance. This will include children on the edge of receiving support from children's social care, adopted children, those at risk of becoming NEET, those living in temporary accommodation and those who are young carers. ☐ We will take the opportunity to contact all parents to confirm correct emergency numbers and ask for additional emergency contacts where these are available. ☐ The DSL will be provided with more time, especially in the first few weeks of term, to help provide support to staff and children regarding any new safeguarding and welfare concerns and the handling of referrals to children's social care and other agencies where these are appropriate, and agencies and services should prepare to work together to actively look for signs of harm.	Refer to the coronavirus (COVID-19): safeguarding in schools, colleges and other providers guidance . Refer to the model ' Covid-19 Addendum to the Child Protection Policy ' on the KAHSC website.	Medium

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				☐ Designated safeguarding leads will be best placed to co-ordinate multi-agency working within a school, including communication with school nurses.		
Inappropriate arrangements for opening the school to pupil groups	Infection spread leading to serious respiratory illness, death	All building users	High	<i>Preparations will need to be agreed with Governors and staff prior to re-occupation by pupils and staff.</i> Minimise contact between individuals and maintain social distancing wherever possible ☐ Reduce the number of contacts between children and staff. ☐ Maintain distinct groups or 'bubbles' that do not mix with other bubbles. ☐ Workington Academy bubbles as follows: Y7 Y8 Y9 Y10 and Y11 Y12 and Y13 ☐ All children will be encouraged to keep their distance within groups/bubbles. ☐ We will try to keep children in their class groups for the majority of the classroom time but may also need to allow mixing into wider groups for specialist teaching. ☐ All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable. Where staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2m from other adults. Measures within the classroom ☐ Staff must maintain distance from pupils, staying at the front of the class, and away from colleagues where possible. Ideally, adults should maintain 2m distance from each other, and from students. ☐ Avoid close face to face contact and minimise time spent within 1m of anyone. This will not be possible when working with pupils who have complex needs or who need close contact care. These pupils' educational and care support should be provided as normal. ☐ Children old enough, will be supported to maintain distance and not touch staff and their peers where possible. This will not be possible for some students with complex needs. ☐ We will endeavour to make small adaptations to the classroom to support distancing where possible e.g. seating pupils' side by side and facing forwards, rather than face to face or side on, and moving unnecessary furniture out of classrooms to make more space.	Individuals displaying symptoms of COVID-19 should follow the government guidance COVID-19: guidance for households with possible coronavirus infection Provide ongoing health and safety information not only to staff through induction, training and regular updates/reminders but also for children and young people and parents/carers where applicable. Induction checklist/staff handbook or code of conduct to be updated in line with COVID-19 risk assessment and information for parents displayed on the school website. The revised GOV.UK: Staying Covid-19 Secure poster to be displayed. Consideration must be given to ensuring our plans are communicated to those parents who have English as an additional language and parents of vulnerable children including young carers.	Medium

Hazard	Risk	Individuals at risk	Risk Rating	Control Measures What are we doing now?	Notes/Additional Control Measures What more do we need to	Residual Risk
				☐ Spaces used will be well ventilated using natural ventilation where possible. Maximise ventilation by opening windows and propping open doors (bearing in mind safeguarding in particular). ☐ Doors may be held open to avoid them being touched by those coming and going from the classroom. This will also aid ventilation. This is only permitted where the room is occupied and doors must be closed once the group has left the room. At the end of the day, all doors to all rooms must be closed for fire purposes. ☐ Wherever possible pupils will use the same classroom or area of a setting throughout the day, with a thorough cleaning of the rooms at the end of the day. Consideration will be given to seating the pupils at the same desk each day where possible. ☐ Pupils and staff will be asked to bring in their own water bottles. Water drinking stations and water fountains will be temporarily taken out of use unless it can be guaranteed that the drinking station will be appropriately sanitised between each cohort use. ☐ Wooden equipment will be taken out of use for everyone, or it will be restricted to use by only one bubble and cleaned at least every day it is used, or it will be cleaned and used intermittently between bubbles (i.e. 48 hours between different group use). ☐ IT suites can be used by pupils. Disinfection of workstations, keyboard and mouse after each class/bubble use will be necessary. Communal headphones will not be used. Either ask pupils to bring in their own headphones/earphones or have a supply of cheap ear phones which could be sanitised and rotated on a weekly basis. ☐ Practical lessons can go ahead if equipment can be cleaned thoroughly and the classroom or other learning environment is occupied by the same children in one day, or properly cleaned between bubbles. Measures for break and lunchtimes ☐ We will stagger pupil break and lunch times (and time for cleaning surfaces in the dining hall between groups). ☐ Separate dining areas will be assigned for each group/bubble and queueing will be kept to a minimum. ☐ Front and rear yards will be divided to minimise mixing between groups where possible - where there is more than one group using the outdoor space, the space will be zoned so that groups are kept apart. ☐ Shared staff spaces will be set up to help staff to distance from each other. Use of staff rooms will be minimised, although staff must still have a break of a reasonable length during the day – staff breaks may need to be staggered. ☐ Reconfigure seating and tables in staff room/staff common areas to maintain spacing and reduce face-to-face interactions.		

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				☐ For 'catering activities and school meal provision, refer to the separate model COVID-19: Risk assessment for School Catering Operations on the KAHSC website. Measures elsewhere ☐ Groups will be kept apart – we will avoid large gatherings such as assemblies or collective worship with more than one group. ☐ There may be an additional risk of infection when singing, chanting, playing wind or brass instruments or shouting even if individuals are at a distance. We will consider how to reduce the risk, particularly when pupils are playing instruments or singing in small groups such as in music lessons by, for example, physical distancing and playing outside wherever possible, limiting group sizes to no more than 15, positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation. Singing, wind and brass playing will not take place in larger groups such as school choirs and ensembles, or school assemblies. ☐ When timetabling, groups will be kept apart and movement around the school site kept to a minimum. While passing briefly in the corridor or playground is low risk, we will avoid creating busy corridors, entrances and exits. ☐ To reduce movement around the building, wherever possible, groups/classes will remain in the same classroom(s) as much as possible with teachers moving between classes rather than pupils. ☐ Students will be instructed to walk on the left at all times when in corridors. ☐ Floor marking tape will also be used where queues may develop. ☐ Lockers will be brought back into use but not shared unless by pupils in the same group. ☐ Normal shielding will be used for reception staff. ☐ Maintain social distancing between people who work in one place such as office or reception staff. ☐ Desks/workstations should allow staff to maintain social distancing wherever possible. ☐ If it is not possible to keep workstations 2m (or 1m with risk mitigation where 2m is not viable, is acceptable) apart, take all mitigating actions possible to reduce the risk of transmission: - review layouts and processes to allow staff to work further apart from each other; - use floor tape or paint to mark areas to help workers keep to a 2m (or 1m with risk mitigation where 2m is not viable, is acceptable) distance;	Students will have designated stairwells and corridors to minimise mixing between bubbles. Appropriate marking throughout the school to support social distancing. -	

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				- only where it is not possible to move workstations further apart, arrange people to work side by side or facing away from each other rather than face-to-face; - only where it is not possible to move workstations further apart, use screens to separate people from each other; - use a consistent pairing system if workers have to be in close proximity; - workstations should be assigned to an individual as much as possible. If they need to be shared, they should be shared by the smallest possible number of people and establish cleaning rules after each use of another's workstation; ☐ Keep distance between individuals when speaking or sharing a room, regularly wash hands and sanitise surfaces when the individual leaves including telephones, keyboards/mice etc. ☐ Staff to observe social distancing when using communal equipment such as photocopiers – key pads etc. on copying machines to be wiped with anti-viral wipes after each use (pupils NOT to use copiers). ☐ Plan work to minimise contact between staff and avoid skin-to-skin and face-to-face contact. Where possible, staff working together (such as site teams for example) should work side by side or facing away from each other as opposed to face to face. Where face-to-face contact is essential, this must be kept to a minimum. Consideration will be given to wearing face coverings in this situation. ☐ As much as possible, keep groups of staff working together in teams that are as small as possible (cohorting). ☐ Try to use stairs in preference to lifts. Where lifts must be used (including platform lifts), we will lower their capacity to reduce congestion and contact at all times, and regularly clean touchpoints, such as doors and buttons. ☐ When staff sign in/out, they must clean the staff signing in ipad (located in main reception and student services) using an anti-viral/bacterial wipe. The wipe should be placed in the bin after use. Visitors to the school will be required to follow the same procedure for sanitising the ipad before use. ☐ Reduce transmission through contact with objects that come into school such as post and deliveries and limit those accepting and putting away deliveries. ☐ Implement cleaning procedures for goods and merchandise entering the site. ☐ Encourage increased handwashing and introducing more handwashing facilities for staff handling goods and merchandise or providing hand sanitiser where this is not practical.		

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				☐ Consider methods to reduce frequency of deliveries, e.g. by ordering larger quantities less often. ☐ Minimise contact during payments and exchange of documentation, for example, by using electronic payment methods and electronically signed and exchanged documents. ☐ Take steps to avoid people needing to unduly raise their voices to each other. This includes, but is not limited to, refraining from playing music or broadcasts that may encourage shouting, including if played at a volume that makes normal conversation difficult. Ventilation ☐ Mechanical ventilation systems – these should be adjusted to increase the ventilation rate wherever possible. ☐ Natural ventilation – if necessary external opening doors may also be used (as long as they are not fire doors and where safe to do so). ☐ To balance the need for increased ventilation while maintaining a comfortable temperature, the following measures should also be used as appropriate: opening high level windows in preference to low level to reduce draughts; increasing the ventilation while spaces are unoccupied (e.g. between classes, during break and lunch, when a room is unused); rearranging furniture where possible to avoid direct drafts; heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces. Measures for arriving at and leaving school ☐ Under no circumstances must anyone displaying symptoms of COVID-19 attempt to enter the school site. This information will be included in the letter to parents, suppliers and contractors prior to the school opening. Notice to be displayed on the main school entrance door. All parents will be asked to confirm this when dropping off their child. ☐ We will encourage parents and pupils to walk or cycle to school where possible. ☐ Students will not be allowed into the building before 8.25am. They should go immediately to their zone and form room via the identified entrance and stairwell. ☐ Students will be instructed on their entry points and routes on their first day back. All entry points will be staffed and clear guidance provided to all students entering the building. All exit points will also be staffed. ☐ Used PPE and any disposable face coverings that staff or children arrive wearing will be placed in a refuse bag and disposed of as normal domestic waste unless the wearer has symptoms of COVID-19 in which case it will be disposed of in accordance with the guidance on cleaning for non-healthcare settings. Any non-disposable washable cloth face	Further advice on this can be found in Health and Safety Executive guidance on air conditioning and ventilation during the coronavirus outbreak and CIBSE coronavirus (COVID-19) advice.	

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				coverings that staff or children are wearing when they arrive at school must be removed by the wearer and placed into a plastic bag that the wearer has brought with them in order to take it home. The wearer must then wash their hands. Staff, children and parents will be so instructed. Refer to safe working in education, childcare and children's social care Other considerations ☐ Pupils with SEND will receive specific help and preparation for the changes to routine that this will involve, so teachers and SENCo's will plan to meet these needs, e.g. using social stories. ☐ Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. They should ensure they minimise contact and maintain as much distance as possible from other staff. Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. ☐ Where a child routinely attends more than one setting on a part time basis, e.g. because they are dual registered at a mainstream school and an alternative provision setting or special school, we will work through the system of controls collaboratively, enabling us to address any risks identified and allowing us to jointly deliver a broad and balanced curriculum for the child. ☐ For individual and very frequently used equipment, such as pencils and pens, staff and pupils should have their own items that are not shared. ☐ Classroom based resources, such as books and worksheets, can be used and shared within the bubble; these will be cleaned regularly, along with all frequently touched surfaces. ☐ Resources that are shared between classes or bubbles, such as sports, art and science equipment will be cleaned frequently and meticulously and always between bubbles. ☐ Pupils should still limit the amount of equipment they bring into school each day to essentials such as lunch boxes, coats, books, stationery, sun protection and mobile phones. Bags are allowed. ☐ Pupils and teachers can take books and other shared resources home, although unnecessary sharing will be avoided, especially where this does not contribute to pupil education and development. Similar rules on hand cleaning, cleaning of the resources and rotation will apply to these resources. Transport <u>Dedicated school transport, including statutory provision</u> ☐ Make an assessment of:	If this is not possible, doors should be opened for the pupils to freely enter the school minimising contact points until they reach their 'base'. Refer to safe working in education, childcare and children's social care including the use of PPE and 'PPE/Face Coverings' above Refer to: GOV UK Transport to school and other places of education: autumn term 2020 - Guidance for Local Authorities and Schools Refer to the KAHSC model Home to school transport during the Covid-19 pandemic Risk Assessment and Protocol for using the School minibus to transport students during the Covid-19 pandemic	

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				- how pupils are grouped together on transport, where possible this should reflect the bubbles that are adopted within school; - use of hand sanitiser upon boarding and/or disembarking; - additional cleaning of vehicles; - organised queuing and boarding where possible; - distancing within vehicles wherever possible; - the use of face coverings for children aged 11 and over, where appropriate, e.g. if they are likely to come into very close contact with people outside of their group or who they do not normally meet. ☐ A partnership approach between the LA, school/trust/diocese and others will be required. In particular, it is imperative that we work closely with the LA that have statutory responsibility for 'home to school transport' for many children, as well as a vital role in working with local transport providers to ensure sufficient bus service provision. <i>Further guidance due from DfE shortly.</i> Refer to Coronavirus Covid-19 Safer transport guidance for operators. ☐ Given the pressures on public transport services it may also be necessary to work with the LA so that they can identify where it might be necessary to provide additional dedicated school transport services, including in places where these services do not currently operate. <i>Further guidance due from the Government shortly.</i> ☐ Ensure that a clear message is given to pupils about their general socialising behaviour beyond the school gates i.e. not congregating in large groups etc. <u>Dedicated school transport, including statutory provision</u> ☐ A partnership approach between the LA, school/trust/diocese and others will be required. In particular, it is imperative that we work closely with the LA that have statutory responsibility for 'home to school transport' for many children, as well as a vital role in working with local transport providers to ensure sufficient bus service provision. ☐ The LA is responsible for arranging school transport for those pupils legally entitled to travel to and from school. Following LA School Transport guidance: - Unless it is possible on the transport used, social distancing will not apply on dedicated school transport from the Autumn term 2020 (although should still be put in place wherever possible). - Even if children are entitled to free or subsidised education transport, they should only use this transport if absolutely necessary.	Face coverings now required in taxis and private hire vehicles along with retail and hospitality venues within transport hubs. Does not apply to those who are exempt Refer also to Resources to support schools in delivering remote education and the Section below on Contingency Planning	

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				- Parents and carers are responsible for supporting their child to maintain social distancing whilst queuing at bus stops. - The school will put in place appropriate queuing or other arrangements needed for picking up and dropping off children at school. - Where possible, children should try to sit within their school bubbles on vehicles. - All pupils should wash their hands prior to boarding the bus. - Although the wearing of face coverings on home to school transport is not mandatory, we will encourage students aged 11 years and over to wear them on home to school transport (these will not be provided). Younger children can wear face coverings where the child understands how to wear a mask properly. We will support the LA in promoting the use of face coverings on school transport and help them to resolve any issues of non-compliance where appropriate. - Where possible, the ventilation of fresh air (from outside the vehicle) will be maximised, particularly through opening windows and ceiling vents. - Vehicles will be cleaned and sanitised after each journey. - We will ensure that a clear message is given to pupils about their general socialising behaviour beyond the school gates i.e. not congregating in large groups etc. <u>School commissioned transport (including use of school minibuses)</u> ☐ We organise our own transport for children to attend school and will take all necessary steps to ensure that the vehicle is safe to use by the children concerned. We may collect children in cohorts and/or stagger start/finish times in order to accommodate the pupils on the bus safely. If the children being transported do not have symptoms of coronavirus, there is no requirement for a driver to use PPE although they may choose to wear a face covering. <u>Wider public transport</u> ☐ The use of public transport, particularly in peak times, should be kept to an absolute minimum. ☐ We will work with partners to consider staggered start times to enable more journeys to take place outside of peak hours where possible. ☐ We will encourage parents, staff and pupils to walk or cycle to school if at all possible. We will consider using 'walking buses' (a supervised group of children being walked to, or from, school), or work with the LA to promote safe cycling routes. Driving children to school will also	Refer to: • Guidance on the phased return of sport and recreation • Sport England for grassroots sport • Youth Sport Trust • AfPE COVID-19: Interpreting the Government Guidance in a PESSPA Context and 'frequently asked questions' for PE staff. For further information on pupils with SEND and EHCP plans, refer to Annex B of Full Opening: Schools. Refer to COVID-19 Guidance for Supply Agencies, Head teachers and Supply Staff	

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				be an option. Refer to Coronavirus (COVID-19): safer travel guidance for passengers ☐ Pupils using public transport unaccompanied will be reminded that all passengers must wear a face covering. Children aged 3 to 10 years are exempt from the mandatory requirement to wear a face covering on public transport. <i>KAHSC would, however, consider this to be best practice where the child understands how to wear a mask properly.</i> ☐ Car sharing to and from work/school is not currently advised unless the individuals are from the same household (or support bubble). The 'Rule of 6' applies to public transport, taxis and private hire vehicles and private vehicles (see: Coronavirus (COVID-19): Meeting with others safely (social distancing)). ☐ Ensure that a clear message is given to pupils about their general socialising behaviour beyond the school gates i.e. not congregating in large groups etc. Other considerations ☐ Pupils with SEND will receive specific help and preparation for the changes to routine that this will involve, so teachers and SENCo's will plan to meet these needs, e.g. using social stories. ☐ Schools, local authorities, health professionals, regional schools commissioners and other services should work together to ensure that children with medical conditions are fully supported, including through the use of individual healthcare plans, so that they may receive an education in line with their peers. In some cases, the pupil's medical needs will mean this is not possible, and educational support will require flexibility. ☐ Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. They should ensure they minimise contact and maintain as much distance as possible from other staff. Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. ☐ Where a child routinely attends more than one setting on a part time basis, e.g. because they are dual registered at a mainstream school and an alternative provision setting or special school, we will work through the system of controls collaboratively, enabling us to address any risks identified and allowing us to jointly deliver a broad and balanced curriculum for the child. ☐ For individual and very frequently used equipment, such as pencils and pens, staff and pupils should have their own items that are not shared. ☐ Classroom based resources, such as books and worksheets, can be used and shared within the bubble; these will be cleaned regularly, along with all frequently touched surfaces.	Refer to Safeguarding children and protecting professionals in early years settings: online safety guidance for practitioners (also relevant for parents and carers). Refer also to Resources to support schools in delivering remote education, Get help with technology for remote education during coronavirus (Covid-19) and Get laptops and tablets for children who cannot attend school due to coronavirus (COVID-19) and the Section below on Contingency Planning	

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				☐ Resources that are shared between classes or bubbles, such as sports, art and science equipment will be cleaned frequently and meticulously and always between bubbles. ☐ Pupils should still limit the amount of equipment they bring into school each day to essentials such as lunch boxes, coats, books, stationery, sun protection and mobile phones. Bags are allowed. ☐ Pupils and teachers can take books and other shared resources home, although unnecessary sharing will be avoided, especially where this does not contribute to pupil education and development. Similar rules on hand cleaning, cleaning of the resources and rotation will apply to these resources. School uniform ☐ All students will be in full school uniform, except when they have PE and, on these days, students will be allowed to come into school in their PE kit. ☐ Uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal. ☐ Curriculum ☐ All pupils – particularly disadvantaged, SEND and vulnerable pupils must be given the catch-up support needed to make substantial progress by the end of the academic year. The key principles that underpin curriculum planning are: - education is not optional: all pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life; - the curriculum remains broad and ambitious: all pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment; - remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed. ☐ We will aim to meet the government's key expectations if considering revisions to our school curriculum for academic year 2020 to 2021 and teach an ambitious and broad curriculum in all subjects from the start of the autumn term making use of existing flexibilities to create time to cover the most important missed content – refer to Section 3 of		

Hazard	Risk	Individuals at risk	Risk Rating	Control Measures What are we doing now?	Notes/Additional Control Measures What more do we need to	Residual Risk
				Actions for schools during the coronavirus outbreak from the start of the autumn term. ☐ Particular consideration will need to be given to the learning needs and objectives of children with SEND, to ensure, for e.g. that they receive appropriate preparation for adulthood. ☐ We will develop remote education so that it is integrated into school curriculum planning. Remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown. We are therefore expected to plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress. Refer to Remote education during Coronavirus (Covid-19). ☐ In our regular communications with parents we will continue to emphasise and promote online safety for those pupils who are not attending the school. <u>Physical Education, School Sport and Physical Activity (PESSPA)</u> ☐ We have the flexibility to decide how physical education, sport and physical activity will be provided whilst following the measures in our system of controls although contact sports should not take place. ☐ Pupils will be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided. ☐ Outdoor sports will be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene. ☐ External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities. <u>Science and D&T</u> ☐ For guidance regarding Science and D&T in relation to preparing to re-open and running practical activities, refer to CLEAPSS Guidance: - GL345 – Guidance for science departments returning to school after an extended period of closure - GL336 – CLEAPSS Advice during the COVID-19 / Coronavirus Pandemic - GL347 - Guidance for D&T departments returning to school after an extended period of Closure - GL344 - CLEAPSS Guide to doing practical work in a partially reopened school – D&T, food and Art - GL346 - Equipment and machine maintenance during Extended Closure	Secondary D&T (CLEAPSS): GL344, GL347, GL348, GL354, GL355, GL356 & GL360	

Hazard	Risk	Individuals at risk	Risk Rating	Control Measures What are we doing now?	Notes/Additional Control Measures What more do we need to	Residual Risk
				Music, Dance and Drama ☐ Singing, wind and brass instrument playing can be undertaken in line with Working safely during coronavirus (COVID-19) for performing arts. ☐ We will do everything possible to minimise contacts, mixing and reduce the number of contacts between pupils/students and staff by keeping groups separate (in bubbles) and through maintaining the social distance between individuals. If staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults. ☐ We take particular care in music, dance and drama lessons to observe social distancing where possible. This may limit group activity in these subjects in terms of numbers in each group. It will also prevent physical correction by teachers and contact between pupils in dance and drama. ☐ Additionally, we will keep any background or accompanying music to levels which do not encourage teachers or other performers to raise their voices unduly. If possible, we will use microphones to reduce the need for shouting or prolonged periods of loud speaking or singing. If possible, we will not share microphones. If they are shared, we will follow the guidance on handling equipment. Performances ☐ If planning an indoor or outdoor face-to-face performance in front of a live audience, we will follow Working safely during coronavirus (COVID-19) for performing arts, implementing events in the lowest risk order as described. If planning an outdoor performance we will also give particular consideration to the guidance on delivering outdoor events. Peripatetic teachers ☐ We can continue to engage peripatetic teachers during this period, including staff from music education hubs – refer to ‘Other Considerations’ above and ‘Ratios/Qualifications’ below. ☐ They should avoid situations where distancing requirements are broken; e.g. demonstrating partnering work in dancing. ☐ Further information on the music education hubs, including contact details for local hubs, can be found at music education hub published by the Arts Council England.	Secondary Science (CLEAPSS): GL336, GL338, GL339, GL343, GL345, GL352, GL353 and GL362 Refer to Working safely during coronavirus (COVID-19) for performing arts and guidance on delivering outdoor events Providers of music, dance and drama or sports provision should also note that if they operate in an area that has a local COVID alert level of ‘high’ or ‘very high’, there are additional restrictions (Local COVID alert levels: what you need to know). For example, at alert level ‘very high’, the government may agree with the LA to close performing arts venues for the purposes of performing to audiences.	

				Music teaching including singing, and playing wind and brass instruments in groups ☐ Playing instruments and singing in groups should take place outdoors wherever possible. If indoors, we will limit the numbers in relation to the space. ☐ If indoors, we will use a room with as much space as possible, e.g. larger rooms; rooms with high ceilings. If playing indoors, we will limit the numbers to account for ventilation of the space and the ability to social distance and ensure good ventilation. ☐ Singing, wind and brass playing should not take place in larger groups such as choirs and ensembles, or assemblies unless significant space, natural airflow (at least 10l/s/person for all present, including audiences) and strict social distancing and mitigation can be maintained. ☐ In the smaller groups where these activities can take place, we will observe strict social distancing between singers and players, and any other people such as conductors, other musicians, or accompanists. If the activity is face-to-face and without mitigating actions, 2 metres is appropriate. ☐ Pupils should be positioned back-to-back or side-to-side when playing or singing (rather than face-to-face) whenever possible. ☐ Position wind and brass players so that the air from their instrument does not blow into another player. ☐ Use microphones where possible or encourage singing quietly. Handling equipment and instruments ☐ Increase handwashing before and after handling equipment, especially if being used by more than one person. ☐ Avoid sharing equipment wherever possible. Place name labels on equipment to help identify the designated user, e.g. percussionists' own sticks and mallets. ☐ If instruments and equipment have to be shared, disinfect regularly (including any packing cases, handles, props, chairs, microphones and music stands) and always between users. ☐ Instruments should be cleaned by the pupils playing them, where possible. ☐ Limit handling of music scores, parts and scripts to the individual using them. ☐ Limit the number of suppliers when hiring instruments and equipment. We will agree whose responsibility cleaning hired instruments is with the suppliers. Clean hire equipment, tools or other equipment on arrival and before first use. ☐ Equipment and instruments should be stored in a clean location if we take delivery of them before they are needed, and they should be cleaned before first use and before returning the instrument.	
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Hazard	Risk	Individuals at risk	Risk Rating	Control Measures What are we doing now?	Notes/Additional Control Measures What more do we need to	Residual Risk
				☐ Pick up and drop off collection points should be created where possible, rather than passing equipment such as props, scripts, scores and microphones hand-to-hand. Individual lessons and performance in groups ☐ Individual lessons in music, dance and drama can resume in schools and organisations providing out of school childcare. This may mean teachers interacting with pupils from multiple groups, so we will need to take particular care, in line with the measures set out above on peripatetic teachers. ☐ If there is no viable alternative, music lessons in private homes can resume, following the same guidelines, and additionally following the government guidance for working in homes, and the guidance for out-of-school provision. ☐ In individual lessons for music, dance and drama, social distancing should be maintained wherever possible, meaning teachers should not provide physical correction. ☐ Specific safety measures for individual music lessons are set out in the following sections. ☐ Measures will include specific social distancing between pupil and teacher (as above), accounting for ventilation of the space being used. Pupil and teacher should be positioned side by side if possible. ☐ Avoid sharing instruments and equipment and limit handling music scores, parts and scripts wherever possible as above.		
Inadequate contingency plans for outbreaks and national and local lockdown	Inadequate planning in place for remaining open for vulnerable children/children of critical workers and for providing remote education to those students at home	All staff and students	High	While the aim is to have all pupils back at school in the autumn, we will also need to plan for the possibility of a local lockdown and how we will ensure continuity of education. ☐ 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 – refer to Section under ‘Curriculum’ above on remote education support. ☐ A local lockdown may involve a return to remaining open only for vulnerable children and the children of critical workers and providing remote education for all other pupils – plans must be developed to ensure these can be staffed and managed. ☐ At all Local COVID alert levels, the expectation is that education and childcare provision should continue as normal. There is an additional requirement that face coverings should be worn by staff and students from year 7 and above, outside classrooms when moving around communal areas where social distancing cannot easily be maintained.	Refer to Local lockdowns: guidance for education and childcare settings	Medium

Hazard	Risk	Individuals at risk	Risk Rating	Control Measures What are we doing now?	Notes/Additional Control Measures What more do we need to	Residual Risk
				☐ However, local restrictions may involve a return to remaining open only for vulnerable children and the children of critical workers and providing remote education for all other pupils – plans must be developed to ensure these can be staffed and managed. ☐ Our Emergency/Contingency Plan(s) will be reviewed/updated to reflect our plans should there be a spike in infections and schools are advised to temporarily close (local lockdown). This must enable us to: - use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school's curriculum expectations; - give access to high quality remote education resources; - select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback, and make sure staff are trained in their use; - provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access; - recognise that some pupils with SEND may not be able to access remote education without adult support, and so schools should work with families to deliver a broad and ambitious curriculum. ☐ When teaching pupils remotely, we will: - set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects; - teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject; - provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos; - gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work; - enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding; - plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers. ☐ We will consider the above in relation to the pupils' age, stage of development and/or special educational needs, e.g. where this would place significant demands on parent's help or support.	Refer to Remote education during Coronavirus (Covid-19) and Resources to support schools in delivering remote education Get help with technology for remote education during coronavirus (Covid-19) and Get laptops and tablets for children who cannot attend school due to coronavirus (COVID-19) Remote Education Support including delivering remote education safely can be accessed at: • DfE: Remote education good practice guide; Get help with remote education and Remote education webinars • SWGfL: Safe remote learning • LGfL: Online safety and safeguarding • The National Cyber Security Centre: which video conference service is right for you and using video conferencing services securely • Safeguarding and remote education during coronavirus (COVID-19) • Annex C of keeping children safe in education	

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				Special educational needs ☐ For pupils with SEND, teachers are best-placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress even if they are not able to be in school due to self-isolating. ☐ Schools should work collaboratively with families, putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education alongside their peers. ☐ Where a pupil has provision specified within their EHC plan, it remains the duty of the LA and any health bodies to secure or arrange the delivery of this in the setting that the plan names. However, there may be times when it becomes very difficult to do so, e.g. if they are self-isolating. In this situation, decisions on how provision can be delivered will be informed by relevant considerations including, for example, the types of services that the pupil can access remotely, e.g. online teaching and remote sessions with different types of therapists. These decisions will be considered on a case by case basis, avoiding a one size fits all approach. Vulnerable children ☐ Where individuals who are self-isolating are within the definition of vulnerable, it is important that we put systems in place to keep in contact with them. ☐ When a vulnerable child is asked to self-isolate, we will notify their social worker (if they have one). We will then agree with the social worker the best way to maintain contact and offer support to the vulnerable child or young person. ☐ We will also have in place procedures to check if a vulnerable child is able to access remote education support, to support them to access it (as far as possible) and to regularly check if they are doing so.		
Poor or inappropriate behaviour and attendance	Infection spread leading to serious respiratory illness, death	All building users	High	Behaviour ☐ Our Behaviour policy will be updated with any new rules/policies and will be communicated clearly and consistently to staff, pupils and parents, setting clear, reasonable and proportionate expectations of pupil behaviour. We will set out clearly at the earliest opportunity the consequences for poor behaviour and deliberately breaking the rules and how we will enforce those rules including any sanctions. ☐ We will work with staff, pupils and parents to ensure that behaviour expectations are clearly understood, and consistently supported, taking account of individual needs and we will also consider how to build new expectations into our rewards system.	Refer to model 'Covid-19 Addendum to the School Behaviour Policy' and 'Covid-19 Addendum to the Staff Code of Conduct' on the KAHSC website Refer to WA Behaviour and Relationships Policy.	Medium

Hazard	Risk	Individuals at risk	Risk Rating	Control Measures What are we doing now?	Notes/Additional Control Measures What more do we need to	Residual Risk
				☐ It is likely that adverse experiences and/or lack of routines of regular attendance and classroom discipline may contribute to disengagement with education upon return to school, resulting in increased incidence of poor behaviour. We will work with those pupils who may struggle to reengage in school and are at risk of being absent and/or persistently disruptive, including providing support for overcoming barriers to attendance and behaviour and to help them reintegrate back into school life. ☐ Some pupils will return to school having been exposed to a range of adversity and trauma including bereavement, anxiety and in some cases increased welfare and safeguarding risks. This may lead to an increase in social, emotional and mental health concerns and some children, particularly vulnerable groups such as children with a social worker and young carers, will need additional support and access to services such as educational psychologists, social workers, and counsellors. Additionally, provision for children who have SEND may have been disrupted during partial school closure and there may be an impact on their behaviour. We will work with local services (such as health and the LA) to ensure the services and support are in place for a smooth return to schools for pupils. ☐ The disciplinary powers that schools currently have, including exclusion, remain in place. Permanent exclusion will only be used as a last resort. Where a child with a social worker is at risk of exclusion, their social worker will be informed and involved in relevant conversations. ☐ Any disciplinary exclusion of a pupil, even for short periods of time, must be consistent with the relevant legislation. Attendance ☐ We have arrangements in place to support attendance and engagement which consider what additional support children and young people need to make a successful return to their full time education. ☐ School attendance will be mandatory again from the beginning of the autumn term. From that point, the usual rules on school attendance will apply, including: ☐ parents' duty to secure that their child attends regularly at school where the child is a registered pupil at school and they are of compulsory school age; ☐ schools' responsibilities to record attendance and follow up absence; ☐ the availability to issue sanctions, including fixed penalty notices in line with the LA code of conduct.	Positive attendance strategies will be used from day one to promote the importance of good attendance. WA attendance policy will continue to be applied for students with poor or declining attendance.	

Hazard	Risk	Individuals at risk	Risk Rating	Control Measures What are we doing now?	Notes/Additional Control Measures What more do we need to	Residual Risk
Inadequate arrangements in place for managing off-site visits	Infection spread leading to serious respiratory illness, death	Staff and pupils on school trips	High	☐ The Government continues to advise against domestic (UK) overnight and overseas educational visits at this stage see coronavirus: travel guidance for educational settings . ☐ In the autumn term, we can resume non-overnight domestic educational visits including any trips for pupils with SEND connected with their preparation for adulthood (e.g. workplace visits, travel training etc.). This will be done in line with protective measures, such as keeping children within their consistent group, and the coronavirus (COVID-19) secure measures in place at the destination. ☐ We will make use of outdoor spaces in the local area ☐ We can take groups of children on trips to outdoor public places and do not need to be limited to 6 people, provided: (see Coronavirus outbreak FAQs: what you can & can't do) - it is for the purpose of education or childcare; - we remain within the EYFS staff child ratios; - we conduct a risk assessment in advance; - the risk assessment demonstrates that we can remain socially distant (2m) from other people and groups, wherever possible; - good hygiene is maintained throughout; - thorough handwashing happens before and after the trip. ☐	Refer to health and safety guidance on educational visits when considering visits. As normal, we will undertake full and thorough risk assessments in relation to all educational visits to ensure they can be done safely. As part of this risk assessment, we will consider what control measures need to be used and ensure we are aware of wider advice on visiting indoor and outdoor venues.	Medium
Inadequate staffing ratios, staff availability and recruitment	Inadequate supervision of children, access to DSLs and inadequate statutory first aid or medical provision	Staff and pupils		Ratios and Qualifications ☐ We have contingency plans in place should staff be absent as a result of COVID-19. Our possible approaches to managing a shortfall in staffing include: - We will ensure that appropriate support is made available for pupils with SEND. - We can continue to engage supply teachers and other supply staff during this period. - Supply staff and other temporary workers can move between schools, but we will minimise the number of visitors to the school where possible. Where it is necessary to use supply staff and peripatetic teachers, they will be expected to comply with our arrangements for managing and minimising risk, including taking particular care to maintain distance from other staff and pupils. ☐ Key telephone numbers of all available DSL's/deputies to be displayed in school. ☐ Ensure the contact details of the Safeguarding Hub/Early Help Team/LADO are available to all staff on duty. ☐ Ensure sufficient competent staff on duty to administer or supervise the administration of medication. Wherever possible, children to self-administer, witnessed by staff. Where not possible (age, SEND etc.)	Refer to making the best use of teaching assistants.	Medium

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				social distancing cannot be maintained – think about how this can be done safely – PPE, vigilant personal hygiene etc. Staff taking leave (those returning from abroad) ☐ Staff or students may wish take a holiday over the summer period, which may involve travelling abroad. The government has set a requirement for people returning from some countries to quarantine for 14 days on their return. ☐ As would usually be the case, most staff will need to be available to work in school from the start of the autumn term. We will discuss leave arrangements with staff before the end of the summer term to inform planning for the autumn term. ☐ There is a risk that where staff travel abroad, their return travel arrangements could be disrupted due to factors arising beyond their control in relation to coronavirus (COVID-19), such as the potential for reinstatement of lockdown measures in the place they are visiting. ☐ Where it is not possible to avoid a member of staff having to quarantine during term time, we will consider if it is possible to temporarily amend working arrangements to enable them to work from home. Recruitment ☐ Recruitment will continue as usual – staff, volunteers, supply teachers, other temporary or peripatetic teachers and ITT trainees. ☐ We will continue to recruit remotely. ☐ We will continue to adhere to the legal requirements regarding pre-appointment checks (Keeping Children Safe in Education). ☐ From the start of the autumn term checks will revert to being carried out in person.	The latest guidance on quarantine can be accessed at coronavirus (COVID-19): how to self-isolate when you travel to the UK. Cumbrian Schools]: Whilst it remains a decision for individual schools, we will make all staff aware that the LA view is that if staff take holidays abroad which then mean they have to quarantine on their return (and this is not within school holiday periods), then this should be treated as unpaid leave. This is irrespective of whether quarantine arrangements were in place for a particular country at the time of their departure. Refer to experience of implementing interviews remotely and how to prepare for remote interviews	
Visiting children in their own homes and contact with COVID-19 virus	Infection spread leading to serious respiratory illness, death	Staff	High	☐ <u>Should we have a situation where a child requires a home visit particularly in relation to safeguarding concerns, we will consider and adhere to guidance issued in the Government document Safe working in education, childcare and children's social care settings, including the use of PPE.</u>	Refer to model Covid-19 Home Visits Risk Assessment on the KAHSC website Staff should not enter a child's home.	Medium

Hazard	Risk	Individuals at risk	Risk Rating	Control Measures What are we doing now?	Notes/Additional Control Measures What more do we need to	Residual Risk
Visitors & spread of Covid-19 virus	Infection spread leading to serious respiratory illness, death	All building users, visitors/ parents, contractors/ maintenance personnel	High	ALL Visitors ☐ Visitors to the premises will be discouraged and meetings held remotely where possible. Visitors will be by appointment only. ☐ A record should be kept of all visitors/contractors with sufficient detail to support rapid contact tracing if required by NHS Test and Trace. Create a signing in sheet – with date, times, name, company (where relevant), contact Tel No., where in the building they are going to be for the majority of the time and who they are meeting with (see Model Visitors Form on the KAHSC website). Do not leave a pen available – they should use their own. If a touch screen is used, anti-viral wipes must be available along with a bin for disposal. Refer to Maintaining records to support NHS Test & Trace ☐ Site guidance on physical distancing and hygiene should be documented & explained to visitors/contractors on or before arrival - make it clear via a notice on the inner door that all visitors must wash their hands as soon as they enter the building or sanitise their hands. Ensure that any keypads or electronic entry systems are regularly sanitised throughout the day (as above). ☐ Where possible, limit the areas that visitors/contractors can go in the building and reduce the number of people they come into contact with. External education professionals ☐ In instances where we need to use other essential professionals such as social workers, speech and language therapists or counsellors, or professionals to support delivery of a child's EHC plan, we will assess whether the professionals need to attend in person or can do so virtually. If they need to attend in person, they should closely follow the protective measures in school, wash hands frequently, keep the number of attendances to a minimum, where possible to do so, maintain social distancing. ☐ Sessions run by external providers which are not directly required for children's health, safety and wellbeing, should be suspended. Guidance on visits from music, dance and drama peripatetic teachers can be found under 'Curriculum' above. ☐ The presence of any additional members of staff will be agreed on a weekly basis, rather than a daily basis, to limit contacts, where possible. Other Visitors ☐ We will consider how to manage other visitors to the site, including contractors, and ensure that the risks associated with managing contractors, visitors, catering staff and deliveries, as well as cleaning staff on site who may be working throughout the school and across	Undertake effective liaison with contractors BEFORE they attend site – ask contractors to provide key information in relation to how they are managing infection control. Contractors should be working to Construction Leadership Council - Site-Operating-Procedures It is at the discretion of the Head teacher to determine what is and isn't non-essential visiting for their setting. The following are <u>specifically</u> deemed 'essential': • Visits for safeguarding purposes; • Visits by immunisation teams to carry out flu vaccines; • Essential maintenance work.	Medium

Hazard	Risk	Individuals at risk	Risk Rating	Control Measures What are we doing now?	Notes/Additional Control Measures What more do we need to	Residual Risk
				different groups, are addressed. This will require close cooperation between both school and the other relevant employers. We will have discussions with key contractors about the school's control measures and ways of working as part of planning for the autumn term. ☐ Access to contractors/external maintenance personnel should be by appointment only and wherever possible, arranged after school, holidays or weekends to reduce contact with others and appropriate hygiene and social distancing arrangements are followed (including in an emergency situation where access is required urgently to undertake maintenance/repair). Parents/Carers New Admissions ☐ For new admissions, we will consider providing virtual tours for prospective parents and carers. ☐ If parents and carers are keen to visit in person, we will consider: - ensuring face coverings are worn if required in line with arrangements for staff and other visitors to the setting; - there is regular handwashing, especially before and after the visit; - holding visits after hours. If this is not possible, consider limiting visits to the outside play areas during regular hours, and ensure strict social distancing is observed. ☐ Prior to a visit, we will ensure that parents and carers are aware: - of our 'system of controls'; - how this impacts them and their responsibilities during their visit; - how to maintain social distancing from staff, other visitors, and children other than those in their care. Other visits by parents and carers ☐ Parents and carers will not be allowed into the setting unless there is a specific need. Lettings ☐ Where Lettings (private hire) are to take place, our documented Lettings Arrangements/Procedures which include conditions of hire, will be revised to identify any specific rules school expects hirers to follow in light of Covid-19, thinking about, for example (list not exhaustive): - ensuring details of those attending each Let is kept by the organiser (for NHS Test & Trace purposes);		

Hazard	Risk	Individuals at risk	Risk Rating	Control Measures What are we doing now?	Notes/Additional Control Measures What more do we need to	Residual Risk
				- potentially restricting numbers if social distancing cannot be adhered to; - where hirers can and can't go (at this time we should probably be putting more restrictions in place – we may need to take changing rooms out of action and ask participants to arrive in their sports kit and go home in it to shower for example; we may need to limit toilet facilities to reduce the amount of cleaning required); - what they can & can't do; - what equipment (if any) they can use etc. - include cleaning regimes – who is expected to clean premises/ equipment following a Let, particularly if there has been a suspected or confirmed case of Covid-19 during the Let. How do hirers report such a case? - who will provide hand sanitiser, tissues etc. – school or the hirer; - provision of more waste facilities (for tissues etc.); - will there be any necessary changes needed to fire evacuation procedures and assembly points to allow for social distancing? ☐ We will check that each organiser has their own suitable Covid-19 risk assessment in place which we are satisfied with in line with government guidance for the activity e.g. Working safely during coronavirus (Covid-19): Performing arts or Working safely during coronavirus (Covid-19): Providers of grassroots sport and gym/leisure facilities.		
Lack of wellbeing management for pupils	Mental ill health	All pupils	High	☐ School staff will need to consider how to support: - individual children who have found the long period at home hard to manage; - those who have developed anxieties related to the virus; - those about whom there are safeguarding concerns; - those who may make safeguarding disclosures once they are back in schools; - children from black, asian and minority ethnic (BAME) communities and their families who may be at increased risk of serious ill-health as a result of contracting COVID-19. They may have additional or heightened worries about returning to school; - those who have experienced bereavements in their immediate family or wider circle of friends or family or had increased/new caring responsibilities. ☐ We consider the provision of pastoral and extra-curricular activities to all pupils designed to:	Refer to DfE - Supporting pupil and student mental wellbeing and teaching about mental wellbeing, Refer to BAMEed Network guidance for assistance in completing an individual risk assessment before affected pupils return to school. Refer to MindEd learning platform for professionals, which contains materials on peer support, stress, fear and trauma, and bereavement and MindEd coronavirus	Medium

Hazard	Risk	Individuals at risk	Risk Rating	Control Measures What are we doing now?	Notes/Additional Control Measures What more do we need to	Residual Risk
				- support the rebuilding of friendships and social engagement; - address and equip pupils to respond to issues linked to coronavirus (COVID-19); - support pupils with approaches to improving their physical and mental wellbeing. ☐ We will also provide more focused pastoral support where issues are identified that individual pupils may need help with, drawing on external support where necessary and possible. ☐ We will also consider support needs of particular groups they are already aware need additional help (e.g. children in need), and any groups they identify as newly vulnerable on their return to school. To support this, teachers may wish to access the free MindEdlearning platform for professionals, which includes a coronavirus (COVID-19) staff resilience hub with materials on peer support, stress, fear and trauma and bereavement. ☐ Staff will need to strike an appropriate balance between reintegrating pupils into a reassuring and familiar work ethic to support their mental wellbeing on the one hand and identifying and taking time to address explicitly individual concerns or problems on the other. ☐ If parents of pupils with significant risk factors are concerned, we will discuss their concerns and provide reassurance of the measures we are putting in place to reduce the risk in school. We will be clear with parents that pupils of compulsory school age must be in school unless a statutory reason applies (e.g. the pupil has been granted a leave of absence, is unable to attend because of sickness, is absent for a necessary religious observance etc). ☐ If safeguarding issues come to light they will be addressed using the school's Child Protection policy. Head teachers should consider how they might manage any increase in referrals as pupils return to school.	(COVID-19) staff resilience hub which provides advice and tips for frontline staff. -	
Lack of wellbeing management for staff	Mental ill health	All staff	High	☐ Governing bodies and senior leaders will be conscious of the wellbeing of all staff, including senior leaders themselves, and the need to implement flexible working practices in a way that promotes good work-life balance and supports teachers and leaders. ☐ Particular regard will be given to ensuring staff who are BAME (Black, Asian and Minority Ethnic) and those with existing health conditions (but do not fall into the category of critically vulnerable) are appropriately supported, given that they may be at increased risk of severe ill-health should they contract COVID-19. ☐ Workload will be carefully managed and the school will assess whether staff who are having to stay at home due to health conditions are able to support remote education, while others focus on face-to-face provision. This issue will be factored into our resource and curriculum	Refer to extra mental health support for pupils and teachers. Refer to BAMEed Network guidance for assistance in completing an individual risk assessment before affected staff return to work. Refer to the DfE workload reduction toolkit and case studies to support remote education	Medium

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				planning and consideration given to where additional resource could be safely brought in if necessary. ☐ We may need to alter the way in which we deploy staff and use existing staff more flexibly to welcome back all pupils at the start of the autumn term. We will discuss and agree any changes to staff roles with individuals. ☐ We will monitor the wellbeing of people who are working from home, on furlough or who are shielding and help them stay connected to the rest of the workforce, especially if the majority of their colleagues are on-site. We will keep in touch with off-site workers on their working arrangements including their welfare, mental and physical health and personal security. ☐ We will consider how to support the mental wellbeing of our staff who are returning after a significant period of either home working, shielding or furlough. Where work-related issues present themselves, the HSE's published stress Management Standards will be followed. We will also review how we can support employees on broader issues, such as bereavement support and general anxiety about the ongoing situation (for example by signing up for a formal Employee Assistance Programme providing confidential telephone advice and counselling).	Education Support Partnership provides a free helpline for school staff and targeted support for mental health and wellbeing.	
Inadequate communications with and training of staff	Staff do not understand safety procedures	All staff	High	Returning to work ☐ We will ensure all staff understand coronavirus related safety procedures. ☐ We will provide clear, consistent and regular communication to improve understanding and consistency of ways of working amongst staff. ☐ We will consult fully with staff and professional associations on all aspects of the full re opening in September. Ongoing communications ☐ We will ensure all staff are kept up to date with how safety measures are being implemented or updated. ☐ We will ensure ongoing engagement with staff, (including through trades unions or employee representative groups) to monitor and understand any unforeseen impacts of changes to working environments. ☐ We will promote awareness and focus on the importance of mental health at times of uncertainty (see above). ☐ We will use simple, clear messaging to explain guidelines using images and clear language, with consideration of groups for which English may not be their first language and those with protected characteristics such as visual impairments.	Teams Live event on Monday 13 July to outline the full opening planning documents and expectations.	Medium

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				☐ We will use visual communications, e.g. whiteboards or signage, to explain safe working practices around the working site to reduce the need for face-to-face communications.		

