



## COVID-19: Dynamic operational risk assessment for Oastlers School & Oastlers @ Anerley Street

Please note: this risk assessment should be undertaken in conjunction with the guidance on school reopening (special schools and specialist settings) first issued by the Department for Education on 28 August 2020 (and any subsequent guidance issued) as detailed in the 'relevant guidance' section below. This document has been cross referenced with the current NEU/GMB/UNISON/Unite checklist.

<b>Assessment conducted by:</b>	Lyndsey Brown	<b>Job title:</b>	Headteacher	<b>Covered by this assessment</b>	Staff, learners, parent/carers, contractors, visitors, volunteers
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<b>Date of assessment:</b>	V1 March 2020 V17 February 2021	<b>Review interval:</b>	Ongoing	<b>Date of next review:</b>	Ongoing
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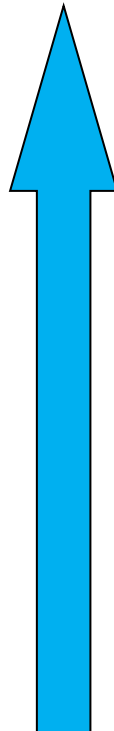

### Related documents

#### Relevant guidance:

<https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings/guidance-for-full-opening-special-schools-and-other-specialist-settings>  
[Symptomatic children action list SCHOOLS FINAL 22-10.pdf](#)  
[GOV.UK Guidance for full opening - special schools and other specialist settings](#)  
[Coronavirus \(COVID-19\) Collection: guidance for schools and other educational settings](#)  
[Actions for schools during the coronavirus outbreak](#)  
[Coronavirus \(COVID-19\): guidance for educational settings](#)  
<https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing>  
<https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19>  
<https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance>  
<https://www.scie.org.uk/care-providers/coronavirus-covid-19/learning-disabilities-autism/carers-family>  
<https://neu.org.uk/media/10721/view> (Joint unions planning guide for special schools)  
[Actions for educational and childcare settings to prepare for wider opening from 1 June 2020](#)  
[Coronavirus \(COVID-19\): implementing protective measures in education and childcare settings](#)  
<https://www.gov.uk/government/publications/face-coverings-in-education/face-coverings-in-education>  
<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/Dec 02 Update>  
[NHS Lateral Flow Test Centre Safe Operating Procedures](#)  
[Additional operational guidance for special schools Feb2021](#)  
<https://www.gov.uk/government/publications/face-coverings-when-to-wear-one-and-how-to-make-your-own/face-coverings-when-to-wear-one-and-how-to-make-your-own>

## Risk Matrix.

The following scoring system will be applied to each risk, whereby the risk score represents the product of the impact score and the likelihood score.

5	<b>CRITICAL</b> Risk level immediately compromises the schools ability to operate	<b>5A</b> (Risk Score =5)	<b>5B</b> (Risk Score =10)	<b>5C</b> (Risk Score =15)	<b>5D</b> (Risk Score =20)	<b>5E</b> (Risk Score =25)	 <b>IMPACT SCORE</b>			
	4	<b>SEVERE</b> Approaching risk limit, and the schools ability to operate will be compromised if immediate action is not taken	<b>4A</b> (Risk Score =4)	<b>4B</b> (Risk Score =8)	<b>4C</b> (Risk Score =12)	<b>4D</b> (Risk Score =16)		<b>4E</b> (Risk Score =20)		
		3	<b>MAJOR</b> Significant risk, but able to be managed locally and will not compromise the schools ability to operate	<b>3A</b> (Risk Score =3)	<b>3B</b> (Risk Score =6)	<b>3C</b> (Risk Score =9)		<b>3D</b> (Risk Score =12)	<b>3E</b> (Risk Score =15)	
			2	<b>MODERATE</b> Some elements of risk, but able to be managed locally to prevent escalation	<b>2A</b> (Risk Score =2)	<b>2B</b> (Risk Score =4)		<b>2C</b> (Risk Score =6)	<b>2D</b> (Risk Score =8)	<b>2E</b> (Risk Score =10)
				1	<b>MINOR</b> Able to be managed locally to minimise risk and de-escalate	<b>1A</b> (Risk Score =1)		<b>1B</b> (Risk Score =2)	<b>1C</b> (Risk Score =3)	<b>1D</b> (Risk Score =4)
<b>RISK MATRIX</b>		<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>				
		<b>VERY UNLIKELY</b>	<b>UNLIKELY</b>	<b>POSSIBLE</b>	<b>PROBABLE</b>	<b>IMMINENT</b>				
		<10% chance in a year	10-30% chance in a year	31-50% chance in a year	51-75% chance in a year	>75% chance in a year				
<b>LIKELIHOOD SCORE – PROBABILITY OF OCCURRING</b>										
										

Please note that 'Covid Secure' or 'Covid Safe' cannot be guaranteed, but the use of appropriate and statutory controls outlined in this document minimises the risk as much as is possible in this setting.

1. Establishing a systematic process of opening, including social distancing.				
1.1 Statutory Requirements for prevention of Infection, and for responses to infection				
Areas for concern	Risk rating prior to action	Control measures in place	Further action or controls needed	Residual risk rating
Key statutory instructions from Government guidance are embedded across all aspects of the schools operation	5E	<p><b><u>Statutory System of Control: Prevention.</u></b>  <b>Numbers 1-5 must be in place in all settings, all of the time</b>  <b>Number 6 must be properly considered and settings must put in place measures that suit their particular circumstances</b>  <b>Number 7 applies in specific circumstances only (intimate care situations, or when caring for a child who has developed symptoms of Covid 19, who is waiting to be collected, and is unable to maintain strict social distancing)</b></p> <p>1) Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school.                  2) Where recommended, the use of face coverings in schools.                  3) Clean hands thoroughly more often than usual.                  4) Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach.                  5) Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents.                  6) Minimise contact between individuals and maintain social distancing wherever possible.                  7) Where necessary, wear appropriate personal protective equipment (PPE).</p> <p><b><u>Statutory System of Control: Response to any infection.</u></b>                  8) Always keeping occupied spaces well ventilated                  9) Engage with the NHS Test and Trace process.                  10) Manage confirmed cases of coronavirus (COVID-19) amongst the school community.                  11) Contain any outbreak by following local health protection team advice.</p> <p>Numbers 8 to 11 must be followed in every case where they are relevant.</p>	<p>Statutory System of Control to be shared with all staff within the Covid-19 risk assessment.</p> <p>Staff to sign to confirm that they have read the risk assessment, and understand their responsibilities to uphold all control measures.</p> <p>Signage around the school re 'catch it, bin it, kill it' including visuals.                  Sufficient tissues and lidded bins available in all areas.                  Sufficient soap and hand sanitisers available in all areas.</p>	2C

		<p><b>February 2021: Use of Face Coverings.</b></p> <p>In accordance with the additional guidance for special schools issued in February 2021, face coverings should be worn by adults and learners when moving around the premises, outside of classrooms, such as in corridors and communal areas <i>where social distancing cannot easily be maintained.</i></p> <p>In addition, face coverings should be worn in classrooms/during activities <i>unless social distancing can be maintained.</i> This does not apply in situations where wearing a face covering would impact on the ability to take part in exercise or strenuous activity, for example in PE lessons.</p> <p>More information can be found in the <u><a href="#">face coverings</a></u> guidance. This additional precautionary measure is in place for a limited time during this period of high coronavirus (COVID-19) prevalence in the community. These measures will be in place until Easter 2021</p> <p>These recommendations apply to all adults and learners onsite, except where they are exempt from wearing a face covering as detailed below:</p> <p>In Oastlers school we have a number of staff and learners who will not be wearing masks due to one or more of the reasons outlined below:</p> <ul style="list-style-type: none"> <li>• because of a physical impairment or disability, illness or mental health difficulty</li> <li>• where putting on, wearing or removing a face covering will cause severe distress or result in emotional crisis</li> <li>• where staff are providing assistance to learners who rely upon lip reading, clear sound or facial expressions to communicate</li> <li>• to avoid harm or injury, or the risk of harm or injury, to staff or learners – including if it would negatively impact on anyone’s ability to apply MAPA holds if a situation required this.</li> </ul>	<p>School to ensure adequate supply of face coverings available in school for staff and learner use, if required. Staff to remind learners how to use face coverings safely and parents/carers to be reminded to keep personal masks clean and refreshed</p> <p>Face covering guidance:</p> <p><a href="https://www.gov.uk/government/publications/face-coverings-when-to-wear-one-and-how-to-make-your-own/face-coverings-when-to-wear-one-and-how-to-make-your-own">https://www.gov.uk/government/publications/face-coverings-when-to-wear-one-and-how-to-make-your-own/face-coverings-when-to-wear-one-and-how-to-make-your-own</a></p>	
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If anyone in the setting becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they must be sent home to have a test and must self-isolate for 10 days (**Guidance for full opening: special schools and other specialist settings – GOV UK**).

1.2 Net capacity				
Areas for concern	Risk rating prior to action	Control measures in place	Further action or controls needed	Residual risk rating
Available capacity of the school is reduced when social distancing guidelines are applied	4d	<ul style="list-style-type: none"> <li>Learners undergo a phased re-entry over a 2-week period to ensure a safe return of the whole school. For some learners this period may be longer than for others.</li> <li>Agreed number of learners who can attend the premises on any given day to enable compliance with social distancing rules during the phased re-entry of all learners</li> <li>Initial phase timetable in place and arrangements confirmed for each year group.</li> <li>Arrangements in place to support learners when they are not at school with remote learning at home.</li> <li>The provision of work will include access to the schools VLE and/or the provision of work via workbooks or paper based activities</li> <li>Work will be provided for those self-isolating or absent due to illness.</li> <li>Plans are in place to continue to review medical and first aid needs on an ongoing basis.</li> <li>All staff have been risk assessed to return to work, ensuring consideration of protected characteristics and BAME</li> <li>A confirmed list of staff returning to work is in place.</li> <li>Appropriate flexible work arrangements are in place for those staff and learners who are 'extremely clinically vulnerable' and who need to maintain strict social distancing and minimise contact with others. These are agreed with individual staff concerned.</li> <li>Appropriate working arrangements are in place for those who are 'clinically vulnerable' (including pregnancy) and who need to maintain strict social distancing. These are agreed with the individual staff concerned.</li> <li>An assessment of the site and physical space is complete to ensure that social distancing controls are met.</li> </ul>	<p>Consider whether additional PPA time may be needed to support staff working remotely with learners who remain at home or need a longer re-entry phase.</p> <p>Consider use of social spaces and outdoor spaces as teaching spaces to increase physical capacity</p>	2C

1.3 Updating staff and learner details				
Areas for concern	Risk rating prior to action	Control measures in place	Further action or controls needed	Residual risk rating
Personal and Emergency information may have changed during the pandemic.	4d	<ul style="list-style-type: none"> <li>Updated medical, allergy and emergency contact details for learners and staff are in place prior to coming back on site (wherever possible).</li> <li>The risk assessments for staff and learner details will be updated regularly to ensure changes are noted at the earliest opportunity.</li> <li>Learner and Staff Risk Assessments have identified changes in medical needs (where these are significant to Covid-19 transmission)</li> <li>The need for PEEPs (Personal Emergency Evacuation Plans) has been evaluated, and these have been created or altered to reflect the altered nature of the school during this time.</li> <li>Ensure staff are made aware of any / reminded of medical conditions / needs of the learners they are caring for e.g. allergies, asthma etc. and devices such as EpiPen and inhalers should be available wherever the learner is. Ensure staff are trained in their use.</li> <li>All staff have read the Covid-19 risk assessment, and acknowledge their understanding of this.</li> <li>The risk assessment is displayed on the school's website and in the staff room.</li> <li>Governors will receive any updated copies of the risk assessment.</li> </ul>	<p>All staff to be reminded of the school's First Aid Policy and Protocols, including for the administering of medicines.</p> <p>Ensure that personal and emergency information is updated in relation to students who may now be CEV is updated, following additions to the government shielding list in February 2021. Where appropriate the headteacher will request a copy of the shielding letter for the relevant learners.</p>	2c

1.4 Organisation of teaching spaces				
Areas for concern	Risk rating prior to action	Control measures in place	Further action or controls needed	Residual risk rating
Classroom sizes will not allow adequate social distancing	4d	<ul style="list-style-type: none"> <li>Classroom size and numbers reviewed.</li> <li>Class sizes and timetables/staffing fall within presented Government guidance.</li> <li>Classrooms re-modelled, with chairs and desks in place to allow for social distancing.</li> <li>All desks and chairs are front facing.</li> <li>Spare chairs removed from desks so they cannot be used.</li> <li>Clear signage and markers displayed in classrooms promoting social distancing</li> <li>Groups are kept together wherever possible.</li> <li>Members of staff needing to visit a different area of the school should avoid entering into the room wherever possible ( by standing in the doorway). Administration of emergency first aid is the only exception to this or if a learner goes into crisis.</li> <li>Ensure that the same teacher(s) and IL are assigned to work together and, as far as possible, these stay the same during the day and on subsequent days.</li> <li>Ensure that wherever possible learners use the same classroom</li> </ul>	<p>Staff are made aware that our learners will find it difficult to social distance and must be reminded regularly to adhere to it.</p> <p>Staff to be made aware of the statutory 'System of Controls' to prevent transmission of the virus.</p> <p>Posters showing the statutory System of Controls to be displayed in all teaching and social spaces.</p> <p>Staff advised as to the possibility for 'quarantining' of equipment when thorough cleaning is not possible (Not to be used by a new learner for 48 hours, or 72 hours for plastic items)</p>	2C

		<ul style="list-style-type: none"> <li>or area of a setting throughout the day.</li> <li>Where this is not possible, learners are to exit classrooms in a controlled way, under supervision to ensure social distancing routines and the following of one-way routes.</li> <li>Face covering use to be encouraged and this to be modelled by adults onsite. See <a href="#">page 4</a> for current face coverings guidance detailing what staff and learners should do, and details of exemptions.</li> <li>Additional hard and soft furnishings that may harbour the virus, or restrict the maximising of space are removed and securely stored, where appropriate.</li> <li>Lessons must allow time for adequate cleaning of desks, chairs, door handles, keyboards, monitors and classroom equipment between each lesson.</li> </ul>		
<b>Large spaces being used for PE, teaching and staff CPD</b>	4d	<ul style="list-style-type: none"> <li>Limits set for large spaces (e.g. hall, sports hall, dining hall) for teaching.</li> <li>Large gatherings prohibited. This includes external events such as fund raising days etc.</li> <li>Layout and arrangements in place to enable social distancing.</li> <li>Statutory 'System of Controls' in operation, with visual reminders and regular prompts for learners.</li> <li>Staff room gathering prohibited – morning briefing to be held in KS3dining hall to allow for appropriate social distancing.</li> </ul>	Ensure that cleaning rota is extended to include additional cleaning and regular deep cleaning of large spaces	2B
<b>1.5 Availability of staff and class sizes</b>				
<b>Areas for concern</b>	<b>Risk rating prior to action</b>	<b>Control measures in place</b>	<b>Further action or controls needed</b>	<b>Residual risk rating</b>
<b>The number of staff who are available is lower than that required to teach classes in school and operate effective home learning</b>	3d	<ul style="list-style-type: none"> <li>The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned.</li> <li>Flexible and responsive use of Inclusion Leaders and pastoral staff to supervise classes is in place.</li> <li>Full use is made of 'Test and Trace' information where available to inform staff deployment.</li> </ul>	<p>All teachers to have plans in place to support home / remote learning via the schools VLE to ensure readiness for the possibility of a local/national lockdown.</p> <p>Staff who have been re-identified as CEV (by letter) should work from home/remotely, and not attend school.</p>	2c

1.6 Prioritising provision				
Areas for concern	Risk rating prior to action	Control measures in place	Further action or controls needed	Residual risk rating
The continued prioritisation of vulnerable learners and the children of critical workers will lead the reintegration to school, which may lead to skewed groupings	3d	<ul style="list-style-type: none"> <li>Plans are in place to meet the learning needs of the children who continue to access home learning during the phased return period.</li> <li>Pastoral and SEND support is deployed wherever possible to support prioritised or identified learners in school during the phased return.</li> <li>Attendance routines to monitor and track the attendance of vulnerable learners and those from disadvantaged backgrounds are robustly adhered to during the phased re-entry period.</li> <li>A plan is in place for the phasing in of all learners, after which normal attendance monitoring routines will be applied to all learners.</li> </ul>	<p>The Sanctuary is our designated safe place to access and facilitate counselling support for learners who may be especially anxious about returning to school as a result of the pandemic.</p> <p>Remote learning packages are in place for those learners who are self-isolating, or those who have been identified/ newly identified as CEV, and cannot therefore attend the site.</p>	2B
1.7 The school day				
Areas for concern	Risk rating prior to action	Control measures in place	Further action or controls needed	Residual risk rating
The start and end of the school day create risks of breaching social distancing guidelines	3d	<ul style="list-style-type: none"> <li>Arrival and departure times are controlled to allow for the normal search routines to take place effectively and in a socially distanced way.</li> <li>Taxi and minibus arrival is controlled, and uses social distance markers and staff supervision to ensure safety</li> <li>The number of entrances and exits to be used is maximised.</li> <li>Staff and learners are briefed and signage provided to identify which entrances, exits and routes to use.</li> <li>A plan is in place for managing the movement of people on arrival to avoid groups of people congregating.</li> <li>Floor markings are visible where it is necessary to manage any queuing.</li> <li>Attendance patterns have been optimised to ensure maximum safety.</li> <li>Parents/carers have been advised not to congregate in areas outside school, or at the gate, and to observe social distancing.</li> <li>Parents/carers have been advised to make an appointment to speak to staff about concerns, and that conversations during drop off and pick up will not be possible.</li> <li>Parents/carers have been advised that they need an appointment to come into school during the pandemic period, and that this routine exists until further notice</li> <li>Parents/carers have been advised that only one adult should accompany their child to/from school, if appropriate.</li> <li>Parents/carers have been advised that face coverings are required for learners, and that face coverings are mandatory</li> </ul>	<p>School one-way system marked out identifying pinch points.</p> <p>Written protocol to all staff on procedures for movement in and around school</p> <p>Written protocols to be shared with all parents/carers and learners</p> <p>School to audit numbers using public transport, and to consider any additional support or routines that may be needed for these learners</p> <p>Staff to remind learners about safe storage (and disposal) of their masks on a day to day basis.</p> <p>Learners to be reminded about how to put on and remove a face covering safely using the WHO video:  <a href="https://youtu.be/9Tv2BVN_WTk">https://youtu.be/9Tv2BVN_WTk</a></p>	2b



		<p>on public and dedicated school transport.</p> <ul style="list-style-type: none"> <li>• Staff travelling to school are advised to avoid public transport if possible, and to follow government guidelines to ensure safe use of public transport should they need to do so.</li> <li>• Hand sanitisers in place at entrance points to the building and staff, visitors and learners must use them on entry.</li> <li>• Any visitor will be required to complete the health declaration form, located in reception.</li> <li>• Learners and staff are instructed that removal and disposal of face coverings and tissues within school should be placed in the lidded bins provided for this purpose. Binned items to be disposed of according to government infection control guidance.</li> <li>• Face Covering usage is promoted in line with current guidance. See <a href="#">page 4</a> of this document for details. Staff will actively educate and encourage children to comply with the recommendations for face coverings to the best of our ability.</li> <li>• People who are exempt from wearing face coverings are not required to provide any form of written evidence, including the use of exemption cards and should not seek medical letters about their reasons for not wishing to wear a face covering.</li> <li>• Dedicated members of staff to be present in the school entrances during arrival and departures to direct colleagues, parents/carers and learners appropriately.</li> </ul>	<p>Face covering guidance:</p> <p><a href="https://www.gov.uk/government/publications/face-coverings-when-to-wear-one-and-how-to-make-your-own/face-coverings-when-to-wear-one-and-how-to-make-your-own">https://www.gov.uk/government/publications/face-coverings-when-to-wear-one-and-how-to-make-your-own/face-coverings-when-to-wear-one-and-how-to-make-your-own</a></p>	
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**1.8 Planning movement around the school**

Areas for concern	Risk rating prior to action	Control measures in place	Further action or controls needed	Residual risk rating
<b>Movement around the school risks breaching social distancing guidelines</b>	3d	<ul style="list-style-type: none"> <li>• Circulation plans have been reviewed and revised.</li> <li>• One-way systems are in place where possible.</li> <li>• The use of face coverings, to be applied as detailed on <a href="#">page 4</a> of this document (except where exemptions apply)</li> <li>• Appropriate signage is in place to clarify circulation routes.</li> <li>• Pinch points and bottlenecks are identified and managed accordingly.</li> <li>• Movement of learners around school is minimised as much as possible.</li> <li>• Lesson change overs are supervised to avoid overcrowding.</li> <li>• Learners are regularly briefed regarding observing social distancing guidance.</li> <li>• Appropriate duty rota and levels of supervision are in place.</li> <li>• A dedicated space is identified where support can be provided by pastoral staff for any child in crisis</li> <li>• Welcome stations for KS3 and KS4 separated to allow for smoother admission into school and eliminates the waiting period while search takes place.</li> </ul>	School floor plan for movement around school drafted and to be shared in procedures for all staff. See 1.6 above	2b

1.9 Curriculum organisation				
Areas for concern	Risk rating prior to action	Control measures in place	Further action or controls needed	Residual risk rating
Learners will have fallen behind in their learning during school closures and achievement gaps will have widened	3c	<ul style="list-style-type: none"> <li>Gaps in learning are assessed and addressed in teachers' planning.</li> <li>Home and remote learning is continuing and is calibrated to complement in-school learning and the address gaps identified.</li> <li>Plans for intervention are in place for those learners who have fallen behind in their learning.</li> <li>Provision as outlined on learners' EHCPs will be prioritised within the curriculum to meet statutory requirements.</li> <li>Learners not in school will continue to have work set by their class teachers to be delivered at home by designated staff.</li> </ul>	<p>Where we can we will baseline learning to ensure we can address gaps in learning. Teachers will communicate to ensure that a broad and balanced curriculum can be addressed as swiftly as possible after phased entry is complete and learners are settled.</p> <p>Learners who require a specified provision for medical needs will be risk assessed and discussion will take place with other agencies such as school nurses and CSC.</p> <p>SEND support is prioritised for those students with an EHCP. (The temporary legislative change relating to the delivery of provision outlined in an EHCP, in place during the first lockdown, ceased as of 30 September 2020)</p>	2c
Shared equipment and activities that involve sharing equipment present an infection risk to staff and learners	3c	<ul style="list-style-type: none"> <li>Teaching and activities which require close direct supervision or contact such as PE pose a higher level of risk, and delivery of these must ensure that the statutory 'System of Control' are adhered to at all times</li> <li>Resources such as the sports hall, fixed and mobile sports equipment and outdoor play equipment will be cleaned before another class can use them.</li> <li>Indoor and outdoor equipment that cannot easily be cleaned after each user or kept for one user at a time should be taken out of use, or quarantined for the minimum stated time period before being reused (48 hours, and 72 hours for plastic items)</li> <li>Reduce the use of shared resources e.g. stationery, books, etc, and allocate individual resources to learners wherever possible that is for their sole use.</li> <li>Minimise, or remove altogether items that are difficult to keep clean.</li> <li>Other equipment that is kept for the sole use of a discrete group of staff and learners can be cleaned at the end of the day, and use kept to a minimum.</li> <li>Shared materials and surfaces should be cleaned and disinfected more frequently, as a minimum between each class/group.</li> <li>Amend timetables for activities using halls or classrooms where activities cannot be done elsewhere so that groups of learners can move around safely.</li> <li>Review how learners and staff are interacting, numbers on site, how equipment is being used and cease or re-instate activities / equipment as necessary.</li> <li>Learning outside is encouraged wherever possible, following</li> </ul>	<p>Consider timetabling PE into 2 discrete blocks, 1 x am and 1 x pm.</p> <p>Identify resources that pose a risk such as soft furnishings and remove these.</p> <p>Learners to be allocated personalised resources required to meet specific needs (pens and pencils in a named pencil case) and these will be cleaned and/or replenished frequently</p> <p>Where learners are absent, due to self – isolation, or as a result of a positive Covid 19 test or temporary school closure (linked to the Covid 19 pandemic) Oastlers will:</p> <ul style="list-style-type: none"> <li>Provide a curriculum that allows access to high-quality online and offline resources linked to the school's curriculum.</li> <li>provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access</li> <li>recognise that younger learners and some with SEND may not be able to access remote education without adult support and so will</li> </ul>	2b

		<p>social distancing and the statutory 'System of Controls'.</p> <ul style="list-style-type: none"> <li>• Singing, wind and brass playing will not take place until further notice.</li> </ul> <p><b>Educational Visits</b></p> <ul style="list-style-type: none"> <li>• Government guidance is currently that all local and educational visits can continue subject to appropriate risk assessments and wider advice on visiting indoor and outdoor venues.</li> <li>• Government guidance should be followed for national and international visits after restrictions are lifted. Guidance will be updated as the situation changes.</li> <li>• The 'Rule of Six' will be applied for any external visit.</li> </ul> <p><b>Assemblies / Collective Worship</b></p> <ul style="list-style-type: none"> <li>• Whole-school assemblies / acts of collective worship will be arranged in small groups.</li> <li>• Small group gatherings/assemblies may take place subject to social distancing rules.</li> </ul> <p><b>Physical Education and Team Sports:</b></p> <p>Team sports will only be provided in line with those approved on the 05 Nov 20 Gov.UK framework  <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sport-and-recreation/return-to-recreational-team-sport-framework">https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sport-and-recreation/return-to-recreational-team-sport-framework</a></p> <p>Competition between different schools will not take place, in line with the wider restrictions on grassroots sport.</p> <p>Learners will be kept in small, consistent groups and sports equipment will be thoroughly cleaned between each use by different individual groups. Outdoor sports will be prioritised where possible, and our large indoor spaces used where it is not, maximising natural ventilation flows (through opening windows and doors or using air conditioning systems wherever possible).</p> <p>Work with external coaches, clubs and organisation's for curricular and extra-curricular activities will take place only where it is safe to do so within the school's wider protective measures (e.g. swimming lessons)</p> <p>Changing rooms are an area of increased transmission risk, so usage should be minimised and additional measures will be taken where necessary to reduce transmission and minimise social contact. The available space will be assessed and all necessary precautions taken to ensure appropriate distancing can be maintained, including communication of the maximum number of learners permitted in a space at any one time. Learners should minimise the time they spend in the changing area.</p> <p><b>Music, Dance and Drama:</b></p> <p>Social distancing will be observed 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 learners in dance and drama.</p>	<p>work with families to deliver remote education appropriately.</p> <ul style="list-style-type: none"> <li>• set work each day that is meaningful and from a number of different subjects</li> <li>• adjust the pace or difficulty of what is being provided, revising material or simplifying explanations to ensure that students are able to access the work.</li> <li>• plan work that is of equivalent length to the teaching time that students would receive in school for their subject.</li> </ul> <p>Site manager will ensure that water systems, for example showers and sinks, are safe to use after a prolonged facility shutdown to minimise the risk of legionella and other diseases associated with water.</p> <p>Shower and changing facilities will be kept clean and clear of personal items and that social distancing is achieved as much as possible.</p> <p>Enhanced cleaning of all facilities regularly during the day and at the end of the day.</p> <p>Cleaning materials and hand sanitiser for learners to use at touch points.</p> <p>Provide additional signposting in these areas to maintain social distancing.</p> <p>Showers are currently not available at the school. Use will be reviewed after the pandemic is over.</p>	
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Keep any background or accompanying music to levels which do not encourage teachers or other performers to raise their voices. If possible, use microphones to reduce the need for shouting or prolonged periods of loud speaking or singing. If possible, do not share microphones.

If instruments and equipment do 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 learners playing them. Limit handling of music scores, parts and scripts to the individual using them.

**Peripatetic music lessons:**

Social distancing between learner and teacher will be adhered to. (current guidance is that if the activity is face-to-face and without mitigations, 2 meters' is appropriate), accounting for ventilation of the space being used. Learner and teacher should be positioned side by side if possible.

**For an indoor or outdoor face-to-face performance in front of a live audience:**

Latest advice in the DCMS performing arts guidance will be followed, implementing events in the lowest risk order as described. Oastlers currently has no planned indoor or outdoor performances.

Whilst in restrictions, the school will not be hosting performances or sporting events with an audience.

Singing, wind and brass playing will not take place in large groups such as choirs and ensembles, or in 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 strict social distancing of 2 meters' between each singer and player will be observed, and between singers and players, and any other people such as conductors, other musicians, or accompanists.

Learners will be positioned back-to-back or side-to-side when playing or singing (rather than face-to-face) whenever possible. Wind and brass players will be positioned so that the air from their instrument does not blow into another player.

Learners will avoid sharing of instruments and equipment wherever possible. Name labels on equipment will help identify the designated user, for example, percussionists' own sticks and mallets.

If instruments and equipment have to be shared, these will be disinfected regularly (including any packing cases, handles, props, chairs, microphones and music stands) and always between users,

		<p>following government guidance.</p> <p>Instruments will be cleaned by the learner playing them, where possible.</p> <p>The handling of music scores, parts and scripts to the individual using them. (by providing a named copy for each learner)</p> <p><b>Vulnerable Learners required to self-isolate:</b></p> <p>When a vulnerable child is asked to self-isolate, the schools will notify their social worker (if they have one).</p> <p>School will check if a vulnerable child is able to access remote education support safely, will help them to access it (as far as possible) and will regularly check they are doing so in a safe manner.</p> <p>Oastlers will work within the KCSIE statutory guidance to ensure that remote education is delivered safely, and to ensure that learners remain safe on line when accessing learning remotely.</p>	<p>Joanne Taylor and Duncan Beckley will maintain weekly contact with all those absent due to COVID, self-isolation, or CEV status through a series of welfare calls and will share information with other agencies, if appropriate, when a family is in need of additional support.</p> <p>The schools' counsellor, Phil Parr, is offering remote counselling for any child requiring emotional support.</p>	
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**1.10 Staff workspaces**

Areas for concern	Risk rating prior to action	Control measures in place	Further action or controls needed	Residual risk rating
Staff rooms and offices do not allow for observation of social distancing guidelines	4d	<ul style="list-style-type: none"> <li>Staff workrooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for social distancing.</li> <li>Staff breaks ideally take place within their own area – the staffroom will not be open for shared use.</li> <li>For shared touch points e.g. door handles, drawer handles, microwaves, kettle handles, hot water handles, photocopiers, keyboards etc. staff will follow the “If You Use It – Wipe It” principle with antiviral wipes.</li> <li>Staff take responsibility for using their own cups, cutlery etc, washing and wiping down all equipment and surfaces after use.</li> <li>All staff will follow a set written procedure for cleaning and wiping down surfaces, and all have been briefed on this.</li> <li>Staff have been briefed on their use of shared rooms.</li> </ul>	Use of shared resources such as fridges, milk, tea, coffee etc to minimise touch points – staff advised to bring their own provisions but remains subject to staff confidence in applying the ‘use it-wipe it’ rule.	2c

**1.11 Managing the school lifecycle**

Areas for concern	Risk rating prior to action	Control measures in place	Further action or controls needed	Residual risk rating
Limited progress with the school's calendar, planning and recruitment as a result of the pandemic.	3c	<ul style="list-style-type: none"> <li>Senior Leadership Team (SLT) and staff work plans to include short- and medium-term planning to service the schools needs flexibly.</li> <li>Staff recruitment for September 2020 completed.</li> <li>Curriculum and timetable for September 2020 completed.</li> </ul>	Plan a recovery curriculum during the phased re-entry to re-establish self-esteem, confidence, the pleasure of learning, reading, fun, relationships and interpersonal skills, plus topic/project-based learning style activities for the mere pleasure of learning	1b
Learners moving on to the next phase in their education do not feel prepared for the transition	3c	<ul style="list-style-type: none"> <li>A plan is in place for pastoral staff to speak with learners and their parents/carers about the next stage in their education and resolve any emerging issues.</li> <li>There is regular and effective remote liaison with the destination institutions (post-16 providers, colleges, apprenticeship providers) to assist with learners' transition.</li> <li>Safeguarding and child protection information is shared with these destinations where required.</li> <li>Regular communications with the parents/carers of incoming learners is in place, including letters.</li> <li>Annual information sharing events, such as face to face meetings during which safeguarding and behaviour information is shared, will be completed virtually. All other procedures will still take place electronically e.g. transfer of CPOMS and CTF files</li> <li>EHCPs will be securely shared between settings as appropriate, using an electronic format.</li> <li>The Oastlers website 'information panel' is regularly updated with key information regarding the return to school by learners.</li> <li>Parents/carers are signposted to the school website 'information panel' during weekly welfare calls</li> </ul>	Consider creating a FAQs document to be shared with parents/carers in relation to transition for both incoming and outgoing learners.	2b
<b>1.12 Policy review</b>				
Areas for concern	Risk rating prior to action	Control measures in place	Further action or controls needed	Residual risk rating
Existing policies (e.g. safeguarding, health and safety, fire evacuation, medical etc) are not fit for purpose in the current climate	2c	<ul style="list-style-type: none"> <li>All relevant policies have been revised to take account of government guidance on social distancing and COVID-19, and its implications for the school, including adding an annex where appropriate to outline operational policy during Covid-19</li> <li>Staff, learners, parents/carers and governors have been briefed accordingly.</li> <li>The schools Safeguarding and Code of Conduct Policy is updated to reflect Covid-19 and the updated Keeping Children Safe in Education, September 2020.</li> </ul>		1b

1.13 Communication strategy				
Areas for concern	Risk rating prior to action	Control measures in place	Further action or controls needed	Residual risk rating
Key stakeholders need to be fully informed about changes to policies and procedures due to COVID-19, and any ongoing risks to health	2c	<ul style="list-style-type: none"> <li>• Communications strategies for the following groups are in place:               <ul style="list-style-type: none"> <li>○ Staff</li> <li>○ Learners</li> <li>○ Parents/carers</li> <li>○ Governors</li> <li>○ Local authority</li> <li>○ Involved/associated agencies</li> <li>○ Other partners</li> </ul> </li> <li>• All staff will have set guidelines and procedures for Covid-19, and will be briefed via a daily briefing</li> <li>• Updated policies are available on the school shared drive and school website to be accessed and viewed by staff.</li> <li>• Staff will be required to self-certify that they have read and understood their responsibilities and duties in the light of COVID-19 procedural and operational changes</li> <li>• Parents/carers will receive relevant guidelines via the school website, letter and Schoolcomms.</li> <li>• Governors and all other stakeholders are briefed/communicated with by SLT through regular online meetings</li> </ul>		1b
1.14 Staff induction and CPD				
Areas for concern	Risk rating prior to action	Control measures in place	Further action or controls needed	Residual risk rating
Staff are not trained in new procedures, leading to risks to health	4d	<ul style="list-style-type: none"> <li>• Induction and CPD programmes are in operation for all staff prior to reopening, and include:               <ul style="list-style-type: none"> <li>○ Infection control</li> <li>○ Fire safety and evacuation procedures</li> <li>○ Behaviour management</li> <li>○ Safeguarding</li> <li>○ Risk management</li> <li>○ Policy and practice updates</li> </ul> </li> <li>• Staff are informed through the 'daily briefing' about any changes to guidelines or requirements for Covid-19 working</li> <li>• Staff new to school are inducted with guidelines and expectations by an appropriate member of the senior team.</li> <li>• A TEST of the Covid-19 fire evacuation procedure is run within the first week of the phased return, and repeated again during the term (with the full cohort) to ensure that all learners are compliant with rules and expectations for emergency evacuation</li> <li>• The DSL communicates all relevant safeguarding information daily through CPOMS and where appropriate through a telephone conversation/conference call/teams call with relevant staff</li> </ul>	Consider adding Covid-19 procedural guidelines as an annex to the main Safeguarding Policy.	2c

New staff are not aware of policies and procedures prior to starting at the school when it reopens	4d	<ul style="list-style-type: none"> <li>• Induction programmes are in place for all new staff – either online or in-school – prior to them starting.</li> <li>• The revised staff handbook is issued to all new staff prior to them starting.</li> <li>• Induction of new staff is led and managed by a member of the senior team</li> <li>• Trainee teachers are classed as Critical Workers and are therefore able to undertake placements in schools, and to travel to and from those placements.</li> </ul>	We currently do not have any trainee teachers on site.	2c
<b>1.15 Free school meals</b>				
Areas for concern	Risk rating prior to action	Control measures in place	Further action or controls needed	Residual risk rating
Learners eligible for free school meals should continue to receive vouchers on the days that they are not in school (during the phased return period)	2c	<ul style="list-style-type: none"> <li>• A member of the senior leadership team is tasked with ensuring that learners eligible for free school meals receive free meals when in school and continue to receive vouchers/school meals when not in school.</li> <li>• Parents/carers of learners on FSM to be communicated with through relevant channels – phone, email or letter, to advise how their child’s FSM will be provided during the phased return period (i.e. as a meal in school or a voucher at home)</li> </ul>		1B
<b>1.16 Risk assessments/Fire Risk Assessment</b>				
Areas for concern	Risk rating prior to action	Control measures in place	Further action or controls needed	Residual risk rating
Fire risks must be comprehensively assessed in every area of the school in light of COVID-19, to avoid breaches of ‘Systems of Control’ statutory guidance.	4d	<ul style="list-style-type: none"> <li>• Risk assessments are updated or undertaken before the school reopens and mitigation strategies are put in place and communicated to staff covering: <ul style="list-style-type: none"> <li>○ Different areas of the school</li> <li>○ When learners enter and leave school</li> <li>○ During movement around school</li> <li>○ During break and lunch times</li> <li>○ Delivering aspects of the curriculum, especially for practical subjects and where shared equipment is used</li> <li>○ Consideration if the fire evacuation routes need to be altered to consider the changed use of the site.</li> <li>○ Consideration if muster points / practices need to be altered to accommodate social distancing guidance.</li> <li>○ Consideration if fire-marshall roles need to be reallocated, or more fire-marshals are required</li> <li>○ Ensure that staff know how to use fire extinguishers, and where call points are etc</li> <li>○ Practice new procedures as soon as possible after opening.</li> </ul> </li> </ul>		2c



1.17 School transport				
Areas for concern	Risk rating prior to action	Control measures in place	Further action or controls needed	Residual risk rating
Changes to taxi and minibus schedules as a result of COVID-19 adversely affect learners' attendance and punctuality	3c	<ul style="list-style-type: none"> <li>The details of how learners will travel to and from school are known prior to opening.</li> <li>Effective liaison with PTS is used as a basis for planning start and departure times where appropriate</li> <li>Learners are supervised during their arrival and departure time, and guided to access the buildings and site appropriately.</li> </ul>	Learners follow the mandatory guidelines for wearing face coverings in shared dedicated school transport, or on public transport	2c

2. Investing in safety equipment and health and safety arrangements to limit the spread of COVID-19				
2.1 Cleaning/General Controls				
Areas for concern	Risk rating prior to action	Control measures in place	Further action or controls needed	Residual risk rating
Cleaning capacity is reduced so that an initial deep-clean and ongoing cleaning of surfaces are not undertaken to the standards required	4d	<ul style="list-style-type: none"> <li>An enhanced cleaning plan is agreed and implemented which minimises the spread of infection.</li> <li>Regular discussion with and management of cleaners is taking place and working hours for cleaning staff are increased as appropriate.</li> <li>Daily deep cleaning of any rooms used is in place and appropriate signage is in place to identify these rooms.</li> <li>Cleaning is carried out using standard cleaning chemicals/disinfectant and / or antiviral wipes and sprays.</li> <li>Cleaners have provided appropriate cleaning products and have trained cleaners in the use of these</li> <li>Cleaning should be prioritised to cover regularly touched surfaces e.g. door handles, tables, chairs, toilets, wash basins etc. and should be done with hot soapy water and disinfectant.</li> <li>Clean surfaces that children and young people are touching, such as books, desks, chairs, doors, sinks, toilets, light switches, bannisters, more regularly than normal.</li> <li>Shared materials and surfaces should be cleaned and disinfected more frequently.</li> <li>Staff undertaking wider cleaning should wear disposable gloves and aprons and change these after cleaning each separate area.</li> <li>Ongoing cleaning of all areas is taking place by staff at all times. Sufficient products and instruction on use are in place in all areas being used.</li> </ul>	<p>Consider having a dedicated provision of cleaning products in each classroom / work area, containing hand sanitisers, antiviral wipes / sprays, paper towels, soap, tissues e.g. in a container like a storage box, workbox etc so it is easy to pick up and move around the space as required. These should be stored out of reach of learners.</p> <p>Only (pedal) bins with lids being used Consider steam cleaning furnishings then taking these out of use if appropriate.</p>	2c

<p><b>Use of lifts, electronic signing in / out systems and control panels / buttons or shared IT increase risk of infection transmission</b></p>	<p>4c</p>	<ul style="list-style-type: none"> <li>• Electronic signing in / out systems should not be used at this current time unless they can be cleaned between users either by the use of hand sanitisers or antiviral wipes</li> <li>• If it is not possible to clean surfaces between each user, then the sign in system should be replaced with an alternative non-contact system where possible e.g. at staff entry points.</li> <li>• Sanitisers should be used before touching signing in screen if they cannot be cleaned between users.</li> <li>• The use of lifts and control panels should be limited to essential users only and should be cleaned between users e.g. using hand sanitisers or ant-viral wipes.</li> <li>• IT equipment should be cleaned between users if it cannot be kept for the sole use of a discrete group of staff or learners.</li> <li>• Cleaners daily clean of computer screens, key boards and Ipads in place.</li> <li>• Ongoing cleaning done by staff members during the school day.</li> </ul>	<p>Consider individual work stations being assigned to staff who need to use them and these remain for their sole use.</p>	<p>2b</p>
<p><b>Lack of adequate ventilation increase risk of infection transmission</b></p>	<p>4d</p>	<ul style="list-style-type: none"> <li>• Windows opened in the morning to encourage air circulation in all rooms, and closed then at night. Member of staff in the room at that point takes responsibility for this, and for wiping handles (including door handles) at the start and end of the day. This applies to all classrooms, offices, shared spaces.</li> <li>• Where possible, to aid ventilation and avoid the contamination of door handles that need to be opened / closed regularly, doors should be kept open or only opened / closed by the member of staff responsible for that area and regularly cleaned / sanitised.</li> <li>• If rooms have shared air conditioning systems that do not filter the extracted air before it flows into another room these rooms should not be used.</li> <li>• To balance the need for increased ventilation while maintaining a comfortable temperature, the following measures will be used as appropriate: <ul style="list-style-type: none"> <li>▪ opening high level windows in preference to low level to reduce draughts</li> <li>▪ increasing the ventilation while spaces are unoccupied (e.g. between classes, during break and lunch, when a room is unused)</li> <li>▪ providing flexibility to allow additional, suitable indoor clothing.</li> <li>▪ rearranging furniture where possible to avoid direct drafts</li> <li>▪ Using heating systems as necessary to ensure comfort levels are maintained particularly in occupied spaces.</li> </ul> </li> </ul>		<p>3c</p>

2.2 Hygiene and handwashing				
Areas for concern	Risk rating prior to action	Control measures in place	Further action or controls needed	Residual risk rating
Inadequate supplies of soap and hand sanitiser mean that learners and staff do not wash their hands with sufficient frequency	4d	<ul style="list-style-type: none"> <li>An audit of handwashing facilities and sanitiser dispensers is undertaken before the school reopens and additional supplies are purchased if necessary.</li> <li>Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day.</li> <li>Learners and staff should wash their hands with soap and water for at least 20 seconds on entering their allocated area and at regular intervals throughout the day, particularly after going to the toilet, touching faces, coughing or sneezing, learning outside and before and after eating. Paper towels should be available for drying hands.</li> <li>If sinks are not available close to or in classrooms / work areas then hand sanitiser will be provided, and restocked as required.</li> <li>All persons should wash their hands-on arrival, and use hand sanitisers before leaving the premises and signage is in place to remind people of this.</li> <li>Staff and learners reminded daily to keep levels of hand washing high and signage in place around school.</li> <li>Tissues should be available in all group areas and should be single use only and binned after use (Lidded bins)</li> <li>Any waste products used by staff or learners that start to show symptoms whilst in school should be double bagged and kept (securely) for 72 hours before being disposed of via the usual waste route. NB the virus cannot survive on a surface for more than 72 hours according to current guidance.</li> <li>Staff are to wash hands on entry to staff rooms, before and after preparing food and drinks, and before leaving.</li> </ul>	<p>Ensure that all bins in use have foot pedals and lids and signage is in place regarding disposal of any bodily fluids.</p> <p>Ensure that an isolation room(s) is/are identified, sealed for 72 hours after use, then deep cleaned before room can be used again. The school's isolation room is the Hair &amp; Beauty Room.</p> <p>Consider making clothes washing facilities available for those staff or learners who need to change and wash clothes before leaving the building.</p> <p>Consider issuing staff with personal hand gel /sanitiser bottles, which can be refilled</p> <p>Ensure sufficient handwashing signage in place</p>	2c
Learners forget to wash their hands regularly and frequently	4d	<ul style="list-style-type: none"> <li>Staff training includes the need to remind learners of the need to wash their hands regularly and frequently.</li> <li>Posters and TV signage reinforce the need to wash hands regularly and frequently.</li> <li>Senior leaders monitor the extent to which handwashing is taking place on a regular and frequent basis.</li> </ul>	TV signage to act as a reminder throughout the day.	2b
2.3 Clothing and fabrics				
Areas for concern	Risk rating prior to action	Control measures in place	Further action or controls needed	Residual risk rating
Not wearing clean clothes each day may increase the risk of the virus	4d	<ul style="list-style-type: none"> <li>Uniform to be worn by learners, and business dress by staff to minimise risks arising from wearing other styles and types of clothing</li> <li>Expectations and guidance are communicated to parents/carers</li> </ul>	Consider having additional stocks of uniform tops and trousers, socks, underwear, indoor pumps to service any uniform needs.	3c

spreading		<ul style="list-style-type: none"> <li>re dress code and frequent washing of uniform items to reduce infection risk.</li> <li>Uniform washing facilities available in school, to be used where the learners uniform is a cause for concern. Clean and pre-bagged items to be provided to the learner to wear whilst their own uniform is undergoing cleaning</li> </ul>	Have supplies of face coverings for learners and visor face shields available for staff available.	
The use of fabric chairs may increase the risk of the virus spreading	4d	<ul style="list-style-type: none"> <li>Take fabric chairs out of use where possible.</li> <li>Where that is not possible then ensure chairs are limited to single person use, or 'quarantined' for 48 hours between uses / steam cleaned between uses.</li> </ul>	Consider removing all fabric chairs to a safe area and only hard plastic ones to be used	2b
<b>2.4 Testing and managing symptoms</b>				
<b>Areas for concern</b>	<b>Risk rating prior to action</b>	<b>Control measures in place</b>	<b>Further action or controls needed</b>	<b>Residual risk rating</b>
Testing is not used effectively to help manage staffing levels and support staff wellbeing	4d	<ul style="list-style-type: none"> <li>All staff are provided with information about how to access a test (when symptoms are present, and ideally within 1-3 days of those symptoms emerging) <a href="https://www.gov.uk/apply-coronavirus-test-essential-workers">https://www.gov.uk/apply-coronavirus-test-essential-workers</a></li> <li>All staff are aware of their duty under the 'Statutory System of Controls' to engage with the NHS test and trace process</li> <li>Post-testing support is available for staff through the school's health and wellbeing lead.</li> <li>Staff and learners over 16 are encouraged to use the NHS COVID-19 app and contact tracing. Parents/carers will need to decide whether or not their use of the app is appropriate.</li> </ul>	<p>Following school procedures and government regulations on 'track and trace', staff, learners and parents/carers are advised to call 111, take a test and self-isolate for 10 days.</p> <p>School will operate an isolation procedure that conforms with the latest Government Covid-19 Safety Guidelines. See the appendix document 'What to do if a learner is displaying signs of coronavirus'</p>	2b
Infection transmission within school due to staff/learners (or members of their household) displaying symptoms	4d	<ul style="list-style-type: none"> <li>Robust collection and monitoring of absence data, including tracking return to school dates, is in place.</li> <li>Procedures are in place to deal with any learner or staff displaying symptoms at school. This includes the use of testing for both staff and learners and appropriate action, in line with government guidance, should the tests prove positive or negative. Parents/carers will be informed and asked to call 111 and to follow govt guidance to testing procedures <a href="https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested">https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested</a></li> <li>A record of any COVID-19 symptoms in staff or learners is reported to the local authority.</li> <li>Learners, parents/carers and staff are aware of what steps to take if they, or any member of their household, displays symptoms. This includes an understanding of the definitions and mitigating actions to take in relation to the terms clinically vulnerable and clinically extremely vulnerable should these apply.</li> <li>Staff, learners and parents/carers must notify school if symptoms are identified with a requirement that those who</li> </ul>	<p>Ensure that the school has a written plan / sequence of response that complies with the most up to date government guidance, for any confirmed case of Covid-19 in their community, and that all staff are conversant with this.</p> <p>Consider allocating the 'safest' and most socially distanced roles in school to those who are CEV, CV, or otherwise at increased risk (BAME), particularly where the individual raises a justifiable concern about their safety.</p> <p>Ensure that colleagues from BAME backgrounds have an opportunity to discuss any concerns with a member of the leadership team (where such concerns have been raised)</p> <p>For single COVID cases in school contact the DfE support line 0800046 8687</p>	2b

		<p>are ill should stay at home.</p> <ul style="list-style-type: none"> <li>Procedures are in place to deal with any learner or member of staff who is confirmed to be infected with the virus</li> <li>The school will follow steps 8 and 9 in the Statutory System of control, i.e. they will <ul style="list-style-type: none"> <li>Manage confirmed cases of coronavirus (Covid-19) amongst the settings community</li> <li>Contain any outbreak by following local health protection team advice.</li> </ul> </li> </ul> <p><b>Clinically extremely vulnerable persons</b></p> <ul style="list-style-type: none"> <li>Staff and learners who are classed as <b>clinically extremely vulnerable</b> should continue to shield in line with the current guidance where they are in receipt of a 'shielding letter'</li> <li>Staff and learners who continue to be classed as <b>clinically extremely vulnerable</b> will be advised by letter for the current national lockdown period</li> <li>Education leaders should ensure that those members of staff who are <b>clinically extremely vulnerable</b> are deployed to enable them to work remotely/from home.</li> <li>Living with a <b>clinically extremely vulnerable person</b> – if a learner or staff member lives with someone who is clinically extremely vulnerable they can attend school or their workplace.</li> </ul> <p><b>Clinically vulnerable persons</b></p> <ul style="list-style-type: none"> <li>Staff – Clinically vulnerable staff (including staff who are pregnant) can return to school, and should take extra care in observing social distancing, staying 2 metres away from others wherever possible, although the individual may choose to take on a role that does not allow for this distance if they prefer to do so.</li> <li>Living with someone who is clinically vulnerable – learners or a member of staff lives with someone who is clinically vulnerable including those who are pregnant, <b>can</b> attend their education setting or their workplace.</li> </ul> <p><b>Staff who may otherwise be at increased risk from COVID-19</b></p> <ul style="list-style-type: none"> <li>Some people with particular characteristics may be at comparatively increased risk from COVID-19, and the school has completed a comprehensive risk assessment to identify such staff (including BAME)</li> <li>Where staff with significant risk factors are concerned about their return to school, they have the opportunity to discuss this with the Headteacher/deputy Headteacher to explore safety measures and adaptations that the school has put in place.</li> </ul>	<p>For two or more COVID cases contact PHE HPT 0113 386 0300</p> <p>For single and multiple cases contact the council 01274 431000 option 1</p> <p>Learners who are identified as CEV and are in receipt of a letter for the current national lockdown period are not required to attend school. Home and remote learning provision will be available for these learners, and attendance powers, such as fixed penalty notices, will not be used by schools for learners in this circumstance.</p> <p>We currently do not have any children who are identified as clinically extremely vulnerable. As a consequence, all children are expected to be in school as per Govt guidelines.</p> <p>Children who live with someone who is clinically extremely vulnerable, but who are not clinically extremely vulnerable themselves, should still attend school.</p> <p>The government will only reintroduce formal restrictive shielding advice in some local areas in tier 3 where this has been advised by the Chief Medical Officer, and only for a limited period of time.</p> <p>People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace unless advised otherwise by an individual letter from the NHS or a specialist doctor.</p> <p>Health risk assessments will be updated accordingly in line with changes in local restrictions, and individual updates provided from staff and learners, parents/carers.</p>	<p>2c</p>
<p><b>Staff, learners and</b></p>	<p>4d</p>	<ul style="list-style-type: none"> <li>Staff, learners and parents/carers have received clear</li> </ul>	<p>All guidance is updated and emailed to all</p>	<p>2c</p>

parents/carers are not aware of the school's procedures (including on self-isolation and testing) should anyone display symptoms of COVID-19		<p>communications informing them of current government guidance on the actions to take should anyone display symptoms of COVID-19 and how this will be implemented in the school.</p> <ul style="list-style-type: none"> <li>• This guidance has been explained to staff and learners as part of the induction process.</li> <li>• Information, including this policy, is on the schools website.</li> </ul>	staff members. Teams are briefed daily in school and at the end of the school day. Guidance document is updated regularly by the senior leadership team and clearly available on the website.	
Staff, learners and parents/carers are not aware of the school's procedures should there be a confirmed case of COVID-19 in the school	4d	<ul style="list-style-type: none"> <li>• Staff, learners and parents/carers have received clear communications informing them of current government guidance on confirmed cases of COVID-19 and how this will be implemented in the school.</li> <li>• This guidance has been explained to staff and learners as part of the induction process.</li> <li>• Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.</li> </ul>	If school has 2 or more confirmed cases within 14 days, or an overall rise in sickness absence where COVID-19 is suspected, they will work with the Health Protection Team for advice if additional action is required.	2c
<b>2.5 First Aid/Designated Safeguarding Leads</b>				
<b>Areas for concern</b>	<b>Risk rating prior to action</b>	<b>Control measures in place</b>	<b>Further action or controls needed</b>	<b>Residual risk rating</b>
The lack of availability of designated First Aiders and Designated Safeguarding Leads puts children's safety at risk	5c	<ul style="list-style-type: none"> <li>• School first aid procedures have been updated in line with COVID-19 requirements.</li> <li>• Risk Assessments have been passed through the School Nursing Team to ensure that all necessary support is in place to meet learners' needs</li> <li>• Ensure adequate first aid provision for the numbers of staff and learners on site, this is likely to include staff with full FAW (First Aid at Work) qualifications.</li> <li>• All staff know how to contact the Designated Safeguarding Lead (DSL) and the deputies (DDSL) for advice</li> <li>• Staff continue to raise safeguarding concerns via the schools 'cause for concern' document and pass immediately to a Designated Safeguarding Lead.</li> <li>• Increase capacity of DSL and deputies to be able to respond to the potential increase in safeguarding concerns or reports</li> <li>• All concerns to be recorded onto CPOMS to ensure issues fully circulated and shared.</li> </ul>	<p>Consider collaborative arrangements for sharing first aid staff with other schools in the locality if numbers become low and the school is compromised as a result. Consider extending expiring first aid certificates for three months, or until renewal training can be accessed.</p> <p>Consider limiting or ceasing activities more likely to result in injuries e.g. gymnastics, trampoline, D&amp;T, science.</p>	4c

2.6 Medical rooms				
Areas for concern	Risk rating prior to action	Control measures in place	Further action or controls needed	Residual risk rating
The medical/isolation Room is not adequately equipped or configured to maintain infection control	4d	<ul style="list-style-type: none"> <li>Social distancing provisions are in place for medical incidents.</li> <li>Additional rooms are designated for learners with suspected COVID-19 whilst collection is arranged.</li> <li>Procedures are in place for the medical/isolation room to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets.</li> <li>Rooms used for isolating learners or staff who display symptoms of Coronavirus should be left for 72 hours if possible and then normal cleaning resumed or a deep clean of that room should be undertaken.</li> </ul>	The school has identified the Hair & Beauty Room to act as a medical/Isolation space for those waiting for collection with suspected Covid19 symptoms.	3d
2.7 Communication with parents/carers				
Areas for concern	Risk rating prior to action	Control measures in place	Further action or controls needed	Residual risk rating
Parents/carers may not be fully informed of the health and safety requirements for the reopening of the school	4d	<ul style="list-style-type: none"> <li>As part of the overall communications strategy referenced in 1.12, parents/carers are kept up to date with information, guidance and the school's expectations on a weekly basis using a range of communication tools.</li> <li>Consult with and involve staff in the setting up of individual school plans and systems as far as possible and discuss / share this risk assessment.</li> <li>A COVID-19 section on the school website is created and updated regularly.</li> <li>Parents/carers all have weekly calls and contact as a minimum</li> <li>Parents/carers are signposted to the Covid-19 information panel on the school's website during weekly calls.</li> </ul>	<ul style="list-style-type: none"> <li>Use of translation service where required</li> <li>Home school agreement being developed and to be distributed.</li> <li>Collaboration with partner agencies for additional support where necessary.</li> </ul>	2c
Parents/carers may not fully understand their responsibilities should a child show symptoms of COVID-19	4d	<ul style="list-style-type: none"> <li>Key messages in line with government guidance are reinforced on a weekly basis via email, and the school's website.</li> </ul>	<p>Consider making an initial phone call to each family before the child attends for the first time, with translation services called upon where needed</p> <p>Consider developing the home school agreement to repeat the key messages, with senior team responsibility to update this as guidelines change</p> <p>Consider a Monday morning text/email, to remind parents/carers of the symptoms on a weekly basis (ensuring that this reflects the most up to date government information)</p>	2c

2.8 Communication with staff				
Areas for concern	Risk rating prior to action	Control measures in place	Further action or controls needed	Residual risk rating
Staff are not fully informed of the health and safety requirements for the reopening of the school and the safe running of the organisation	4d	<ul style="list-style-type: none"> <li>Check SchoolComms messaging, emails and Headteacher updates for information regarding school updates.</li> <li>Communicate via Teams, and emails regularly.</li> <li>Any face to face staff meetings or training follow strict social distancing measures, and staff attendance is strictly managed to ensure no whole school gatherings or overcrowding of spaces.</li> <li>Staff can communicate between colleagues via internal telephone networks to avoid or minimise movement around school and face to face contact.</li> </ul>		2c
2.9 Personal Protective Equipment (PPE)				
Areas for concern	Risk rating prior to action	Control measures in place	Further action or controls needed	Residual risk rating
Staff wish to use PPE which is not in line with government guidelines	4d	<ul style="list-style-type: none"> <li>Government guidance on wearing PPE is understood and communicated to all staff</li> <li>Where PPE is required – <b><u>which applies in specific circumstances only</u></b> as follows: <ul style="list-style-type: none"> <li>intimate care situations</li> <li>when caring for a child who has developed symptoms of COVID-19, who is waiting to be collected, and is unable to maintain strict social distancing</li> <li>Where an individual is suspected to be infected by COVID-19</li> </ul> </li> </ul> <p>Those staff affected have been instructed on how to put on and how to remove PPE carefully to reduce contamination and also how to dispose of them safely. (PPE in these named circumstances includes a face covering, a visor or face shield, gloves and a plastic apron)</p>	<p>Any waste PPE products used by staff whilst in school should be double bagged and kept (securely) for 72 hours before being disposed of via the usual waste route. NB the virus cannot survive on a surface for more than 72 hours according to current guidance.</p> <p>Identified staff who will deal with managing those with suspected Covid-19 symptoms will be: Lyndsey Brown, Jeanine Fairbairn, Adam Jones and Robert Fairbairn</p>	2c



### 3. Maximising social distancing measures

#### 3.1 Learner behaviour

Areas for concern	Risk rating prior to action	Control measures in place	Further action or controls needed	Residual risk rating
<p>Learners' behaviour on return to school does not comply with social distancing guidance</p> <p>Learners refuse to wear face coverings</p> <p>Care and control (Physical Intervention) measures need to be implemented which do not comply with social distancing guidance</p>	4d	<ul style="list-style-type: none"> <li>Staff model social distancing consistently.</li> <li>Staff model the use of face coverings in line with the current guidance, as described on page 4 of this document</li> <li>The movement of learners around the school is minimised.</li> <li>A one-way system is in operation wherever possible</li> <li>Large gatherings are avoided.</li> <li>Break times and lunch times are structured to support social distancing and are closely supervised.</li> <li>The school's 'Behaviour Policy' has been revised to include compliance with social distancing and this has been communicated to staff, learners and parents.</li> <li>Senior leaders monitor areas where there are breaches of social distancing measures and arrangements are reviewed.</li> <li>Messages to parents/carers reinforce the importance of social distancing.</li> <li>Where possible consider carrying out any necessary closer supervision – side on rather than face on.</li> <li>Physical Intervention is the last resort.</li> <li>De-escalation techniques applied</li> <li>Staff duty of care responsibility still applies if a child was to be at risk of harm to themselves or others.</li> <li>Deliberate spitting and coughing by learners is treated as a behaviour breach, and sanctioned accordingly.</li> </ul>	<p>Regular reminders to the staff team about prioritising the use of de-escalation techniques.</p> <p>Breaches of the Behaviour Policy will result in referral to the Reflection Room.</p> <p>The use of physical intervention must only be applied by the behaviour team as a last resort, and will not be applied for the refusal to wear a mask.</p> <p>Any learner entering into crisis wearing a face covering will have the mask removed if physical intervention is required in order to ensure a clear airway.</p>	2c

#### 3.2 Classrooms and teaching spaces

Areas for concern	Risk rating prior to action	Control measures in place	Further action or controls needed	Residual risk rating
The size and configuration of classrooms and teaching spaces does not support compliance with social distancing measures	4d	<ul style="list-style-type: none"> <li>An optimum number of learners and staff has been considered carefully</li> <li>Net capacity assessment completed, each classroom and teaching space is now compliant with social distancing measures and in line with government guidance.</li> <li>All furniture not in use has been removed from classrooms and teaching spaces, where appropriate.</li> <li>Arrangements are reviewed regularly.</li> </ul>	All soft items/soft furnishing are removed or not to be used where appropriate	2b

3.3 Movement in corridors/cloakrooms				
Areas for concern	Risk rating prior to action	Control measures in place	Further action or controls needed	Residual risk rating
Social distancing guidance is breached when learners circulate in corridors	4d	<ul style="list-style-type: none"> <li>A school plan is in place for entry and exit, and directional movement around school (arrows and signage to indicate). Circulation routes are clearly marked with appropriate signage.</li> <li>Any pinch points/bottle necks are identified and managed accordingly.</li> <li>The movement of learners around school is minimised as much as possible.</li> <li>Where possible, learners stay in classrooms and staff move around.</li> <li>Learners are briefed regularly regarding observing social distancing guidance whilst circulating.</li> <li>Appropriate supervision levels are in place.</li> <li>Staff and learners will be encouraged to wear a face covering in line with current guidance</li> </ul>	<p>Radio communication in place to notify groups and teachers about movement times, and to call classes to lunch, or for any emergency movements that may be necessary.</p> <p>All staff will be briefed on this procedure.</p>	2c
3.4 Break times Learners/Staff				
Areas for concern	Risk rating prior to action	Control measures in place	Further action or controls needed	Residual risk rating
Learners may not observe social distancing at break times	4d	<ul style="list-style-type: none"> <li>External areas are designated for different groups where possible</li> <li>Learners are reminded about social distancing as break times begin.</li> <li>Social distancing signage is in place around the school and in key areas.</li> <li>Supervision levels have been enhanced, especially with younger learners, to support social distancing.</li> </ul>	Identified staff will have stations to cover to reinforce social distancing rules.	2c
3.5 Lunch times/Catering provision				
Areas for concern	Risk rating prior to action	Control measures in place	Further action or controls needed	Residual risk rating
<p>Catering facilities not available</p> <p>Learners may not observe social distancing at lunch times</p>	4d	<ul style="list-style-type: none"> <li>Learners are reminded about social distancing as lunch times begin.</li> <li>Learners called to the serving trolley whilst seated to reduce contact with other learners and staff.</li> <li>Learners wash their hands before and sanitise after eating.</li> <li>Dining area layouts have been configured to ensure social distancing, and additional areas are used to support the dining routine.</li> <li>Eating areas are cleaned after lunch.</li> <li>Discuss with catering staff if there needs to be alterations to menu choices and systems to allow for quicker / easier distribution to learners / flow through collection points. E.g. limiting meal choices (considering specific dietary and allergy needs).</li> </ul>	<p>Consider issuing guidance to parents/carers and learners about packed lunches where appropriate (e.g. the use of disposable bags instead of lunch boxes to reduce infection risk).</p> <p>Catering staff will wear face coverings and adhere to robust guidance expected to manage the kitchen and food areas.</p> <p>KS3 learners to eat in their classrooms. KS4 in the dining room. Sixth form in their area. Only SLT staff and the behaviour</p>	2c

		<ul style="list-style-type: none"> <li>Inform catering staff of any changes to entry / exit points, fire safety procedures, safeguarding etc.</li> <li>Consider how to allocate staff at lunchtime for supervision duties.</li> <li>Staff and learners will wear a face covering in the dining room, except when seated and eating their meal. (Unless exempt) and if social distancing rules cannot be applied.</li> </ul>	team in dining room with learners. All other staff in small hall	
<b>3.6 Toilets</b>				
<b>Areas for concern</b>	<b>Risk rating prior to action</b>	<b>Control measures in place</b>	<b>Further action or controls needed</b>	<b>Residual risk rating</b>
<b>Queues for toilets and handwashing risk non-compliance with social distancing measures</b>	4d	<ul style="list-style-type: none"> <li>Learners know that they can only use the toilet one at a time.</li> <li>Learners are encouraged to access the toilet during class/throughout the day to help avoid queues.</li> <li>The toilets are cleaned frequently.</li> <li>Wash hands before and after using the toilet (or use hand sanitisers if hand washing is difficult to achieve).</li> <li>Where possible staff should use the staff toilets as close to their work areas as possible and follow social distancing guidelines when moving to / from them.</li> <li>Signage to the backs of toilet doors and above sinks could be provided to remind learners and staff to wash their hands Also posters in key hand washing areas</li> <li>Flushing of the toilets occurs with the lids down and toilet ventilations systems are working.</li> <li>Use of toilets should be for individual groups where possible as close to their learning base or on a rota with social distancing observed if groups mix.</li> <li>Monitoring ensures a constant supply of soap and paper towels.</li> <li>Bins are emptied regularly.</li> <li>Learners are reminded regularly on how to wash hands</li> <li>Cleaning should be carried out using standard cleaning chemicals/disinfectant and / or antiviral wipes and sprays.</li> <li>Staff undertaking wider cleaning should wear disposable gloves and aprons and change these after cleaning each separate area.</li> </ul>	Site staff will ensure that all toilet/hygiene areas are well stocked at the end of the day Staff are asked to follow the 'Use it, Wipe it' principle.	2c
<b>3.7 Medical/Isolation room</b>				
<b>Areas for concern</b>	<b>Risk rating prior to action</b>	<b>Control measures in place</b>	<b>Further action or controls needed</b>	<b>Residual risk rating</b>
<b>The configuration of medical/isolation room may compromise social distancing measures</b>	4d	<ul style="list-style-type: none"> <li>Social distancing provisions are in place for the medical/isolation room.</li> <li>Additional rooms are designated for learners with suspected COVID-19 whilst collection is arranged.</li> </ul>	If necessary, a second medical/isolation room could include the therapy lodge.	2c

3.8 Reception area				
Areas for concern	Risk rating prior to action	Control measures in place	Further action or controls needed	Residual risk rating
Groups of people gather in reception (parents, visitors, deliveries) which risks breaching social distancing guidelines	4d	<ul style="list-style-type: none"> <li>Social distancing points are clearly set out, using floor markings, continuing outside where necessary.</li> <li>Social distancing guidance is clearly displayed to protect reception staff</li> <li>Visitors to use hand sanitiser and have their temperature checked before entering the buildings</li> <li>Visitors to wear face coverings within the building.</li> <li>Visitors to complete the health checklist on entry to the building.</li> <li>Only 1 person allowed within reception, to stand 2 m from front desk</li> <li>If more than one person is waiting outside reception, they must adhere to the demarcated lines of two metres and wait entry instruction</li> <li>Internal staff coming to the reception area are mindful and follow similar instructions and wait inside the internal door until it is clear.</li> <li>Reception desk and equipment (e.g. telephones) to be regularly cleaned/ wiped with antiviral wipes</li> <li>Caretaking staff to ensure that wipes and gel are in place at all key points.</li> <li>Arrangements are in place for segregation of visitors.</li> <li>Non-essential deliveries and visitors to school are minimised.</li> <li>All deliveries are managed by a period or quarantine (48 hours) or wiped clean before distribution.</li> </ul>	Signage in reception clearly indicates number allowed in the area at any one time	2b
3.9 Arrival and departure from school				
Areas for concern	Risk rating prior to action	Control measures in place	Further action or controls needed	Residual risk rating
Learners and parents/carers congregate at exits and entrances, making social distancing measures difficult to apply	4d	<ul style="list-style-type: none"> <li>Start and finish times are carefully managed to minimise crowding and unnecessary contact.</li> <li>The use of available entrances and exits is maximised.</li> <li>Social distancing guidelines are reinforced at entrances and exits through signage and floor/ground markings, including external drop-off and pick-up points.</li> <li>Weekly messages to parents/carers and PTS (private transport service) stress the need for social distancing at arrival and</li> </ul>	Senior Leader on transport duty to manage alighting of taxis and the moving and safe boarding of vehicles at the end of the day.	2b

		departure times.		
<b>3.10 Transport</b>				
<b>Areas for concern</b>	<b>Risk rating prior to action</b>	<b>Control measures in place</b>	<b>Further action or controls needed</b>	<b>Residual risk rating</b>
The use of public and school transport by learners poses risks in terms of social distancing	4d	<ul style="list-style-type: none"> <li>Guidance is in place for learners and parents/carers on how social distancing can be observed on public and school transport. This includes advice on the use of face coverings if learners are using public transport, or shared dedicated school transport.</li> <li>Discussions have been held with the relevant public transport authority and with bus companies on how social distancing measures will be applied.</li> <li>Face coverings must be worn by learners when travelling on dedicated school transport to school. (excluding those learners who are exempt)</li> </ul>	Reminders that face coverings should be worn in school transport.	2c
<b>3.11 Staff areas</b>				
<b>Areas for concern</b>	<b>Risk rating prior to action</b>	<b>Control measures in place</b>	<b>Further action or controls needed</b>	<b>Residual risk rating</b>
The configuration of staff rooms and offices makes compliance with social distancing measures problematic	4d	<ul style="list-style-type: none"> <li>see 1.9</li> </ul>		2c

## 4. Continuing enhanced protection for children and staff with underlying health conditions

### 4.1 Learners with underlying health issues

Areas for concern	Risk rating prior to action	Control measures in place	Further action or controls needed	Residual risk rating
Learners with underlying health issues or those who are shielding/paused from shielding are not identified and so measures have not been put in place to protect them	4d	<ul style="list-style-type: none"> <li>Risk assessments have been completed with all families to identify learners who are clinically vulnerable and clinically extremely vulnerable or may be at increased risk from Covid-19 (BAME etc.)</li> <li>Parents/carers have been asked to make the school aware of learners' underlying health conditions and the school has sought to ensure that the appropriate guidance has been acted upon.</li> <li>The school, and parents/carers are clear about the definitions and associated mitigating strategies in relation to people who are classed as <b>clinically vulnerable</b> and <b>clinically extremely vulnerable</b>.</li> <li>School has a regularly updated register of learners with underlying health conditions.</li> </ul>	Information will be sought at regular interval to update the dynamic risk assessment register	2c

### 4.2 Staff with underlying health issues

Areas for concern	Risk rating prior to action	Control measures in place	Further action or controls needed	Residual risk rating
Staff with underlying health issues or those who are shielding are not identified and so measures have not been put in place to protect them	4d	<ul style="list-style-type: none"> <li>All members of staff with underlying health issues, those within vulnerable groups or who are shielding have been identified by the school. Records are kept of this and regularly updated.</li> <li>Members of staff with underlying health conditions have been asked to seek and act on the advice of their GP/ consultant/ midwife or check current government advice.</li> <li>Staff are clear about the definitions and associated mitigating strategies in relation to people who are classed as <b>clinically vulnerable</b> and <b>clinically extremely vulnerable</b></li> <li>Current government guidance is being applied for those staff identified as being more vulnerable to Covid-19 (see 2.4 for specific detail)</li> </ul>	Information will be sought at regular interval to update the dynamic risk assessment register	2c

## 5. Enhancing mental health support for learners and staff

### 5.1 Mental health concerns – learners

Areas for concern	Risk rating prior to action	Control measures in place	Further action or controls needed	Residual risk rating
Learners' mental health has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general	4c	<ul style="list-style-type: none"> <li>Staff are encouraged to recognise if learners are having difficulty with their mental health.</li> <li>Wellbeing/mental health support can be made available for learners through our PSHE and the pastoral teams, including counselling, to support learners to help talk about feelings</li> <li>Parents/carers are asked to share or update information with the school about any mental health/wellbeing risks that may impact on their safe return to school</li> </ul>		2b

### 5.2 Mental health concerns – staff

Areas for concern	Risk rating prior to action	Control measures in place	Further action or controls needed	Residual risk rating
The mental health of staff has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general	4c	<ul style="list-style-type: none"> <li>Staff are encouraged to focus on their own wellbeing.</li> <li>The school has a wellbeing policy which outlines support and signposts to additional wellbeing services</li> <li>Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload.</li> <li>Staff briefings and training have included content on wellbeing.</li> <li>Staff have been signposted to useful websites and resources, and have been reminded about how to contact the school's health and wellbeing service</li> </ul>	Where necessary, HR referrals for OH (Occupational Health) can be agreed.	2b

### 5.3 Bereavement support

Areas for concern	Risk rating prior to action	Control measures in place	Further action or controls needed	Residual risk rating
Learners and staff are grieving because of loss of friends or family	4c	<ul style="list-style-type: none"> <li>The school has access to trained staff who can deliver bereavement counselling and support.</li> <li>Support is requested from other organisations when necessary.</li> <li>The Schools link Psychologist is on hand to support with additional or specific support needs.</li> </ul>	<p>Consider accessing support from Child Bereavement UK</p> <p>Consider the use of social stories through our recovery curriculum to support those learners identified with obvious and increased anxieties.</p>	2b

## 6. Maintaining educational provision for children of key workers and vulnerable children during reopening and the phased return period

### 6.1 Maintaining provision

Areas for concern	Risk rating prior to action	Control measures in place	Further action or controls needed	Residual risk rating
<p><b>Educational provision must still be maintained for priority children when the school reopens</b></p>	3c	<ul style="list-style-type: none"> <li>• Current government guidance is being followed.</li> <li>• Arrangements are in place to ensure that priority children are amongst the first groups to be phased back into school</li> <li>• Arrangements are in place to ensure that this cohort is tracked and supported effectively.</li> <li>• Learners are to be offered a 'broad and balanced' curriculum.</li> </ul>	<p>Consider whether arrangements need to be in place where supervision for children of key workers needs to be extended beyond the normal school day.</p> <p>Consider whether arrangements need to be in place to supervise children of key workers and vulnerable children over any holiday periods in-line with current government guidance.</p>	2c

## 7. Operational issues

### 7.1 Review of fire procedures

Areas for concern	Risk rating prior to action	Control measures in place	Further action or controls needed	Residual risk rating
<p><b>Fire procedures are not appropriate to cover new arrangements</b></p>	4e	<ul style="list-style-type: none"> <li>• Fire procedures have been reviewed and revised where required, due to:                             <ul style="list-style-type: none"> <li>○ Reduced numbers of learners/staff</li> <li>○ Possible absence of fire marshals</li> <li>○ Social distancing rules during evacuation and at muster points</li> <li>○ Possible need for additional muster point(s) to enable social distancing where possible</li> </ul> </li> <li>• Staff and learners have been briefed on any new evacuation procedures.</li> <li>• Incident controller and fire marshals have been trained and briefed appropriately.</li> <li>• Practice new procedures as soon as possible after opening.</li> </ul>		3c
<p><b>Fire evacuation drills – unable to apply social distancing effectively</b></p>	4e	<ul style="list-style-type: none"> <li>• Plans for fire evacuation drills are in place which are in line with social distancing measures.</li> </ul>		3c
<p><b>Fire marshals absent due to self-isolation</b></p>	4e	<ul style="list-style-type: none"> <li>• An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly.</li> </ul>	<p>Consider using daily email briefing to remind fire marshals who are on duty and identify they are present.</p>	3c



7.2 Managing premises on reopening after lengthy closure				
Areas for concern	Risk rating prior to action	Control measures in place	Further action or controls needed	Residual risk rating
All systems may not be operational	4e	<ul style="list-style-type: none"> <li>Government guidance is being implemented where appropriate.</li> <li>All systems have been recommissioned.</li> </ul>		3c
Statutory compliance has not been completed due to the availability of contractors during lockdown	4e	<ul style="list-style-type: none"> <li>All statutory compliance is up to date.</li> <li>Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged.</li> </ul>	Legionella checks in place and regular flushing of the water system being managed by the site manager and recorded in line with compliance.	3c
7.3 Contractors working on the school site				
Areas for concern	Risk rating prior to action	Control measures in place	Further action or controls needed	Residual risk rating
Contractors on-site whilst school is in operation may pose a risk to social distancing and infection control	4d	<ul style="list-style-type: none"> <li>Ongoing works and scheduled inspections for schools (e.g. estates related) have been designated as essential work by the government and so are set to continue.</li> <li>An assessment has been carried out to see if any additional control measures are required to keep staff, learners, and contractors safe.</li> <li>Assurances have been sought from the contractors that all staff attending the setting will be in good health (symptom-free) and that contractors have procedures in place to ensure effective social distancing is always maintained.</li> <li>Temperature checks are carried out on arrival and before entering the school building.</li> <li>Alternative arrangements have been considered such as using a different entrance for contractors and organising classes so that contractors and staff/learners are kept apart.</li> <li>Social distancing is being maintained throughout any such works and where this is not possible arrangements are reviewed.</li> <li>In addition to arrangements for COVID-19, normal contractor procedures are being applied and have been updated considering COVID-19 (including contractor risk assessments and method statements, and contractor induction).</li> <li>Where available all ongoing works are continuing. No contractors allowed on site when learners are in school if at all possible. Contractors supervised at all times if learners are in school and are following schools' one-way system and social distancing.</li> <li>Appropriate vetting, safeguarding checks and supervision continues to operate as normal</li> <li>Normal contractors risk assessment's in place</li> </ul>		2c

7.4 Lettings / Meetings / Visitors				
Areas for concern	Risk rating prior to action	Control measures in place	Further action or controls needed	Residual risk rating
Lettings / Meetings / Visitors are not fully informed of the health and safety requirements for the reopening of the school	4d	<ul style="list-style-type: none"> <li>Visitors and on-site meetings with external individuals / groups should cease unless they can only be conducted face to face and are vital / necessary.</li> <li>If they are for vital / necessary educational / health purposes e.g. multi-agency meetings, mental health sessions, meetings with parents/carers they should only go ahead if social distancing and hygiene rules can be adhered to.</li> <li>A separate toilet facility should be identified for the sole use of visitors whilst on site as close as possible to the meeting / letting area and cleaned after their meeting has ceased and before being used by the school again.</li> <li>Oastlers will still follow procedures for controlling access / security whilst visitors are on site.</li> <li>Appropriate vetting, safeguarding checks and supervision continues to operate as normal.</li> <li>All visitors to school are required to complete the health declaration form, located in reception.</li> </ul>		2c

8. Finance				
8.1 Costs of the school's response to COVID-19				
Areas for concern	Risk rating prior to action	Control measures in place	Further action or controls needed	Residual risk rating
The costs of additional measures and enhanced services to address COVID-19 when reopening places, the school in financial difficulties	3d	<ul style="list-style-type: none"> <li>Additional cost pressures due to COVID-19 identified and an end-of-year forecast which factors them in has been produced.</li> <li>Governors have been consulted to identify potential savings in order to work towards a balanced budget.</li> <li>Additional COVID-19 related costs are being monitored and options for reducing costs over time and as guidance changes are under review.</li> <li>The school's projected financial position has been shared with governors and LA</li> </ul>		2b

## 9. Governance

### 9.1 Oversight of the governing body

Areas for concern	Risk rating prior to action	Control measures in place	Further action or controls needed	Residual risk rating
Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements.	3d	<ul style="list-style-type: none"> <li>The governing body continues to meet regularly via online platforms.</li> <li>The governing body agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation.</li> <li>The Headteacher's report to governors includes content and updates on how the school is continuing to meet its statutory obligations in addition to covering the school's response to COVID-19.</li> <li>Regular dialogue with the Chair of Governors and those governors with designated responsibilities is in place.</li> <li>Minutes of governing body meetings are reviewed to ensure that they accurately record governors' oversight and hold leaders to account for areas of statutory responsibility.</li> </ul>		2b

## 10. Additional site-specific issues and risks

Add any emerging site-specific issues/arrangements here and ensure mitigation strategies are in place to address them

Areas for concern	Risk rating prior to action	Control measures in place	Further action or controls needed	Residual risk rating
High levels of anxiety in children	4d	<ul style="list-style-type: none"> <li>Well planned recovery curriculum</li> <li>Calm, reassuring staff</li> <li>Availability of therapeutic interventions</li> <li>Support for parents/carers</li> </ul>		2c
Some staff overly anxious affecting learners	4d	<ul style="list-style-type: none"> <li>Well planned recovery curriculum</li> <li>Able to manage social distancing</li> <li>Staff wellbeing lead available</li> <li>Ed Psychologist available</li> </ul>		2d
Learner with high levels of anxiety reach a critical mass of dysregulation	3c	<ul style="list-style-type: none"> <li>Well planned recovery curriculum</li> <li>Behaviour team available at all times</li> <li>Reflection Room available for time out</li> <li>Application of MAPA (last resort)</li> <li>Cycle of Repair model followed</li> <li>First aid checks completed</li> <li>Information parent/carers of incident</li> </ul>	<ul style="list-style-type: none"> <li>Follow strict hand washing guidelines following an incident</li> <li>Reporting of bodily fluid contact immediately</li> <li>Contact Public Health Protection Team (0113 386 0300) for further guidance</li> <li>Application of behaviour policy applied as appropriate</li> </ul>	2d
Learners mimic symptoms of COVID-19	2d	<ul style="list-style-type: none"> <li>Treat as actual symptoms seeking parent/carer/medical support as per risk assessment</li> </ul>		1C

Learners deliberately spitting, coughing or malicious attempts to spread fear, alarm or distress by mimicking COVID-19 symptoms and the threat of spreading of the virus.	4c	<ul style="list-style-type: none"> <li>Well planned recovery curriculum</li> <li>Signage around school to raise awareness of good hygiene and respect for others.</li> <li>Staff to maintain a calm, reassuring, confident manner in school.</li> <li>Incident will be treated as a common assault if proven to be a deliberate act.</li> <li>Behaviour policy to be applied</li> <li>Restorative justice to be applied.</li> </ul>		2c
In the event of an outbreak in school.	4/5c	<ul style="list-style-type: none"> <li>The degree of restriction, in the event of an outbreak, will be directed either nationally or from local Public health services.</li> <li>The government or Public Health will determine which ‘tier’ of intervention will be applied, as per guidance.</li> <li>Under the Coronavirus Act 2020, any decision to close a school is one for central government.</li> </ul>		2c
Any member of staff or any family, that has visited or made a transit stop to any overseas destination subject to UK travel corridor rules comes into school having not quarantined for the 14 days.	4c	<ul style="list-style-type: none"> <li>Maintain communication with staff and families at all times regarding holiday arrangements.</li> <li>Check against current travel corridor list</li> <li>Individual to be sent home to complete quarantine</li> <li>Inform relevant agencies</li> </ul>	<ul style="list-style-type: none"> <li>Letter to parent/carers outlining expectation</li> </ul>	1c
Reporting of COVID symptoms for the purposes of track and trace during the Christmas 2020 break	4c	<ul style="list-style-type: none"> <li>School will close on Friday 18 December 2020 for the Christmas break.</li> <li>School will re-open on Monday 4 January 2021.</li> <li>For the period 18 December to Thursday 24 December all new positive cases of COVID-19 must be reported to designated leads so that test and trace can be notified.</li> <li><b>For all Oastlers Bradford reports please contact Duncan Beckley on 07860771628</b></li> <li><b>For all Oastlers @ Anerley Street (including learners placed at Bradford College) please contact Robert Fairbairn on 07546309194</b></li> <li>It is important that information includes: name of child, class and year group, date symptoms started, date of positive test.</li> <li>Staff must follow this reporting procedure also, contacting the designated lead as per their setting.</li> <li>This information will then be shared with track and trace agencies and the LA Central Team.</li> </ul>	<ul style="list-style-type: none"> <li>Letter to all parents/carers with this information to hand</li> <li>Information to be clearly displayed on website</li> <li>Staff to be made aware this instruction applies to them also</li> </ul>	1c

## 11. Lateral Flow Testing Programme

Areas for concern	Risk rating prior to action	Control measures in place	Further action or controls needed	Residual risk rating
Consent for testing	4D	<p>The school will:</p> <ul style="list-style-type: none"> <li>test staff on a twice-weekly basis, with tests 3 to 4 days apart</li> <li>offer one-off testing to all learners when they return to their setting and then weekly thereafter</li> </ul> <p>It is not a requirement for learners to have been tested in order to attend the school. Testing is voluntary and learners will not be tested unless <u>informed consent</u> has been given by the appropriate person AND the learner is willing to be tested.</p> <p>Even if the learner or the parent or legal guardian has given consent, if the individual at any point is not willing to participate in testing then that choice will be respected.</p> <p><b>Learners aged 16 or over</b> do not need parental or legal guardian consent provided that they are able to make the decision for themselves. However, the school will decide whether that learner can reasonably provide informed consent themselves (and may exceptionally need to consider undertaking a mental capacity assessment (MCA)) Learners aged 16 and over will be given the opportunity to express their views and preferences to the extent that they are able.</p>	<p>If assisted swabbing is required, the willingness and feasibility to swab should be reviewed and risk-assessed every time before swabbing.</p> <p>Further guidance is available in the <u><a href="#">informed consent to testing</a></u> section of the current guidance</p> <p><u><a href="https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings/mass-asymptomatic-testing-in-specialist-settings?utm_source=3%20February%202020%20C19&amp;utm_medium=Daily%20Email%20C19&amp;utm_campaign=DfE%20C19#main-changes-to-the-previous-version">https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings/mass-asymptomatic-testing-in-specialist-settings?utm_source=3%20February%202020%20C19&amp;utm_medium=Daily%20Email%20C19&amp;utm_campaign=DfE%20C19#main-changes-to-the-previous-version</a></u></p> <p>The school will keep a record of how the decision on consent was made.</p>	2B
Managing the anxiety of learners to COVID-19 LFT testing	3c	<p>Oastlers School knows its learners well and has put in place an approach that helps reduce any anxiety as much as possible. The school will consider whether there are reasonable adjustments that they need to make to test those with specific needs</p> <p>Where the school has concerns about the anxiety levels of a learner, it will talk the issues through with them and their parents and carers.</p> <p>The school will use a familiar, safe space in which to carry out testing routines, and a small team of familiar and consistent adults, who know the learners well, to administer the tests. At Oastlers School the testing will take place in the gymnasium which has been specially prepared for this activity</p>	<p>The school will provide access to a calm space and calming activities prior to and after the testing where this is required</p> <p>All staff involved in the LFT programme have been fully trained to deliver the testing</p>	1c
Contact between staff/learners increasing the risk of transmission of COVID-19	5D	<ul style="list-style-type: none"> <li><b>Asymptomatic:</b> All staff and learners are to be advised in advance not to attend if they have any symptoms of COVID-19, or live with someone who is showing symptoms of COVID-19 (including a fever and/or new persistent cough) or if they have returned within 10 days from a part of the world affected by the virus or have been in close contact with someone who is displaying symptoms.</li> <li><b>Face masks:</b> Prominent signage reminding attending staff and learners of the above to be displayed at the entrance to the testing</li> </ul>		2B

		<p>area</p> <ul style="list-style-type: none"> <li>• Face coverings/masks to be worn by staff and learners at all times whilst on the premises except for brief lowering at time of swabbing.</li> <li>• Requirement to wear face covering/mask to be reminded to all subjects in advance at time of test booking.</li> <li>• Compliance with wearing of face covering/mask of all staff and learners to be visually checked on arrival by reception staff.</li> <li>• Compliance with wearing of face covering/mask of all staff and learners to be visually checked through building all staff.</li> <li>• <b>Hand hygiene:</b> All staff and learners to use hand sanitiser provided on arrival &amp; adherence to this enforced by all staff.</li> <li>• <b>Social distancing:</b> Two metre social distancing to be maintained between all staff and learners with measured floor markings in place to ensure compliance in addition to verbal reminders if necessary from all staff.</li> <li>• A one-way flow of all staff and learners through the building is to be initiated and maintained at all times. Compliance with this is to be ensured all staff.</li> <li>• <b>Cleaning:</b> Regular cleaning of the school building including wipe down of all potential touchpoints in accordance with PHE guidance.</li> <li>• Limited clutter-chairs only on request; no physical handing of documents to staff and learners except barcodes and PCR test kits.</li> </ul>		
<p>Welcome &amp; registration:</p> <p>Contact between staff and learners increasing the risk of transmission of COVID-19</p>	5D	<ul style="list-style-type: none"> <li>• <b>Asymptomatic:</b> All staff and learners are to be advised in advance not to attend if they have any symptoms of COVID-19, or live with someone who is showing symptoms of COVID-19 (including a fever and/or new persistent cough) or if they have returned within 10 days from a part of the world affected by the virus or have been in close contact with someone who is displaying symptoms.</li> <li>• <b>Face masks:</b> Prominent signage reminding attending staff and learners of the above to be displayed at the entrance to the testing area</li> <li>• Face coverings/masks to be worn by staff and learners at all times whilst on the premises except for brief lowering at time of swabbing.</li> <li>• Requirement to wear face covering/mask to be reminded to all subjects in advance at time of test booking.</li> <li>• Compliance with wearing of face covering/mask of all staff and learners to be visually checked on arrival by reception staff.</li> <li>• Compliance with wearing of face covering/mask of all staff and learners to be visually checked through building all staff.</li> <li>• <b>Hand hygiene:</b> All staff and learners to use hand sanitiser provided on arrival &amp; adherence to this enforced by all staff.</li> <li>• <b>Social distancing:</b> Two metre social distancing to be maintained between all staff and learners with measured floor markings in place to ensure compliance in addition to verbal reminders if necessary from all staff.</li> </ul>		2B
<p>Sample taking:</p> <p>Contact between staff/learner and sampler increasing the transmission of COVID-19</p>	3D	<ul style="list-style-type: none"> <li>• <b>Face coverings/masks</b> to be worn by staff and learners at all times whilst on the premises except for brief lowering at time of swabbing.</li> <li>• Requirement to wear face covering/mask to be reminded to all subjects in advance at time of test booking.</li> <li>• Compliance with wearing of face covering/mask of all staff and learners to be visually checked on arrival by reception staff.</li> <li>• <b>Hand hygiene:</b> All staff and learners to use hand sanitiser provided</li> </ul>	<ul style="list-style-type: none"> <li>• Test staff to adhere to the agreed NHS safe working protocols</li> <li>• Those taking the test will not be allowed in the test processing area.</li> <li>• Post-test, that test booth will be thoroughly cleaned prior to being</li> </ul>	2B

		<p>on arrival &amp; adherence to this enforced by all staff.</p> <ul style="list-style-type: none"> <li>• <b>Social distancing:</b> Two metre social distancing to be maintained between all staff and learners with measured floor markings in place to ensure compliance in addition to verbal reminders if necessary from all staff. Contact between staff and learners only to take place as required to administer the swab test.</li> </ul>	<p>authorised to be put back in use.</p> <ul style="list-style-type: none"> <li>• All reusable items that have been touched by must be cleaned prior to being reused.</li> <li>• All those taking part in this work and or operating in the test centre will have completed: <ul style="list-style-type: none"> <li>• their NHS training on carrying out the LF test process</li> <li>• NHS Safe operating procedure for the safe operation of a LF test site</li> <li>• Correct donning and doffing (fitting use, removal and disposal) of PPE</li> <li>• Cleaning and waste</li> <li>• Reporting of issues, concerns, incidents</li> </ul> </li> </ul>	
<p>Sample taking:</p> <p>Damaged barcode, lost LFD, failed scan of barcode</p>	<b>2C</b>	<p><b>Lateral Flow testing programme coordinator to ensure effective and safe management of testing items, including effective record keeping of administered tests and the safe disposal of faulty or damaged units.</b></p> <p>For lost LFD –Orphaned record to be created on registration portal &amp; No result communicated to individual.</p> <p>Programme coordinator to ensure a recall of staff and learners who have not received a result within 1 hour of registration, and these identified individuals are to be called for a retest.</p>		<b>1B</b>
<p>Sample Taking:</p> <p>Extraction solution which comes with the lab test kit contains the following components: NA<sub>2</sub>HPO<sub>4</sub> (disodium hydrogen phosphate), NaH<sub>2</sub>PO<sub>4</sub> (sodium phosphate monobasic), NaCl (Sodium Chloride)</p>	<b>2C</b>	<p>These components do not have any hazard labels associated with them, and the manufacturer states that there are no hazards anticipated under conditions of use as described in other product literature. This is the case for exposure to: eye, skin, inhalation, ingestion, chronic toxicity, reproductive and developmental toxicity, carcinogenicity, and medical conditions aggravated by exposure.</p> <p><b>PPE:</b> Nitrile gloves which meet the Regulation (EU) 2016/425 to be used at all times when handling the extraction solution. Safety glasses with side shields which are tested and approved under appropriate government standards to be worn at all times when handling the extraction solution. Impervious clothing to be worn to protect the body from splashes or spillages.</p> <p><b>Environmental:</b> Do not let product enter drains</p> <p><b>Spillages:</b> Wipe surfaces which the solution has been spilt on and dispose of cleaning material in line with the lab's waste disposal procedures</p> <p>Do not use if the solution has expired</p>	<p>Training to be provided in handling potentially biohazardous samples, chemicals and good lab practice. Adhere to guidelines in these training procedures to prevent improper handling.</p>	<b>1B</b>

		<p>Follow procedures on the MSDS form provided by Innova to mitigate against inhalation, skin contact or ingestion of these chemicals.</p> <p>For additional detail please refer to the Oastlers Science Risk assessment for use of chemicals in school.</p>		
<p>Sample transport:</p> <p>Contact between sample and test centre runner increasing the transmission of COVID-19</p>	<b>3D</b>	<p><b>Face coverings/masks</b> to be worn by staff and learners at all times whilst on the premises except for brief lowering at time of swabbing.</p> <ul style="list-style-type: none"> <li>• Compliance with wearing of face covering/mask of all staff and learners to be visually checked on arrival by reception staff.</li> <li>• Compliance with wearing of face covering/mask of all staff and learners to be visually checked through building all staff.</li> <li>• <b>Hand hygiene:</b> All staff and learners to use hand sanitiser provided on arrival &amp; adherence to this enforced by all staff.</li> <li>• <b>Social distancing:</b> Two metre social distancing to be maintained between all staff and learners with measured floor markings in place to ensure compliance in addition to verbal reminders if necessary from all staff.</li> <li>• A one-way flow of all staff and learners through the building is to be initiated and maintained at all times. Compliance with this is to be ensured by all staff.</li> <li>• <b>Cleaning:</b> Regular cleaning of the school building including wipe down of all potential touchpoints in accordance with PHE guidance.</li> <li>• Limited clutter- chairs only on request; no physical handing of documents to staff and learners except barcodes and PCR test kits.</li> <li>• Samples to be handled by the swabber and the tester in line with the training received</li> </ul>		<b>2B</b>
<p>Sample processing &amp; analysis:</p> <p>Contact between samples and sample testers increasing the transmission of COVID-19</p>	<b>3D</b>	<ul style="list-style-type: none"> <li>• Samples to be handled and processed by the swabber and the tester in line with the training received.</li> <li>• <b>PPE:</b> Nitrile gloves which meet the Regulation (EU) 2016/425 to be used at all times when handling the extraction solution. Safety glasses with side shields which are tested and approved under appropriate government standards to be worn at all times when handling the extraction solution. Impervious clothing to be worn to protect the body from splashes or spillages.</li> <li>• Face coverings / mask and appropriate PPE to be work during the processing of samples by the tester and the swabber</li> </ul>		<b>2B</b>
<p>Sample processing &amp; analysis:</p> <p>Incorrect result communication</p>	<b>3D</b>	<ul style="list-style-type: none"> <li>• 2 identical barcodes are provided to staff and learners at check in</li> <li>• All staff and learners registers their details to a unique ID barcode before conducting the test</li> <li>• Barcodes are attached by trained staff at the sample collection bay</li> </ul>		<b>2B</b>



		<ul style="list-style-type: none"> <li>Barcodes are checked for congruence at the analysis station 1 and applied to Lateral Flow Device at this station</li> </ul>		
<p>Sample disposal and waste disposal:</p> <p>Contact between samples and sample testers increasing the transmission of COVID-19</p>	<b>3D</b>	<ul style="list-style-type: none"> <li>Appropriate PPE and hand sanitising routines to be in place for disposal activities.</li> <li>Disposal of waste in line with guidance for the disposal of LFD test units, ensuring that any remaining buffer solution is poured away safely before disposal of the container.</li> <li>Only trained staff to undertake disposal activities</li> </ul>	<p><b>Waste Disposal</b></p> <ul style="list-style-type: none"> <li>Swab wrappers and tissues to be placed in general waste bins at point of use</li> <li>All testing equipment and packages, fluid to go in to clinical waste at point of use</li> <li>All PPE to be disposed as offensive waste and disposed via clinical waste</li> <li>All waste bags to be no more than half full to aide with safe handling</li> <li>All clinical waste to disposed of via correct environmental arrangements with support of BFD Council Specialist Waste Services</li> <li>General waste to be removed via agreed waste services</li> <li>All waste transfer documentation to be retained.</li> </ul>	<b>2B</b>
<p>Additional General Areas of concern for management of the testing programme:</p> <ul style="list-style-type: none"> <li>Occupational illness or injury</li> <li>Manual handling</li> <li>Unauthorised access by members of the public</li> <li>Uneven surfaces in the testing area presenting trip and slip hazards / floor protection in the testing and welfare areas</li> <li>Stairs to and from the</li> </ul>	<b>3C</b>	<ul style="list-style-type: none"> <li>Occupational illness or injury Ensure that staff involved in the testing programme do not have any pre-existing illness or condition that puts them of increased risk of transmission due to their role in the programme. Ensure that staff involved in the testing programme are aware of where and how to access support through the local authority and NHS partners</li> <li>Manual handling Ensure that any injuries resulting from administering the testing programme are appropriately recorded and reported in line with health and safety guidance</li> <li>Manual handling Ensure that staff who may be involved in manual handling of heavy or oversized items (such as large or heavy boxes) have been trained in manual handling techniques in order to minimise the risk of injury (training through annual Smartlog training and refresher training) Ensure that all staff with designated roles in the testing programme have received the appropriate training for their specific role</li> <li>Unauthorised access by members of the public Any admission to members of the public / parents and carers should be in line with the current risk assessment guidance within this document. No entry to the testing area to members of the public / carers / parents.</li> <li>Uneven surfaces in the testing area presenting trip and slip hazards / floor protection in the testing and welfare areas The test area has been checked for slip and trip hazards, and</li> </ul>		<b>2B</b>

<p>sample processing / registration area and the and testing area</p> <ul style="list-style-type: none"> <li>• Use of shared equipment and spaces</li> </ul>		<p>organisation of the testing space ensures that there is no clutter, or loose materials that may cause an obstruction at floor level or on testing surfaces. Surfaces that may be damaged as a result of the testing programme are removed, or protected appropriately.</p> <ul style="list-style-type: none"> <li>• Stairs to and from the sample processing / registration area and the and testing area Stairs within the testing area are checked for hazards, and subject to routine health and safety risk assessment.</li> <li>• Use of shared equipment and spaces Sharing of equipment should be minimised throughout the testing programme, and the use of PPE, face coverings, hand cleansing and social distancing is maintained throughout. The designated testing area (gymnasium) should not be used for any other purpose whilst testing routines are taking place, and for the length of time that the school has an active COVID-19 testing programme in place.</li> </ul>		
<p>Risk of reduced numbers in the testing team due to a COVID-19 outbreak</p>		<ul style="list-style-type: none"> <li>• LFD tests to be available for staff working in the testing area.</li> <li>• Advice support and guidance to obtained from BFD Public Health team and or NHS.</li> <li>• Emergency arrangements to be implemented, which may include <ul style="list-style-type: none"> <li>• closing the test centre and having thorough deep clean before reopening.</li> <li>• Having additional staff trained up to help run test site on standby.</li> <li>• Reducing the testing capacity whilst having reduced testing staff available.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Staff to self-test using LFD at regular intervals, including on Monday mornings prior to commencing work within the testing area. (This includes staff who have received their first dose of any COVID- 19 vaccine, as they remain able to transmit and be infected by the virus prior to their second dose)</li> <li>• Staff testing positive should not enter the testing area, and should immediately self-isolate and book a PCR test in line with current government guidance</li> <li>• All staff to continue with the hands, face, space and PPE routines irrespective of whether they have recorded negative LFD results or have been administered with the first dose of the COVID 19 vaccine.</li> </ul>	

**Employees involved in the activity detailed above** fully understand the activity outlined and the risk control measures that they must implement, use or wear. Those involved have received information, instruction and training so as to enable them to conduct this activity with the minimum of risk to themselves and others.

Employee name	Employee Role within the Testing Programme	Date of training
Jeanine Fairbairn	COVID-19 LFT Quality Lead/Team Leader	07/01/2021
Lyndsey Brown	Test Assistant	11/01/2021

Suzanne Simpson (Cath Wilkinson)	Processor	07/01/2021
Sarah Story (Beth Pearson)	Registration Assistant	07/01/2021
Catherine Williams/Jeanine Fairbairn	Results Recorder	07/01/2021

Required procedures to support mitigating risks:

1. Learner drop off and collection procedure, including search routine as per usual school entry routine
2. Learner and staff movement around school
3. Procedure to isolate (staff and learner)
5. Procedure and use of PPE (in stated circumstances only)
6. First aid procedure
7. Staff absence
8. Timetable procedure
9. Cleaners procedure (attach floor plans to show deep cleaning rotas)
10. Clean routines checklist (for staff in classrooms and shared areas)
11. Fire evacuation procedure update
11. Procedure for potential school closure
12. MAPA

## Appendix 1. Possible (suspected) coronavirus case

**Definition of a possible (suspected) coronavirus case:** a new continuous cough and/or high temperature and/or anosmia

If a child or member of staff has these symptoms they should use the NHS 111 online symptom checker: <https://111.nhs.uk/covid-19/>

### Possible cases (without a positive test result)



Self-isolation of case and their family contacts, no self-isolation for school contacts, You do NOT need to inform PHE HPT or the LA

### If a child or member of staff:

- lives with someone who is displaying COVID-19 symptoms.
- has arrived at the setting with COVID-19 symptoms.
- has become unwell with COVID-19 symptoms whilst at the setting.



They should not enter a school or educational setting. They must self-isolate for 10 days from the onset of symptoms, and their household contacts should isolate for 10 days.

**If a child or member of staff (without symptoms) has been in close contact with someone with COVID-19 symptoms who does not live in their household or does not attend this setting.**



The child or staff member does not need to self-isolate unless they are advised to do so following contact tracing. They can continue to attend. You do not need to notify us.

**If the child or member of staff test negative, other members of their household can stop self-isolating. If they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating. They could still have another virus, such as a cold or flu - in which case it is still best to avoid contact with other people until they are better.**

## Appendix 2: 5th Nov 2020 guidance



### What to do if a pupil is displaying symptoms of coronavirus (COVID-19)

If anyone in your school becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they must be sent home and be advised to follow the [guidance for households with possible or confirmed coronavirus \(COVID-19\) infection](#). This sets out that they must:

- self-isolate for at least 10 days
- arrange to have a [test to see if they have coronavirus \(COVID-19\)](#)

### Action list

1. In an emergency, call 999 if they are seriously ill or injured or their life is at risk. Do not visit the GP, pharmacy, urgent care centre or a hospital except in an emergency.
2. Call parents/legal guardian to collect pupil and take them home. Advise them that all household members will need to isolate and refer them to the [guidance for households with possible or confirmed coronavirus \(COVID-19\) infection](#).
3. While the pupil is awaiting collection, move them to an isolated room and open a window for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people.
4. Staff caring for a pupil while they are awaiting collection should maintain 2 metre distancing. If not possible, for example with a young child, they should wear suitable PPE<sup>1</sup>:

Situation	PPE
2m distance cannot be maintained	A face mask should be worn
Contact is necessary	Gloves, an apron and a face mask should be worn
Risk of fluids entering the eye (e.g. from coughing, spitting or vomiting)	Eye protection should also be worn

5. If the pupil needs to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom should be cleaned and disinfected using standard cleaning products before being used by anyone else.
6. From 26 August, all schools and FE providers will have received an initial supply of 10 [home test kits](#). Home test kits should only be offered to individuals in the exceptional circumstance that you believe an individual may have barriers to accessing testing elsewhere.
7. Staff/other pupils who have had contact with the symptomatic pupil must wash their hands thoroughly for 20 seconds.
8. When parents/legal guardian pick up the pupil, advise them to get the pupil tested and notify you of the results.
9. Once the pupil has left the premises, thoroughly disinfect/clean all surfaces and contact points they came into contact with (including the bathroom if used).

## What to do if a pupil tests positive for coronavirus (COVID-19)

1. You must take swift action when you become aware that someone who has attended your school has tested positive for coronavirus (COVID-19).
2. You can contact the dedicated advice service, introduced by Public Health England (PHE) and delivered by the NHS Business Services Authority, for advice. This can be reached by calling the DfE Helpline on 0800 046 8687 and selecting option 1 for advice on the action to take in response to a positive case.
3. If, following triage, further expert advice is required the adviser will escalate your call to the PHE local health protection team (HPT).
4. The advice service (or HPT if escalated) will work with you to carry out a rapid risk assessment and identify appropriate next steps.
5. With support from the advice service (or HPT), identify close contacts of the symptomatic individual. Contact tracers will inform contacts that they need to self-isolate for 14 days in line with [guidance for households with possible or confirmed coronavirus \(COVID-19\) infection](#).
6. You should report all confirmed, positive cases using the [online attendance form daily return](#). You should also inform your local authority of confirmed cases of coronavirus (COVID-19).
7. For pupils who are isolating, ensure access to remote provision so that they can continue to learn remotely.
8. A template letter will be provided to schools, by the advice service or the health protection team, to send to parents and staff if needed.
9. Schools must not share the names of people with coronavirus (COVID-19) unless essential to protect others.