

## FEDERATION COVID-19 SCHOOL RISK ASSESSMENT (for return March 8<sup>th</sup> 2021)

Education settings must be able to achieve the following controls as defined by the Department of Education. The Risk Assessment must be reviewed by Head Teachers point by point and where actions are implemented, they must be reworded if necessary, to show how the controls have been applied, add/amend for your school environment. The risk assessment should be reviewed at SLT and with the Governing Body and shared with all staff. The risk rating for each identified hazard and overall risk assessment must be considered and decided/changed to Low, Medium, or High by the school on how the school proceeds with the control measures and the wider opening of the school.

<b>Description of Activity</b>	COVID 19 Secure School Risk Assessment Version 4.0	<b>Review Dates</b>	10 <sup>th</sup> March 2021
<b>Location</b>	St John's CE Primary School	<b>Tier level</b>	4
<b>Completed by</b>	T Bennett		
<b>Date of Assessment</b>	4 <sup>th</sup> March 2021		

Level of Risk	Suggested Action
<b>LOW</b>	Control measures are adequate but continue to monitor and review; ensure that they remain satisfactory and appropriate
<b>MEDIUM</b>	Control measures need to be introduced within a specified time period; continue to monitor and review
<b>HIGH</b>	Unless control measures can be immediately introduced to reduce the risk so far as is reasonably practicable, the task or activity should be suspended
<b>Overall Residual Risk for Activity (L / M / H):</b>	
<b>MEDIUM</b>	

### Glossary

AHT	Assistant headteacher	FBM	Federation business manager	SLT	Senior leadership team
AIR	Accident incident report	HHP	Hand hygiene protocol	SchCk	School Cook
CHSS	Corporate H & S Section	HSE	Health & Safety Executive	SENCo	Special needs co-ordinator
CRT	Covid-19 Response Team:- StJ: EHoS; DHT; SENCo; SBM; PM StP: EHT; DHT; SENCo; SAO; CT	ICM	Infection Control Measures document	SIB	Staff information booklet
CT	Caretaker (St Paul's)	PHE	Public Health England	SOA	Senior Office Administrator
DHT	Deputy headteacher	PLP	Parent liaison partner	SPM	Place2Be school project manager
DL	Duty leader	PM	Premises manager (St John's)		<b>Colour coding of sections</b>
EHoS	Executive head of school	PrTm	Premises team:- St John's: SBM; PM St Paul's: SAO; CT	Key to sections:	Prevention measures
EHT	Executive headteacher	RA	Risk assessment		Response to infection
					School operations
					People

**Yellow** Highlight indicates new or amended items

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What are the hazards?	Who & how might someone be harmed?	What are you currently doing to control risks?	Risk Rating L / M / H	What else do you need to do (if applicable)?	Action by who / when?	Date Completed
<b>PREVENTION</b>						
<p><b>(1. Minimise contact)</b></p> <p>Coronavirus (COVID-19) (CV19)</p>	<p><b>Employees, agency, Pupils, visitors</b></p> <p>Staff, pupils, visitors coming into the school with symptoms of CV19 causing severe infection/disease, sickness, and death</p>	<p>1. Minimise contact with individuals who are required to self-isolate by ensuring they do not attend the school. When an individual develops coronavirus (COVID-19) symptoms or has a positive test.</p> <p>Pupils, staff &amp; other adults must not come into the school if:</p> <ul style="list-style-type: none"> <li>they have one or more coronavirus (COVID-19) symptoms <a href="#">symptoms-of-coronavirus</a></li> <li>a member of their household (including someone in their <a href="#">support-bubble</a> or <a href="#">childcare-bubble</a> if they have one) has coronavirus (COVID-19) symptoms</li> <li>they are required to quarantine having recently visited countries outside the Common Travel Area</li> <li>they have had a positive test</li> </ul> <p>2 Ensuring they must immediately cease to attend and not attend for at least 10 days from the day after:</p> <ul style="list-style-type: none"> <li>the start of their symptoms</li> <li>the test date if they did not have any symptoms but have had a positive test (whether this was a Lateral Flow Device (LFD) or Polymerase Chain Reaction (PCR) test) You must follow this process and ensure everyone onsite or visiting is aware of it.</li> </ul> <p>3 If anyone in the school becomes unwell with a new and persistent cough or a high temperature, or has a loss of or change in, their normal sense of taste or smell (anosmia), they must be sent home and advised to follow <a href="#">guidance for households with possible or confirmed coronavirus (COVID-19) infection</a>, which sets out that they should self-isolate for at least 10 days and should <a href="#">arrange to have a test</a> to see if they have coronavirus (COVID-19).</p> <p>4 Other members of their household (including any siblings and members of their support or childcare bubble if they have one) should self-isolate for 10 days from the day after the individual tested positive. If a member of the household starts to display symptoms while self-isolating they will need to restart the 10 day isolation period and book a test.</p>	<p>MED</p>	<p>Communicate with stakeholders (staff, pupils, parents/ carers, governors and wider community) to raise awareness of the issues and explain school's measures including this risk assessment in Infection Control Measures (ICM) document.</p>	<p>EHT/ EHoS CRT</p>	<p>1/ 9/ 20 <b>Reviewed:</b> 21/ 1/ 21 <b>4/ 3/ 21</b></p>

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		<p>5 If anyone tests positive whilst not experiencing symptoms during the isolation period, they must restart the 10 day isolation period from they developed symptoms</p> <p>6 If a pupil displays coronavirus symptoms or has a positive test, while at school they should avoid using public transport and wherever possible be collected by a family member.</p> <p>7 If a child is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age and needs of the child, with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people. If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom must be cleaned and disinfected using standard cleaning products before being used by anyone else. PPE must be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs). More information on PPE use can be found in the <a href="#">safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE) guidance</a>.</p> <p>8 As is usual practice, in an emergency, call 999 if someone is seriously ill or injured or their life is at risk. Anyone with coronavirus (COVID-19) symptoms should not otherwise visit the GP, pharmacy, urgent care centre or a hospital.</p> <p>9 Any member of staff who has provided close contact care to someone with symptoms, even while wearing PPE, and all other members of staff or pupils who have been in close contact with that person with symptoms, even if wearing a face covering, do not need to go home to self-isolate unless:</p> <ul style="list-style-type: none"> <li>• the symptomatic person subsequently tests positive</li> <li>• they develop symptoms themselves (in which case, they should arrange to have a test)</li> <li>• the symptomatic person subsequently tests positive</li> <li>• they are requested to do so by NHS Test and Trace or the PHE advice service (or PHE local health protection team if escalated)</li> </ul> <p>10 Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser</p>		<p>Allocate dedicated room in the event of potential covid-19 concern/waiting room for parents to collect pupil</p> <p>Provide a small amount of PPE for staff unable to social distance to at least 2m whilst dealing with pupils presenting covid-19 symptoms.</p>	<p>CRT</p> <p>PrTm</p>	<p>26/ 8/ 20</p> <p><b>Reviewed:</b> 21/ 1/ 21 4/ 3/ 21</p> <p>15/ 10/ 20</p> <p><b>Reviewed:</b> 21/ 1/ 21 4/ 3/ 21</p>
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		<p>after any contact with someone who is unwell. The area around the person with symptoms must be cleaned after they have left to reduce the risk of passing the infection on to other people. See the <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a>.</p> <p>11 PHE has good evidence that routinely taking the temperature of pupils is not recommended as this is an unreliable method for identifying coronavirus (COVID-19)</p>				
<p><b>(2. Face Coverings)</b></p> <p>Coronavirus (COVID-19) (CV19)</p>	<p><b>Employees, agency, pupils, visitors</b></p> <p>Lack of wearing face coverings and poor social distancing,</p> <p>Causing severe infection/disease, illness and death</p>	<p>1 Primary school children will not need to wear a face covering. Staff and visitors to wear face coverings in situations where social distancing between adults is not possible.</p> <p>2 Face coverings are not required when outside.</p> <p>3 Transparent face coverings can be worn by teaching staff, and those settings and classes that rely on visual signals or provide support to such individuals are exempt from the wearing of face coverings.</p> <p>4 Face visors should not be worn by themselves, but with a face covering, and should be cleaned appropriately.</p> <p><b>Exemptions</b> Some individuals are exempt from wearing <a href="#">face coverings</a>. This applies to those who:</p> <ul style="list-style-type: none"> <li>cannot put on, wear or remove a face covering because of a physical or mental illness or impairment or disability</li> <li>speak to or provide assistance to someone who relies on lip reading, clear sound or facial expression to communicate</li> </ul> <p>The same exemptions will apply in education settings, and we would expect teachers and other staff to be sensitive to those needs.</p> <p><b>Access to face coverings</b> It is reasonable to assume that staff and young people will now have access to face coverings due to their increasing use in wider society, and Public Health England has made available resources on how to make a simple face covering.</p> <p>However, where anybody is struggling to access a face covering, or where they are unable to use their face covering due to having forgotten it, or it having become soiled or unsafe, education settings should take steps to</p>	LOW	<p>Face coverings not required at present, but situation continually reviewed considering govt. guidance.</p> <p>School has good supply of face coverings.</p>	<p>CRT CRT</p> <p>PrTm</p>	<p>Ongoing</p> <p>Reviewed: 21/ 1/ 21 4/3/21</p> <p>15/ 10/ 20 Reviewed: 21/ 1/ 21 4/ 3/ 21</p>

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		<p>have a small contingency supply available to meet such needs.</p> <p>No one should be excluded from education on the grounds that they are not wearing a face covering.</p> <p><b>Safe wearing and removal of face coverings</b> Schools should have a process for when face coverings are worn and how they should be removed. This process should be communicated clearly to pupils and staff, and have allowances for adjustments for pupils with SEND.</p> <p>Safe wearing of face coverings requires cleaning of hands before and after touching – including to remove or put them on – and the safe storage of them in individual, sealable plastic bags between use. Where a face covering becomes damp, it should not be worn and the face covering should be replaced carefully.</p> <p>Pupils must be instructed not to touch the front of their face covering during use or when removing it and they must dispose of temporary face coverings in a 'black bag' waste bin (not recycling bin) or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom.</p> <p><b>Further guidance on face coverings</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Safe working in education, childcare and children's social care provides</a></li> <li>• <a href="#">Face coverings in education settings</a></li> </ul>		<p>Add face covering etiquette to ICM document.</p>	EHT	<p>15/ 10/ 20</p> <p>Reviewed: 21/ 1/ 21 4/3/21</p>
<p><b>(3. Hand hygiene)</b></p> <p>Coronavirus (COVID-19) (CV19)</p>	<p><b>Employees, agency, pupils, visitors</b></p> <p>Poor hand hygiene, Causing severe infection/disease, illness and death</p>	<p>1 Coronavirus (COVID-19) is an easy virus to kill when it is on skin. This can be done with soap and running water or hand sanitiser. Schools must ensure that pupils clean their hands regularly, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating.</p> <p>2 Regular and thorough hand cleaning is going to be needed for the foreseeable future. Points to consider and implement:</p> <ul style="list-style-type: none"> <li>• school implemented a review and increased hand washing stations as necessary so that all pupils and staff can clean their hands regularly</li> <li>• supervision of hand sanitiser use given risks around ingestion. Small children and pupils with complex needs should continue to be helped to clean their hands properly. Skin friendly skin cleaning wipes can be used as an alternative</li> </ul>	MED	<p>Communicate to stakeholders.</p> <p>Hand hygiene protocol discussed and communicated to stakeholders in ICM.</p> <p>Give constant reminders</p> <p>School focus is on hand washing with soap and water. Use of hand sanitisers is supervised</p>	EHT/ EHoS  CRT EHT/ EHoS	<p>1/ 9/ 20 26/ 8/ 20</p> <p>1/ 9/ 20 15/ 10/ 20 Reviewed: 21/ 1/ 21 4/3/21</p> <p>26/ 8/ 20 1/ 9/ 20</p>

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		<ul style="list-style-type: none"> <li>have built these routines into school culture, supported by behaviour expectations, and helping ensure younger children, and those with complex needs, understand the need to follow them</li> </ul>				
<p><b>(4. Respiratory hygiene)</b></p> <p>Coronavirus (COVID-19) (CV19)</p>	<p><b>Employees, agency, Pupils, visitors</b></p> <p>Poor respiratory hygiene, Causing severe infection/disease, illness and death</p>	<p>1 The 'catch it, bin it, kill it' approach continues to be very important, increased amount of tissues and bins available in the school to support pupils and staff to follow this routine.</p> <p>2 As with hand cleaning, younger children and those with complex needs are helped to get this right and all pupils understand that this is now part of how the school operates. The <a href="#">e-Bug coronavirus (COVID-19) website</a> contains free resources for schools, including materials to encourage good hand and respiratory hygiene.</p> <p>3 Some pupils with complex needs will struggle to maintain as good respiratory hygiene will be considered with individual risk assessments in order to support these pupils and the staff working with them and is not a reason to deny these pupils face-to-face education.</p> <p>4 Face coverings are required at all times on public transport, except for children under the age of 11. Further information can be found in the <a href="#">face coverings</a> guidance.</p>	LOW	<p>Communicated to stakeholders in ICM document.</p> <p><b>Review signage</b></p> <p>Review provision of adequate resources</p>	<p>EHT/ EHoS</p> <p><b>PrTm</b></p> <p>EHT/ EHoS</p> <p>PrTm</p>	<p>1/ 9/ 20</p> <p><b>Reviewed:</b> 15/ 10/ 20 21/ 1/ 21 <b>4/3/21</b></p>
<p><b>(5. Cleaning regime)</b></p> <p>Coronavirus (COVID-19) (CV19)</p>	<p><b>Employees, agency, Pupils, visitors</b></p> <p>Poor cleaning regime, Causing severe infection/disease, illness and death</p>	<p>1 An increased cleaning schedule that ensures cleaning is more frequent of rooms and shared areas that are used by different groups</p> <p>2 Frequently touched surfaces being cleaned more often than normal</p> <p>3 Toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet - different groups being allocated their own toilet blocks could be considered but is not a requirement if the site does not allow for it</p> <p>4 Public Health England has published revised <a href="#">guidance for cleaning non-healthcare settings</a> to advise on general cleaning required in addition to the existing advice on cleaning those settings when there is a suspected case.</p> <p>5 Local audits and inspections of cleaning staff work activities and areas of cleaning to be completed to ensure governance and control measures are being implemented to high standards</p>	MED	<p>Cleaning schedule reviewed.</p> <p>Toilet arrangements discussed.</p> <p>Discussed use of indoor/ outdoor equipment.</p> <p>Measures communicated to stakeholders in ICM document.</p>	<p>CRT</p> <p>CRT</p> <p>CRT</p> <p>EHT/ EHoS</p> <p>CRT</p> <p>EHT/ EHoS</p> <p>CRT</p>	<p>26/ 8/ 20</p> <p>1/ 9/ 20</p> <p>15/ 10/ 20</p> <p><b>Reviewed:</b> 21/ 1/ 21 <b>4/3/21</b></p>

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		6 Cleaning contractor CV19 risk assessments to be requested upon any significant changes to ensure a monitoring role of contractor cv19 compliance is implemented				
<p><b>(6. Minimise contact social distancing)</b></p> <p>Coronavirus (COVID-19) (CV19)</p>	<p><b>Employees, agency, Pupils, visitors</b></p> <p>Someone entering the school/workplace/offices with CV19 coming close to others, poor social distancing, mixing of groups, lack of infection control separation causing severe infection/disease and death</p>	<p>1 Minimising contacts and mixing between people reduces transmission of coronavirus (COVID-19). This is important in all contexts and schools must consider how to implement this.</p> <p>2 We have assessed the school operational set up to reduce contacts wherever possible whilst delivering a broad and balanced curriculum.</p> <p>3 Bubbles have been implemented to continue in reducing the number of contacts between children and staff, and through maintaining the distance between individuals.</p> <p>4 Consistent groups reduce the risk of transmission. Bubbles to be of an appropriate size to achieve the greatest reduction in contact and mixing. Whatever the size groups, they are to be kept apart wherever possible, and limiting the interaction/sharing of rooms and social spaces between groups as much as possible.</p> <p>5 We may keep pupils in their class groups for most of the time, but also allow mixing in wider groups for specialist teaching, wraparound care, and transport.</p> <p>6 Teaching staff that operate across different classes and year groups should try and keep their distance from pupils/staff as much as they can, ideally 2m, and try to minimise the numbers of interactions wherever possible.</p> <p>7 Classroom set up to encourage avoidance of face to face, and aiming to maintain social distancing of 2m wherever possible, or reducing time spent within 1 metre of anyone, those with special needs will need to have the continued close support and PPE will be reviewed and implemented for these close contact pupils. That should include seating pupil's side by side and facing forwards, rather than face to face or side on, and might include moving unnecessary furniture out of classrooms to make more space.</p> <p>8 When staff or children cannot maintain distancing, particularly with younger children in primary schools, the risk can also be reduced by keeping pupils in the smaller, class-sized groups. Still encouraging the social distancing wherever possible.</p>	<p>MED</p>	<p>Differentiated groups organisation ('bubbles') will continue based on Sept. 2020 measures.</p> <p>Communicated to stakeholders in ICM document.</p>	<p>CRT</p> <p>CRT</p>	<p>26/ 8/ 20</p> <p>Reviewed: 21/ 1/ 21 4/3/21</p>

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		<p>9 Groups are being kept apart, avoiding large gatherings such as assemblies or collective worship with more than one group.</p> <p>10 When timetabling, groups are kept apart and movement around the school site kept to a minimum. While passing briefly in the corridor or playground is low risk, schools should avoid creating busy corridors, entrances and exits.</p> <p>11 Staggered break times and lunch times (and time for cleaning surfaces in the dining hall between groups).</p> <p>12 A plan of how shared staff spaces are set up and used to help staff to distance from each other. Use of staff rooms should be minimised, although staff must still have a break of a reasonable length during the day.</p> <p><b>Measures for arriving at and leaving school</b></p> <p>13 Staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave school. Staggered start and finish times should not reduce the amount of overall teaching time. A staggered start may, for example, include condensing/staggering free periods or break time but retaining the same amount of teaching time, or keeping the length of the day the same but starting and finishing later to avoid rush hour. Schools should consider how to communicate this to parents and remind them about the process that has been agreed for drop off and collection, including that gathering at the school gates and otherwise coming onto the site without an appointment is not allowed.</p> <p><b>Other considerations</b></p> <p>14 Some pupils with SEND (whether with education, health and care plans or on SEN support) will need specific help and preparation for the changes to routine that this will involve, so teachers and special educational needs coordinators should plan to meet these needs, for example using social stories.</p> <p>15 Schools, local authorities, health professionals, regional schools commissioners and other services should work together to ensure that children with medical conditions are fully supported, including through the use of individual healthcare plans, so that they may receive an education in line with their peers. In some cases, the pupil's medical needs will mean this is not possible, and educational support will require flexibility. <a href="#">Our guidance on supporting pupils at school with medical conditions</a> remains in place.</p>		<p>All following points (13 to 22) considered in differentiated groups organisation discussion and communicated to stakeholders in ICM.</p>	<p>CRT CRT</p> <p>CRT</p>	<p>1/ 9, 15/ 10</p> <p><b>Reviewed:</b> 21/ 1/ 21 4/3/21</p> <p>15/ 10/ 20</p> <p><b>Reviewed:</b> 21/ 1/ 21 4/3/21</p>
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		<p>16 Supply teachers, peripatetic teachers and other temporary staff can move between schools. They should ensure they minimise contact and maintain as much distance as possible from other staff. Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual.</p> <p>17 Schools should consider how to manage other visitors to the site, such as contractors, and ensure that the risks associated with managing contractors, visitors, catering staff and deliveries, as well as cleaning staff on site who may be working throughout the school and across different groups, are addressed. This will require close cooperation between both schools and the other relevant employers.</p> <p>18 Schools should have discussions with key contractors about the school's control measures and ways of working.</p> <p>19 Schools should ensure site guidance on physical distancing and hygiene is explained to visitors on or before arrival. Where visits can happen outside of school hours, they should. A record should be kept of all visitors with sufficient detail to support rapid contact tracing if required by NHS Test and Trace.</p> <p>20 As normal, schools should engage with their local immunisation providers to provide immunisation programmes on site, ensuring these will be delivered in keeping with the school's control measures. These programmes are essential for children's health and wellbeing and can also provide benefits for staff.</p> <p>21 Where a child routinely attends more than one setting on a part time basis, for example, because they are dual registered at a mainstream school and an alternative provision setting or special school, schools should work through the system of controls collaboratively, enabling them to address any risks identified and allowing them to jointly deliver a broad and balanced curriculum for the child.</p> <p>22 Equipment and resources - For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared. Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces. Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously</p>		<p>Contractors to work outside pupil hours and follow school risk assessment measures.</p>		
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		<p>and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.</p> <p>23 Outdoor playground equipment should be more frequently cleaned. This would also apply to resources used inside and outside by wraparound care providers.</p> <p>24 It is still recommended that pupils limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats, books, stationery and mobile phones. Bags are allowed. Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development. Similar rules on hand cleaning, cleaning of the resources and rotation should apply to these resources.</p>			
<p><b>(7 Keeping occupied spaces well ventilated)</b></p> <p>Coronavirus (COVID-19) (CV19)</p>	<p><b>Employees, agency, Pupils, visitors</b></p> <p>Poorly ventilated areas, rooms, buildings, with no or insufficient ventilation causing severe infection/disease and death</p>	<p>Once the school is in operation, it is important to ensure it is well ventilated and a comfortable teaching environment is maintained.</p> <p>This can be achieved by a variety of measures including:</p> <ul style="list-style-type: none"> <li>mechanical ventilation systems (St John’s School only) – these are adjusted to increase the ventilation rate wherever possible, and checked to confirm that normal operation meets current guidance (if possible, systems should be adjusted to full fresh air or, if not, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply)</li> <li>natural ventilation – opening windows (in cooler weather windows should be opened just enough to provide constant background ventilation, and opened more fully during breaks to purge the air in the space). Opening internal doors can also assist with creating a throughput of air</li> <li>natural ventilation – if necessary external opening doors may also be used (as long as they are not fire doors and where safe to do so)</li> </ul> <p>Further advice on this can be found in Health and Safety Executive guidance on <a href="#">air conditioning and ventilation during the coronavirus outbreak</a> and <a href="#">CIBSE coronavirus (COVID-19) advice</a>.</p>	<p>LOW</p>	<p>Ventilation measures in place and communicated to stakeholders in ICM document.</p>	<p>CRT EHT/ EHoS</p> <p>1/ 9/ 20 <b>Reviewed:</b> 21/ 1/ 21 4/3/21</p>

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		<p>To balance the need for increased ventilation while maintaining a comfortable temperature, the following measures should also be used as appropriate:</p> <ul style="list-style-type: none"> <li>opening high level windows in preference to low level to reduce draughts</li> <li>increasing the ventilation while spaces are unoccupied (for examples, between classes, during break and lunch, when a room is unused)</li> <li>providing flexibility to allow additional, suitable indoor clothing. For more information see <a href="#">School uniform</a></li> <li>rearranging furniture where possible to avoid direct drafts</li> </ul> <p>Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces.</p>				
<p><b>(8 Personal Protective Equipment)</b></p> <p>Coronavirus (COVID-19) (CV19)</p>	<p><b>Employees, agency, Pupils, visitors</b></p> <p>Lack of PPE for protection against CV19 when dealing with pupils or staff with confirmed symptoms at school, causing severe infection/disease and death</p>	<p>1 The majority of staff in education settings will not require PPE beyond what they would normally need for their work. PPE is only needed in a very small number of cases, including:</p> <ul style="list-style-type: none"> <li>where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at schools, and only then if a distance of 2 metres cannot be maintained</li> <li>where a child or young person already has routine intimate care needs that involve the use of PPE, in which case the same PPE should continue to be used. Or performing aerosol generating procedures</li> </ul> <p>2 Read the guidance on <a href="#">safe working in education, childcare and children's social care</a> for more information about preventing and controlling infection, including when, how PPE should be used, what type of PPE to use, and how to source it.</p> <p>3 When working with children who cough, spit or vomit but do not have coronavirus symptoms only PPE that would be routinely worn, should be worn.</p>	MED	Measures discussed and communicated to stakeholders in ICM document.	CRT EHT/ EHoS	1/ 9/ 20 Reviewed: 21/ 1/ 21 4/3/21
<p><b>(9 Promote and engage asymptomatic testing)</b></p> <p>Coronavirus (COVID-19) (CV19)</p>	<p><b>Employees, agency, Pupils, visitors</b></p> <p>Lack of testing, or incorrect information leading to incorrect testing, causing severe</p>	<p>1 Coronavirus (COVID-19) asymptomatic testing in schools</p> <p>Rapid testing using Lateral Flow Devices (LFD)s will support the return to face-to- ace education by helping to identify people who are infectious but do not have any coronavirus (COVID-19) symptoms.</p> <p>2 Primary schools</p>	MED	LFD system to be administered by office staff. Measures discussed and communicated to stakeholders in ICM document.	FBM/ SOA  CRT EHT/ EHoS	4/ 3/ 21

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	infection/disease and death	<p>Staff in primary schools will continue to test with LFDs twice a week at home, as per existing guidance on testing for staff in primary schools and nurseries. Primary age pupils will not be tested with LFDs. Public Health England have advised there are currently limited public health benefits attached to testing primary pupils with lateral flow devices. Primary age pupils may find the LFD testing process unpleasant and are unable to self-swab. We will review this approach in the light of any emerging evidence.</p> <p>All primary school pupils are expected to return to school on 8 March.</p> <p><b>3 Symptomatic testing</b> The asymptomatic testing programme does not replace the current testing policy for those with symptoms. Anyone with symptoms (even if they recently had a negative LFD test result), should still self-isolate immediately according to government guidelines. Those with symptoms are also expected to order a test online or visit a test site to take a lab-based polymerase chain reaction (PCR) test to check if they have the virus. It remains imperative that the system of controls continues to be rigorously applied to enable the safest possible environment. The testing programme is an important addition to supporting leaders to maintain the continuity of education through the pandemic.</p>				
<b>RESPONSE TO ANY INFECTION</b>						
<p><i>(10. Test and trace)</i></p> <p>Coronavirus (COVID-19) (CV19)</p>	<p><b>Employees, agency, Pupils, visitors</b></p> <p>Staff and others not taking tests or following isolation causing severe infection/disease and death</p>	<p>1 Schools <b>must</b> ensure they understand the NHS Test and Trace process. Schools <b>must</b> ensure that staff members and parents/carers understand that they will need to be ready and willing to:</p> <ul style="list-style-type: none"> <li>• <a href="#">book a test</a> if they or their child are displaying symptoms. The main symptoms are; <ul style="list-style-type: none"> <li>○ a high temperature,</li> <li>○ a new continuous cough and/or</li> <li>○ a loss or change to your sense of smell or taste.</li> </ul> </li> </ul> <p>Staff and pupils <b>must not</b> come into the school if they have symptoms and must be sent home to self-isolate if they develop them in school. All children can be tested if they have symptoms, including children under 5, but children</p>	<p>LOW</p>	<p>School will ensure all procedures are followed as advised here.</p> <p>Communicated to stakeholders in ICM document.</p> <p>See Appendices.</p>	<p>CRT</p> <p>EHT/ EHoS</p>	<p>1/ 9/ 20 <b>Reviewed:</b> 21/ 1/ 21 <b>4/3/21</b></p> <p>Actioned as arises</p>

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		<p>aged 11 and under will need to be helped by their parents or carers if using a home testing kit.</p> <ul style="list-style-type: none"> <li>• <a href="#">self-isolate</a> immediately and not come to school if: <ul style="list-style-type: none"> <li>○ they develop symptoms</li> <li>○ they have been in close contact with someone who tests positive for coronavirus (COVID-19)</li> <li>○ anyone in their household or support or childcare bubble develops symptoms of coronavirus (COVID-19)</li> <li>○ they are required to do so having recently travelled from certain other countries</li> <li>○ they have been advised to isolate by NHS test and trace or the PHE local health protection team, which is a legal obligation</li> </ul> </li> <li>• provide details of anyone they have been in close contact with, if they test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace</li> </ul> <p>2 Polymerase Chain Reactions (PCR) tests for symptomatic testing - Booking a polymerase chain reaction (PCR) test through 119</p> <p>Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests for symptomatic illness can be booked online through the NHS testing and tracing for coronavirus (COVID-19) website, or ordered by telephone via NHS 119 for those without access to the internet.</p> <p>3 Essential workers, which includes anyone involved in education or childcare, have priority access to testing.</p> <p>4 All children and young people can be tested if they have symptoms. This includes children under 5, but children aged 11 and under will need to be helped by their parents or carers if using a home testing kit.</p> <p>5 Polymerase Chain Reaction (PCR) tests contingency supply. Separate to the asymptomatic testing regime, all schools were sent an initial supply of 10 PCR test kits before the start of the autumn term in 2020. You can replenish these kits when they run out by making an order through the online portal. You should call the Test and Trace helpdesk on 119 if the kits that you have ordered have not arrived.</p> <p>6 Having a test at a testing site will deliver the fastest results for symptomatic cases. These PCR test kits are provided to be used in the exceptional circumstance that an individual</p>				
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		<p>becomes symptomatic and you believe they may have barriers to accessing testing elsewhere. You will need to decide how to prioritise the distribution of your test kits. Further information is provided in our guidance <a href="#">Coronavirus (COVID-19): test kits for schools and FE providers</a>.</p> <p>These kits can be given directly to:</p> <ul style="list-style-type: none"> <li>• staff</li> <li>• parents collecting a pupil who has developed symptoms at school</li> </ul> <p>These PCR tests kits will also help ensure that symptomatic staff can get a test. If they test negative, they can return to work as soon as they are well and no longer have symptoms of coronavirus (COVID-19). Ask parents and staff to inform you as soon as they get their results.</p> <p>7 NHS COVID-19 app - The app is available to anyone aged 16 and over to download if they choose. For some young people, particularly some with SEND, parents will need to decide whether their use of the app is appropriate. This will mean that some pupils in year 11, and most pupils in years 12 and above will be eligible to use the app and benefit from its features. Staff members are also able to use the app.</p>				
<p><b>(11. Confirmed cases)</b></p> <p>Coronavirus (COVID-19) (CV19)</p> <p>Someone entering the school/workplace/offices with CV19</p>	<p><b>Employees, agency, Pupils, visitors</b></p> <p>Causing severe infection/disease</p>	<p>1 Schools <b>must</b> take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19) having developed symptoms and taken a PCR test outside of the school.</p> <p>Schools can contact the dedicated advice service introduced by Public Health England (PHE) and delivered by the NHS Business Services Authority. This can be reached by calling the DfE Helpline on 0800 046 8687 and selecting option 1 for advice on the action to take in response to a positive case. Schools will be put through to a team of advisers who will inform them of what action is needed based on <a href="#">the latest public health advice</a></p> <p>2 The advice service (or PHE local health protection team if escalated) will work with you to guide you through the actions you need to take. Based on their advice, you must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate immediately and for the next 10 full days counting from the day after contact with the individual who tested positive.</p> <p><b>Close contact means:</b></p>	MED	<p>School will ensure all procedures are followed as advised here.</p> <p>Communicated to stakeholders in ICM document.</p> <p>See Appendices.</p>	<p>CRT</p> <p>EHT/ EHoS</p>	<p>1/ 9/ 20 <b>Reviewed:</b> 21/ 1/ 21 4/3/21</p> <p>Actioned as arises</p>

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		<ul style="list-style-type: none"> <li>• anyone who lives in the same household as someone with coronavirus (COVID-19) symptoms or who has tested positive for coronavirus (COVID-19)</li> <li>• anyone who has had any of the following types of contact with someone who has tested positive for coronavirus (COVID-19) with a PCR or LFD test:             <ul style="list-style-type: none"> <li>○ face-to-face contact including being coughed on or having a face-to-face conversation within 1 metre</li> <li>○ been within 1 metre for 1 minute or longer without face-to-face contact</li> <li>○ sexual contacts</li> <li>○ been within 2 metres of someone for more than 15 minutes (either as a</li> <li>○ one-off contact, or added up together over one day)</li> <li>○ travelled in the same vehicle or a plane</li> </ul> </li> </ul> <p>The advice service (or PHE local health protection team if escalated) will provide advice on who must be sent home. To support them in doing so, we recommend you keep a record of pupils and staff in each group, and any close contact that takes places between pupils and staff in different groups (see section 6 of the system of control for more on grouping pupils). This should be a proportionate recording process. You do not need to ask pupils to record everyone they have spent time with each day or ask staff to keep definitive records in a way that is overly burdensome.</p> <p>Where individuals are self-isolating and are within our definition of vulnerable, it is important that schools put systems in place to keep in contact with them, offer pastoral support, and check they are able to access education support.</p> <p>A template letter will be provided to you, on the advice of the health protection team, to send to parents and staff if needed. You must not share the names or details of people with coronavirus (COVID-19) unless essential to protect others.</p> <p>Household members of those contacts who are sent home do not need to self-isolate themselves unless the pupil or staff member who is self-isolating subsequently develops symptoms, unless they have been told to self-isolate by NHS Test and Trace or their public health protection team, in which case they must self-isolate. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within the 10 days from the day after</p>				
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		<p>contact with the individual who tested positive, they should follow guidance for households with possible or confirmed coronavirus (COVID-19) infection. They should get a test, and:</p> <ul style="list-style-type: none"> <li>• if the test delivers a negative result, they must remain in isolation for the remainder of the 10-day isolation period. This is because they could still develop coronavirus (COVID-19) within the remaining days.</li> <li>• if the test result is positive, they should inform their school immediately, and should isolate from the day of onset of their symptoms and at least the following 10 full days. Their household should self-isolate starting from when the symptomatic person in their household first had symptoms and the next 10 full days, following guidance for households with possible or confirmed coronavirus (COVID-19) infection.</li> </ul> <p>You should not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation.</p> <p>Based on advice from Public Health England (PHE) and NHS Test and Trace, the testing programme initially included offering those who came into close contact with a positive case in schools the option of 7 days of daily contact testing (with selfisolation if a subsequent test was positive) as an alternative to self-isolation. PHE and NHS Test and Trace have now reviewed their initial advice in light of the higher prevalence and rates of transmission of new variants. They have concluded that these changes in virus mutations warrant further evaluation work and that daily contact testing in place of self-isolation <b>should be paused</b> until this evaluation has taken place. We will update this guidance once this evaluation is complete.</p> <p>Reporting actual or suspected cases of coronavirus (COVID-19) through the education setting status form. From 11 January, we asked you to resume completing a educational setting status form. The form will be amended to reflect wider opening. The data you supply helps the government monitor the impact of coronavirus (COVID-19) on schools.</p>				
<p>(12. <b>Outbreak</b>)</p> <p>Coronavirus</p>	<p><b>Employees, agency, Pupils, visitors</b></p>	<p><b>(Contain any outbreak by following local health protection team advice)</b></p> <p>1 If schools have two or more confirmed cases within 14 days, or an overall rise in sickness absence where</p>	<p>LOW</p>	<p>School will ensure all procedures are followed as advised here.</p>	<p>CRT</p>	<p>1/ 9/ 20 Reviewed: 21/ 1/ 21 4/3/21</p>

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<p>(COVID-19) (CV19)</p> <p>Someone entering the school/workplace/offices with CV19</p>	<p>Causing severe infection/disease</p>	<p>coronavirus (COVID-19) is suspected, they may have an outbreak. You should call the dedicated advice service who will escalate the issue to your local health protection team where necessary and advise if any additional action is required. You can reach them 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.</p> <p>2 In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure – perhaps the whole site or year group. If schools are implementing controls from this list, addressing the risks they have identified and therefore reducing transmission risks, whole school closure based on cases within the school will not generally be necessary, and should not be considered except on the advice of health protection teams or health and safety experts.</p> <p><b>Admitting children and staff back to the school</b></p> <p>3 Pupil or staff who tested positive for CV19 can return to their normal routine and stop self-isolating after they have finished their isolation period and their symptoms have gone or if they continue to have only a residual cough or anosmia. This is because a cough or anosmia can last for several weeks once the infection has gone. If they still have a high temperature after 10 days or are otherwise unwell, you should advise them to stay at home and seek medical advice.</p> <p>4 In the vast majority of cases, parents and carers will be in agreement that a pupil with symptoms should not attend the school, given the potential risk to others. In the event that a parent or carer insists on a pupil attending the school, you can take the decision to refuse the pupil, if in your reasonable judgement, it is necessary to protect your pupils and staff from possible infection with CV19. Your decision needs to take into consideration in of all circumstances and current public health advice.</p>		<p>Communicated to stakeholders in ICM document.</p> <p>See Appendices.</p>	<p>EHT/ EHoS</p>	<p>Actioned as arises</p>
<h3>SCHOOL OPERATIONS</h3>						
<p>(13. Transport)</p> <p>Coronavirus (COVID-19) (CV19)</p>	<p>Employees, agency, Pupils, visitors</p> <p>Causing severe infection/disease</p>	<p>1 Social distancing has significantly reduced available transport capacity. Further guidance is set out in the <a href="#">transport to school and other places of education: 2020 to 2021 academic year</a>.</p> <p>You should read this guidance with:</p>	<p>LOW</p>	<p>There are no plans to use <b>dedicated school transport</b> at present.</p> <p>If transport is used, e.g. for an educational visit, a full RA will be carried out.</p>	<p>N/ A</p>	<p>N/ A</p>

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		<ul style="list-style-type: none"> <li>• <a href="#">Coronavirus (COVID-19): safer travel guidance for passengers</a></li> <li>• <a href="#">Coronavirus (COVID-19): safer transport guidance for operators</a></li> </ul> <p>2 Dedicated school transport, including statutory provision</p> <p>Pupils on dedicated school services do not mix with the general public on those journeys and pupil groups will tend to be consistent under return to school measures. Therefore wider transmission risks are likely to be lower.</p> <p>3 Local authorities are not required to uniformly apply the social distancing guidelines for public transport, on dedicated school or college transport. However, social distancing should still be put in place within vehicles wherever possible. This will help to both minimise disease transmission risks and maintain consistent reinforcement of public health messaging to children and staff, particularly at the point where they are leaving school and heading back into the community each day.</p> <p>4 The approach to dedicated transport should align wherever possible with the principles underpinning the system of controls set out in this document and with the approach being adopted for your school. It is important, wherever it is possible, that:</p> <ul style="list-style-type: none"> <li>• social distancing should be maximised within vehicles</li> <li>• children either sit with their 'bubble' on school transport, or with the same constant group of children each day</li> <li>• children should clean their hands before boarding transport and again on disembarking</li> <li>• additional cleaning of vehicles is put in place</li> <li>• organised queuing and boarding is put in place</li> <li>• through ventilation, fresh air (from outside the vehicle) is maximised, particularly through opening windows and ceiling vents</li> </ul> <p>5 Children must not board home to school transport if they, or a member of their household, has symptoms of coronavirus (COVID-19).</p> <p>6 Schools should support local authorities in promoting the use of face coverings on school transport and help them to resolve any issues of non-compliance where appropriate.</p>		<p>School will support wider public transport measures through:</p> <p>Information in newsletters encouraging walking and cycling</p> <p>Staggered start times</p>		
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		<p>A face covering is a covering of any type which covers your nose and mouth. It is not the same as the surgical masks or respirators used by healthcare and other workers as part of personal protective equipment (PPE).</p> <p>Further information on face coverings is set out in the <a href="#">transport to school and other places of education: 2020 to 2021 academic year</a> guidance.</p> <p><b>Wider public transport</b> In many areas, pupils normally make extensive use of the wider public transport system, particularly public buses. Public transport capacity continues to be constrained. Its use by pupils, particularly in peak times, should be kept to an absolute minimum.</p> <p>Schools have a critical role to play in supporting collaboration between all parties - providers, local authorities, parents and pupils.</p> <p>Schools should work with partners to consider staggered start times to enable more journeys to take place outside of peak hours. We recognise that this option will be more feasible in some circumstances than others.</p> <p>Schools should encourage parents, staff and pupils to walk or cycle to school if at all possible. Schools may want to consider using 'walking buses' (a supervised group of children being walked to, or from, school) or working with their local authority to promote safe cycling routes.</p> <p><b>Pupils travelling from abroad</b> Where pupils travel from abroad to attend a boarding school you will need to explain the rules to pupils and their parents before they travel to the UK. Anyone who is not a British or Irish national, or who does not have the right to reside in the UK, who has travelled from or through a <a href="#">Red list</a> country in the previous 10 days, is not permitted to enter the UK and should be told not to travel. Where pupils (and their parents or guardians or family member) meet the UK entry requirements and have travelled from or through a 'red list' country in the previous 10 days, they must quarantine in a managed quarantine hotel for 10 days. Pupils travelling to England from other, non-red, list countries will need to quarantine at their place of residence or other suitable place and purchase a home testing package, with coronavirus (COVID-19) tests to be taken on days 2 and 8 after arrival to support the UK's genomic sequencing programme.</p>				
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		<p><u>Before travelling, everyone must:</u></p> <ul style="list-style-type: none"> <li>take a coronavirus (COVID-19) test and get a negative result during the 3 days before you travel</li> <li>book and pay for a travel test package, which will include coronavirus (COVID-19) tests to be taken on day 2 and day 8 of your quarantine</li> <li>complete a passenger locator form before arrival, with details of where you will quarantine when you arrive and the travel test package booking reference number.</li> </ul> <p>Where arriving from a red list country, permitted travellers will be met on arrival in England and transported directly to their quarantine hotel. Further information is provided in what to expect in quarantine guidance. When they arrive at the managed quarantine hotel, they will be required to quarantine in their room for 10 days. You will need to explain to parents that they will need to put in place arrangements to ensure they or a guardian, or family member accompanies their child at all times, including whilst they are in quarantine. This may be a parent or guardian, or family member who has accompanied their child when travelling to England, or a different parent, guardian or family member who will need to join and stay with their child in quarantine. Where parents are unable to travel with their child or provide a guardian or family member to quarantine with their child you should advise them not to travel.</p> <p>Where pupils have travelled to England from a country from where travel is permitted, they are required to quarantine in their own accommodation for 10 days. You should have plans for the collection and transfer of these pupils from their point of arrival and put in place suitable arrangements for their self-isolation which may be in the school's boarding accommodation. You may also want to consider whether the test to release scheme is appropriate for these pupils.</p>				
<b>PEOPLE</b>						
<p><b>(14. School Workforce)</b> Coronavirus (COVID-19) (CV19)</p>	<p><b>Employees, agency, Pupils, visitors</b></p> <p>Causing severe infection/disease</p>	<p>1 Where schools implement the system of controls outlined in this document, in line with their own workplace risk assessment, PHE and DHSC confirm that these measures create an inherently safer environment for children and staff where the risk of transmission of infection is substantially reduced.</p> <p>2 Most school-based roles are not ideally suited to home working and schools expect most staff to return to work in settings. Some roles, such as some administrative roles,</p>	<p><b>MED</b></p>	<p>SLT to consider all staff shielding requests on merits following an individual RA and any staff deployment issues as they arise.</p>	<p>SLT</p>	<p><b>Reviewed:</b> 21/ 1/ 21 4/3/21</p>

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<p>Someone entering the school/workplace/offices with CV19</p>		<p>may be conducive to home working, and school leaders should consider what is feasible and appropriate.</p> <p>3 All staff should follow the measures set out in the system of controls section of this guidance to minimise the risks of transmission.</p> <p>4 This includes continuing to observe good hand and respiratory hygiene and maintaining social distancing in line with the provisions as set out in section 5 of the 'prevention' section.</p> <p>5 School leaders should explain to staff the measures the school has put in place to reduce risks.</p> <p>6 If staff are concerned, including those who may be clinically vulnerable, clinically extremely vulnerable or who believe they may be at possible increased risk from coronavirus, staff should discuss this with their line manager, individual risk assessments are in place.</p> <p><b>Self-isolating and shielding</b></p> <p>7 A small number of pupils will still be unable to attend in line with public health advice to self-isolate because they:</p> <ul style="list-style-type: none"> <li>• have symptoms or have had a positive test result</li> <li>• live with someone who has symptoms or has tested positive and are a household contact</li> <li>• are a close contact of someone who has coronavirus (COVID-19)</li> </ul> <p>8 The advice for pupils who have been confirmed as clinically extremely vulnerable is to shield and stay at home as much as possible until further notice. They are advised not to attend school while shielding advice applies nationally. All 16 to 18 year olds with underlying health conditions which put them at higher risk of serious disease and mortality will be offered a vaccine in priority group 6 of the vaccination programme. At present, these children should continue to shield, and self-isolate if they have symptoms or are identified as a close contact of a positive case, even if they have been vaccinated.</p> <p>9 School will request from parents a copy of the shielding letter sent to CEV children, to confirm that they are advised not to attend school or other educational settings whilst shielding guidance is in place.</p> <p>As normal, you should not encourage parents to request unnecessary medical evidence such as doctors' notes from</p>			
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		<p>their GP when their child is absent from school due to illness. If evidence is required, it can take the form of prescriptions, appointment cards, text or email confirmation of appointments, etc. rather than doctors' note. As usual, input from GPs should only be sought where there are complex health needs or persistent absence issues.</p> <p>You are required to provide remote education to pupils who are unable to attend school because they are complying with government guidance or legislation around coronavirus (COVID-19)</p> <p>You should offer pastoral support to pupils who are:</p> <ul style="list-style-type: none"> <li>• self-isolating</li> <li>• shielding</li> <li>• vulnerable</li> </ul> <p>Where pupils are not able to attend school, as they are following clinical or public health advice related to coronavirus (COVID-19), the absence will not be penalised.</p> <p><b>10 Staff who are pregnant</b></p> <p>You will need to follow the specific guidance for pregnant employees because pregnant women are considered CV. In some cases pregnant women may also have other health conditions that mean they are considered CEV, where the advice for clinically extremely vulnerable staff will apply. COVID-19 vaccination: a guide for women of childbearing age, pregnant or breastfeeding contains vaccination advice.</p> <p>Your workplace risk assessment should already consider any risks to female employees of childbearing age and, in particular, risks to new and expectant mothers. If you are notified that an employee is pregnant, breastfeeding, or has given birth within the last 6 months, you should check the workplace risk assessment to see if any new risks have arisen. An assessment may help identify any additional action that needs to be taken to mitigate risks. Any concerns please contact Stuart McGregor.</p> <p>Any risks identified at that point, or later during the pregnancy, in the first 6 months after birth, or while the employee is still breastfeeding, must be included and managed as part of the general workplace risk assessment. You must take appropriate sensible action to reduce, remove or control the risks.</p>				
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		<p>As part of your risk assessment, you should consider whether adapting duties and/or facilitating home working may be appropriate to mitigate risks. You should be aware that pregnant women from 28 weeks' gestation, or with underlying health conditions at any point of gestation, may be at greater risk of severe illness if they catch coronavirus (COVID-19). This is also the case for pregnant women with underlying health conditions that place them at greater risk of severe illness if they catch coronavirus (COVID-19).</p> <p>Read more guidance and advice on coronavirus (COVID-19) and pregnancy from <a href="#">guidance and advice on coronavirus (COVID-19) and pregnancy</a></p> <p><b>11 Staff who are clinically extremely vulnerable</b>          CEV staff are advised not to attend the workplace. Staff who are CEV will previously have received a letter from the NHS or their GP telling them this (no new letter is required), and there is guidance for everyone in this group. It provides advice on what additional measures individuals in this group can take. Employers should talk to their staff about how they will be supported, including to work from home. You should continue to pay CEV staff on their usual terms.</p> <p>Those living with someone who is CEV can still attend work where home-working is not possible and should ensure they maintain good prevention practice in the workplace and home settings. The shielding guidance is reviewed regularly. CEV individuals will be advised in advance of any extension or end date to inform them of changes or continuation of the guidance. CEV individuals (over 18) have been prioritised for vaccination in phase 1 before the general population and in line with the priority ordering set by the Joint Committee on Vaccination and Immunisation.</p> <p>Current DHSC guidance, informed by PHE, currently advises that CEV individuals should continue to shield even after they have been vaccinated. This may change as we get further data on the effects of vaccination.</p> <p><b>12 Staff who are clinically vulnerable</b>          CV staff can continue to attend school. While in school they must follow the system of controls to minimise the risks of transmission. Staff who live with those who are CV can attend the workplace but should ensure they maintain good prevention practice in the workplace and at home.</p>				
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		<p><b>13 Staff who may otherwise be at increased risk from coronavirus (COVID-19)</b>          Current evidence shows that a range of factors mean that some people may be at comparatively increased risk from coronavirus (COVID-19). Those at particularly high risk from a range of underlying health conditions should now have been included in the CEV group and will be receiving a letter to confirm this. For others who feel they may be at increased risk, where it is not possible to work from home, these staff can attend school as long as the system of controls set out in this guidance are in place. You should continue with an equitable approach to risk management for your workforce, recognising that staff may have a variety of baseline risks. Work continues to build our understanding of what these baseline factors are and the increased risks they pose.</p> <p>There is further information available on who is at higher risk from coronavirus.</p> <p>Staff who live with those who may have comparatively increased risk from coronavirus (COVID-19) can attend the workplace where it is not possible to work from home.</p> <p><b>14 Employer health and safety and equalities duties</b>          Schools have a legal obligation to protect their employees, and others, including children, from harm and should continue to assess health and safety risks in the usual way. Following the steps in this guidance will mitigate the risks of coronavirus (COVID-19) to children and staff and help schools to meet their legal duties to protect employees and others from harm.</p> <p><b>15</b> The Health and Safety Executive published guidance on <a href="#">first aid</a> during coronavirus (COVID-19) which will support local risk assessments and provides guidance for first aiders. It is clear that treating any casualty properly should be the first concern. Where it is necessary for first aid provision to be administered in close proximity, those administering it should pay particular attention to sanitation measures immediately afterwards including washing hands.</p> <p>Schools should continue to meet their equalities duties. Guidance is available in <a href="#">Equality act 2010 advice for schools</a>.</p> <p><b>17 Supporting staff</b>          Governing boards and school leaders should have regard to staff (including the headteacher) work-life balance and wellbeing. Schools should ensure they have explained to all</p>		<p>SLT discuss staff wellbeing weekly.          Systems are in place to</p>		
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		<p>staff the measures they are proposing putting in place and involve all staff in that process.</p> <p>18 All employers have a duty of care to their employees, and this extends to their mental health. Schools already have mechanisms to support staff wellbeing and these will be particularly important, as some staff may be particularly anxious about attending school. DfE is providing additional support for both pupil and staff wellbeing in the current situation. Information about the <a href="#">extra mental health support for pupils and teachers</a> and <a href="#">Wellbeing for Education return programme</a> is available.</p> <p>19 The <a href="#">Education Support Partnership</a> provides a free helpline for school staff and targeted support for mental health and wellbeing.</p> <p><b>20 Staff deployment</b>          You may need to alter the way in which you deploy your staff and use existing teaching and support staff more flexibly. You should ensure that you continue to have appropriate support in place for pupils with SEND. Any redeployments of staff should not be made at the expense of supporting pupils with SEND. You should discuss and agree any proposed changes in role or responsibility with members of staff, ensuring staff members have the appropriate skills, expertise and experience to carry out the work, and all appropriate checks are made if they are engaging in regulated activity. This includes making sure that for any interventions or care for pupils with complex needs:</p> <ul style="list-style-type: none"> <li>• safe ratios are met</li> <li>• specific training is undertaken</li> </ul> <p>You should be satisfied that staff have the appropriate skills, expertise and experience to carry out the work, and discuss and agree any proposed changes in role or responsibility with the staff. Staff who are not teachers may be deployed to lead groups or cover lessons, under the direction and supervision of a qualified, or nominated, teacher. This is covered under the:</p> <ul style="list-style-type: none"> <li>• Education (Specified Work) (England) Regulations 2012 for maintained schools and non-maintained special schools</li> <li>• the freedoms provided under the funding agreement for academies</li> </ul>		<p>support staff wellbeing where appropriate.</p>		
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		<p>If, having pursued all the immediate options available, you still have concerns about staffing capacity, you should talk to your local authority or trust point of contact.</p> <p>Further support on staff deployment is available including:</p> <ul style="list-style-type: none"> <li>• <a href="#">workload reduction toolkit</a>.</li> </ul> <p><b>21 Recruitment</b>  Recruitment should continue as usual. The government's <a href="#">Teaching Vacancies</a> service can help schools to list vacancies for both permanent and fixed-term teaching staff quickly. As DfE guidance advises limiting the number of visitors, it may be appropriate for schools to consider a flexible approach to interviews, with alternative options to face-to-face interviews offered where possible. Interviewing remotely may be a new experience for many schools. The DfE teaching blog provides some information on the <a href="#">experience of implementing interviews remotely</a>. There is also advice that can be sent to candidates on <a href="#">how to prepare for remote interviews</a>.</p> <p>Where face-to-face meetings are arranged, schools should make clear to candidates that they must adhere to the system of controls that schools have in place. Schools will also have the discretion to require face coverings for visitors where social distancing cannot be managed safely.</p> <p><b>22 Supply teachers and other temporary or peripatetic teachers</b>  Schools can continue to engage supply teachers and other supply staff during this period. We recommend that schools consider using DfE's and <a href="#">Crown Commercial Service's agency supply deal</a> when hiring agency workers, as this offers a list of preferred suppliers that must be transparent about the rates they charge.</p> <p>Supply staff and other temporary workers can move between schools, but school leaders will want to consider how to minimise the number of visitors to the school where possible. Where it is necessary to use supply staff and to welcome visitors to the school such as peripatetic teachers, those individuals will be expected to comply with the school's arrangements for managing and minimising risk, including taking particular care to maintain distance from other staff and pupils. To minimise the numbers of temporary staff entering the school premises, and secure best value, schools may wish to use longer assignments with supply teachers and agree a minimum number of hours</p>				
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		<p>across the academic year. This advice for supply teachers also applies to other temporary staff working in schools such as support staff working on a supply basis, peripatetic teachers such as sports coaches, and those engaged to deliver before and after school clubs.</p> <p><b>23 Vulnerable children</b> Where pupils who are self-isolating are within our definition of vulnerable, it is important that you put systems in place to keep in contact with them. When a vulnerable pupil is required to self-isolate, you should:</p> <ul style="list-style-type: none"> <li>• notify their social worker (if they have one)</li> <li>• agree with the social worker the best way to maintain contact and offer support</li> <li>• You should have procedures in place to:</li> <li>• check if a vulnerable pupil is able to access remote education support</li> <li>• support them to access it (as far as possible)</li> <li>• regularly check if they are accessing remote education</li> </ul> <p><b>24 Pupils and families who are anxious about attending school</b> It is likely that some pupils, parents and households may be reluctant or anxious about attending school. This may include pupils who:</p> <ul style="list-style-type: none"> <li>• have themselves been shielding previously but have been advised they no longer need to shield</li> <li>• live in a household where someone is clinically vulnerable (CV) or CEV (including young carers)</li> <li>• are concerned about the possible increased risks from coronavirus (COVID19) such as those who have certain conditions such as obesity and diabetes</li> </ul> <p>Discuss any concerns with parents and provide reassurance on the measures you are putting in place to reduce any risks. Remind parents that pupils of compulsory school age must be in school unless a statutory reason applies.</p> <p>Advice for schools and local authorities to support them to improve school attendance is available.</p>				
<p><b>(15. Catering/ Kitchens)</b> Main kitchen Coronavirus</p>	<p><b>Employees, agency, Pupils, visitors</b>  Use of contractors serving food and</p>	<p>1 kitchen's are fully open and normal legal requirements will apply about provision of food to all pupils who want it, including for those eligible for benefits-related free school meals or universal infant free school meals.</p>	<p>MED</p>	<p>Noted.</p>		

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<p>(COVID-19) (CV19)</p>	<p>interacting in an unsafe manner causing severe infection/disease and death</p>	<p>School kitchens can continue to operate, but must comply with the <a href="#">guidance for food businesses on coronavirus (COVID-19)</a>.</p> <p>2 Ensure social distancing is in place for the kitchen and kitchen staff wherever possible, and ask to review the contract/contractor kitchen COVID-19 risk assessment</p> <p>3 Social distancing at the servery which is managed and monitored</p> <p>4 If the social distancing cannot be managed in this area a review of shielding/sneeze screens to be considered to protect the kitchen staff serving</p> <p>5 Staff and pupils to be encouraged to wash their hands before / after eating for at least 20 seconds and frequently during the day</p> <p>6 Communication with contract company/service re COVID-19 sickness procedures in place to ensure that the school to be informed of any COVID-19 related staff/agency sickness, without delay, including BC plan if the whole kitchen crew have to self- isolate, re Test and Trace planning</p> <p>7 Kitchen staff to follow the schools face covering implementation plan for zoned/identified areas such as corridors, stairwells, dining halls as some examples</p> <p>8 Follow the workforce testing of staff that regularly attend the school site following PH and government guidance on who is considered workforce staff</p> <p>9 Kitchen staff to wear face covering when serving and when in the dining hall (a face visor is insufficient when worn without face covering)</p>		<p>Check with cook that Kitchen actions are in place.</p>	<p>EHT/ EHoS/ SchCk</p> <p>CRT</p>	<p>1/ 9/ 20</p> <p>Reviewed: 21/ 1/ 21 4/3/21</p>
<p><b>(16. Building / Estate)</b>  Building preparedness/Statutory compliance  Coronavirus (COVID-19) (CV19)</p>	<p><b>Employees, agency, Pupils, visitors</b></p> <p>Poor management of the building and statutory compliance and poor infection control causing severe infection/disease and death</p>	<p>1 Site area risk assessment has taken place to maximise the use of site and any associated available space</p> <p>2 Class sizes can return to normal and spaces used by more than one class or group can be cleaned between use.</p> <p>3 Following the risk assessment, we have completed some adaptations to the site, such as additional wash basins, and removal of storage items to create larger spaces where necessary and able to do so</p> <p>4 It is important that all the usual building checks are undertaken to make the school safe. If buildings have been closed or had reduced occupancy during the coronavirus</p>	<p>MED</p>	<p>Review whether any adaptations needed for March 2021.</p> <p>Check for water stagnation</p>	<p>CRT</p> <p>PM/ CT</p>	<p>26/ 8/ 20</p> <p>Reviewed: 21/ 1/ 21 4/3/21</p> <p>26/ 8/ 20</p> <p>Review 4/3/21</p>

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		<p>(COVID-19) outbreak, water system stagnation can occur due to lack of use, increasing the risks of Legionnaires' disease. Advice on this can be found in the guidance on <a href="#">legionella risks during the coronavirus outbreak</a>.</p> <p>5 Additional advice on safely reoccupying buildings can be found in the Chartered Institute of Building Services Engineers' guidance on <a href="#">emerging from lockdown</a>. See also <a href="#">Keeping occupied spaces well ventilated</a> in the System of Controls section. Advice on ventilation can be found in Health and Safety Executive guidance on <a href="#">air conditioning and ventilation during the coronavirus outbreak</a>.</p> <p>6 Fire doors should <b>NOT</b> be propped open</p> <p>7 In classrooms, it will be important that schools improve ventilation (for example, by opening windows).</p> <p>8 Statutory compliance completed and up to date</p> <p>9 Temperature monitoring in place, including thermometers in classrooms/areas, to ensure the heating and thermal conditions are compliant, managed and monitored</p> <p>10 Fire risk assessments should be up to date, fire drills should be completed with the review of social distancing. Fire alarm/emergency lighting serviced and up to date.</p>		<p>All fire doors to be closed when not in use. Windows to be opened as appropriate.</p> <p>Check compliance</p>	<p>PM/ CT/ teachers PrTm</p>	<p>Daily 26/ 8/ 20 15/ 10/ 20 <b>Reviewed:</b> 21/ 1/ 21 <b>4/ 3/ 21</b></p>
<p><b>(17. Educational Visits)</b> Coronavirus (COVID-19) (CV19) with CV19</p>	<p><b>Employees, agency, Pupils, visitors</b> Causing severe infection/disease</p>	<p><b>1 The government advice is to stop all educational visits at this time. This advice will be kept under review.</b></p>	<p><b>LOW</b></p>	<p>No educational visits to take place. Review periodically</p> <p>Communicate to stakeholders</p>	<p>SLT EHT/ EHoS CRT</p>	<p>w/b 31/8 <b>Reviewed:</b> 21/ 1/ 21 <b>4/ 3/ 21</b></p>
<p><b>(18. School Uniform/Winter months)</b> Coronavirus (COVID-19) (CV19) with CV19</p>	<p><b>Employees, agency, Pupils, visitors</b> Causing severe infection/disease</p>	<p>1 Uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal.</p> <p>2 Schools should consider how pupil non-compliance is managed, taking a mindful and considerate approach in relation to parents who may be experiencing financial pressures.</p> <p>3 Increased ventilation may make school buildings cooler than usual over the winter months. While schools will want to maintain the benefits of their uniform, they may wish to consider allowing additional, suitable indoor items of clothing to be worn during the winter period in addition to the school's current uniform. Where this occurs, schools should ensure that no extra financial pressure is placed on parents.</p>	<p><b>LOW</b></p>	<p>Pupils are required to wear school uniform, however a considerate/ pragmatic approach is taken where appropriate.</p>	<p>SLT</p>	<p>On-going  <b>Reviewed:</b> 21/ 1/ 21 <b>4/3/21</b></p>

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<p><b>(19. Wraparound provision and extra-curricular activity)</b></p> <p>Coronavirus (COVID-19) (CV19) with CV19</p>	<p><b>Employees, agency, Pupils, visitors</b></p> <p>Causing severe infection/disease</p>	<p>From 8 March, you should work to resume all your before and after-school educational activities and wraparound childcare for your pupils, where this provision is necessary to support parents to work, attend education and access medical care, and is as part of pupil's wider education and training. Vulnerable children can attend these settings regardless of circumstance.</p> <p>You should advise parents that where they are accessing this provision for their children, that they must only be using this, where:</p> <ul style="list-style-type: none"> <li>the provision is being offered as part of the school's educational activities (including catch-up provision)</li> <li>the provision is as part of their child's efforts to obtain a regulated qualification or meet the entry requirements of an education institution</li> <li>the use of the provision is reasonably necessary to support them to work, seek work, undertake education or training, attend a medical appointment or address a medical need or attend a support group</li> </ul> <p>You should also continue to work closely with any external wraparound providers which your pupils may use to try to keep children in the same bubble they are in during the school day, as far as possible. The guidance for providers who run community activities, holiday clubs, after-school clubs, tuition and other out-of-school provision for children may help you to plan extra-curricular provision.</p> <p>Where parents are using external childcare providers or out of school extra-curricular activities for their children, you should also:</p> <ul style="list-style-type: none"> <li>advise them to limit their use of multiple out-of-school settings providers, and to only use one out-of-school setting in addition to school as far as possible.</li> <li>encourage them to check providers have put in place their own protective measures</li> <li>send them the link to the guidance for parents and carers</li> </ul> <p>If you hire out your premises for use by external wraparound childcare providers, such as after-school or holiday clubs, make sure these organisations have:</p> <ul style="list-style-type: none"> <li>considered the relevant government guidance for their sector</li> <li>put in place protective measures</li> </ul>	<p>MED</p>	<p>Breakfast Club and restricted after school clubs, organised by bubbles, operate during periods of full school operation.</p>	<p>SLT/ CRT</p>	<p>On-going</p> <p>Reviewed: 21/ 1/ 21 4/3/21</p>
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<p><b>(20. Music and dance)</b></p> <p>Coronavirus (COVID-19) (CV19)</p>	<p><b>Employees, agency, Pupils, visitors</b></p> <p>Causing severe infection/disease</p>	<p>1 You should continue teaching music, dance and drama as part of your school curriculum, especially as this builds pupils' confidence and supports their wellbeing. There may, however, be an additional risk of infection in environments where singing, chanting, playing wind or brass instruments, dance or drama takes place. Singing, wind and brass instrument playing can be undertaken in line with this and other guidance, including guidance provided by the DCMS for professionals and non-professionals, available at working safely during coronavirus (COVID-19): performing arts.</p> <p>2 Schools can continue to engage peripatetic teachers during this period, including staff from music education hubs. Further information on the music education hubs, including contact details for local hubs, is available at music education hubs published by the Arts Council England.</p> <p>3 Schools that offer specialist, elite provision in music, dance and drama should also consider this guidance alongside the DCMS guidance on the performing arts.</p> <p>Specialist provision delivered by further education (FE) providers or higher education (HE) providers should consider the respective DfE guidance for these sectors.</p> <p><b>4 Minimising contact between individuals</b> The overarching objective should be to reduce the number of contacts amongst pupils, and between pupils and staff, including for rehearsal and performance. As set out in the system of controls, this can be achieved through keeping groups separate (in bubbles) and through maintaining social distance between individuals. These are not alternative options. Both measures will help, but the balance between them will change depending on the age of pupils, the layout of the building, and the feasibility of keeping groups separate from each other while offering a broad curriculum.</p> <p>If staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults.</p> <p>You should take particular care in music, dance and drama lessons to observe social distancing where possible. This may limit group activity in these subjects in terms of numbers in each group. It will also prevent physical correction by teachers and contact between pupils in dance and drama. Additionally, you should keep any background or accompanying music to levels which do not encourage</p>	<p>LOW</p>	<p>Discuss approach for music/ singing activities.</p> <p>Communicate to stakeholders.</p> <p>Music activities to resume with these prevention measures in place: w/b 2/ 11/ 20 and w/b 8/ 3/ 21</p>	<p>SLT</p> <p>EHT/ EHoS</p> <p>SLT</p>	<p>w/b 31/ 8/ 20 15/ 10/ 20 <b>Reviewed:</b> 21/ 1/ 21 <b>4/3/21</b></p>
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		<p>teachers or other performers to raise their voices unduly. 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 they are shared, follow the guidance on handling equipment and instruments.</p> <p><b>5 Performances</b> You should not host any performances with an audience. You may wish to consider alternatives such as live streaming and recording performances, subject to the usual safeguarding considerations and parental permission.</p> <p><b>6 Singing, and playing wind and brass instruments in groups</b> Singing, wind and brass playing should not take place in larger groups such as choirs and ensembles, or assemblies unless significant space, natural airflow and strict social distancing and mitigation can be maintained.</p> <p>When planning music provision, you should consider additional specific safety measures. There is some evidence that additional risk can build from aerosol transmission with volume and with the combined numbers of individuals within a confined space. This is particularly evident for singing and shouting, but with appropriate safety mitigation and consideration, singing, wind and brass teaching can still take place. Measures to take follow in the next sections. Government has published advice on safer singing.</p> <p><b>7 Playing outdoors</b> Playing instruments and singing in groups should take place outdoors wherever possible. If indoors, consider limiting the numbers in relation to the space.</p> <p><b>8 Playing indoors</b> If indoors, use a room with as much space as possible, for example, larger rooms; rooms with high ceilings are expected to enable dilution of aerosol transmission. If playing indoors, limiting the numbers to account for ventilation of the space and the ability to social distance. It is important to ensure good ventilation. Advice on this can be found in Health and Safety Executive guidance on <a href="#">air conditioning and ventilation during the coronavirus outbreak</a>.</p> <p><b>9 Social distancing</b> In the smaller groups where these activities can take place, schools should observe strict social distancing between each singer and player, and between singers and players, and any other people such as conductors, other musicians,</p>				
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		<p>or accompanists. Current guidance is that if the activity is face-to-face and without mitigating actions, 2 metres is appropriate. Pupils should use seating where practical to help maintain social distancing.</p> <p><b>10 Seating positions</b> Pupils should be positioned back-to-back or side-to-side when playing or singing (rather than face-to-face) whenever possible. Position wind and brass players so that the air from their instrument does not blow into another player.</p> <p><b>11 Microphones</b> Use microphones where possible or encourage singing quietly.</p> <p>By considering and adopting these cumulative risk mitigation measures, the overall risk will be reduced.</p> <p><b>12 Handling equipment and instruments</b> Measures to take when handling equipment, including instruments, include the following.</p> <p><u>Handwashing</u> Requiring increased handwashing before and after handling equipment, especially if being used by more than one person.</p> <p><u>Avoiding sharing instruments</u> Avoid and equipment wherever possible. Place name labels on equipment to help identify the designated user, for example, percussionists' own sticks and mallets.</p> <p>If instruments and equipment have to be shared, disinfect regularly (including any packing cases, handles, props, chairs, microphones and music stands) and always between users, following government guidance on cleaning and handling equipment available at <a href="#">hygiene: handwashing, sanitation facilities and toilets</a>.</p> <p>Instruments should be cleaned by the pupils playing them, where possible.</p> <p><u>Handling scores, parts and scripts</u> Limit handling of music scores, parts and scripts to the individual using them.</p> <p><u>Suppliers</u> Consider limiting the number of suppliers when hiring instruments and equipment. Schools should agree whose responsibility cleaning hired instruments is with the</p>				
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		<p>suppliers. Clean hire equipment, tools or other equipment on arrival and before first use. Equipment and instruments should be stored in a clean location if schools take delivery of them before they are needed, and they should be cleaned before first use and before returning the instrument.</p> <p><u>Pick-up and drop off points</u> Pick up and drop off collection points should be created where possible, rather than passing equipment such as props, scripts, scores and microphones hand-to-hand.</p> <p><u>Individual lessons</u> Individual lessons in music, dance and drama can resume in schools, FE colleges and organisations providing out of school childcare. This may mean teachers interacting with pupils from multiple groups, so schools will need to take particular care, in line with the measures set out above on peripatetic teachers.</p> <p>If there is no viable alternative, music lessons in private homes can resume, following the same guidelines, and additionally following the government guidance for working in homes, and the guidance for out-of-school provision.</p> <p>In individual lessons for music, dance and drama, social distancing should be maintained wherever possible, meaning teachers should not provide physical correction.</p> <p>Specific safety measures for individual music lessons are set out in the following sections.</p>				
<p><b>(21. Physical Education)</b></p> <p>Coronavirus (COVID-19) (CV19)</p> <p>Someone entering the school/workplace/offices with CV19</p>	<p><b>Employees, agency, Pupils, visitors</b></p> <p>Causing severe infection/disease</p>	<p>1 You have the flexibility to decide how physical education, sport and physical activity will be provided while following the measures in your system of controls.</p> <p>2 Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups.</p> <p>3 You can hold PE lessons indoors, including those that involve activities related to team sports, for example practising specific techniques, within your own system of controls.</p> <p>4 For sport provision, outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising natural ventilation flows (through opening windows and doors or using air conditioning systems wherever possible), distancing between pupils, and paying scrupulous attention to cleaning and hygiene. This is</p>	<p>LOW</p>	<p>Review approach for P.E. activities, including external coaches.</p> <p>Communicate to stakeholders.</p> <p>Gymnastic teaching suspended during periods of lockdown – to resume w/b 15/ 3/ 21.</p> <p>Health mentor continues to run PE/ Games sessions. These take place outdoors wherever possible.</p>	<p>SLT</p> <p>EHT/ EHoS</p> <p>SLT</p> <p>SLT</p>	<p>26/ 8/ 20 1/ 1/ 21 <b>Reviewed:</b> 21/ 1/ 21 <b>4/3/21</b></p>

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		<p>particularly important in a sport setting because of the way in which people breathe during exercise.</p> <p>5 External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities.</p> <p>Where you are considering team sports you should only consider those sports whose national governing bodies have developed guidance under the principles of the government’s guidance on team sport and been approved by the government i.e.sports on the list available at grassroots sports guidance for safe provision including team sport, contact combat sport and organised sport events. Competition between different schools should not take place until wider grassroots sport for under 18s is permitted.</p> <p>Schools should refer to:</p> <ul style="list-style-type: none"> <li>• guidance on <a href="#">grassroot sports for public and sport providers, safe provision</a> and <a href="#">facilities</a>, and guidance from <a href="#">Sport England</a></li> <li>• advice from organisations such as the <a href="#">Association for Physical Education</a> and the <a href="#">Youth Sport Trust</a></li> <li>• guidance from Swim England on school swimming and water safety lessons available at <a href="#">returning to pools guidance documents</a></li> <li>• <a href="#">using changing rooms safely</a></li> </ul>				
<p><b>(22. First aid)</b></p> <p>Coronavirus (COVID-19) (CV19)</p>	<p><b>Employees, agency, Pupils, visitors</b></p> <p>Causing severe infection/disease</p>	<p>1 The Health and Safety Executive published guidance on <a href="#">first aid</a> during coronavirus (COVID-19) which will support local risk assessments and provides guidance for first aiders. It is clear that treating any casualty properly should be the first concern. Where it is necessary for first aid provision to be administered in close proximity, those administering it should pay particular attention to sanitation measures immediately afterwards including washing hands.</p> <p>2 First aid cover and qualifications at this time; <a href="#">First aid in non-healthcare settings</a> <a href="#">First aid cover and qualifications</a></p> <p><b>First aid in non-healthcare settings</b> Employers and their first aiders should take account of the specific guidance on giving cardiopulmonary resuscitation (CPR) from the <a href="#">Resuscitation Council UK</a>.</p> <p>HSE has guidance on <a href="#">First aid cover and qualifications</a>.</p> <p><b>Check your first aid needs assessment</b></p>	MED	First-aiders and other staff notified of all of these points.	EHT/ EHoS	1 /9/ 20

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		<p>As an employer, when reviewing your risk assessment to include working during the pandemic, consider refreshing your first aid at work <a href="#">needs assessment</a>.</p> <p><b>Guidance for first aiders</b> Try to assist at a safe distance from the casualty as much as you can and minimise the time you share a breathing zone.</p> <p>If they are capable, tell them to do things for you, but treating the casualty properly should be your first concern. Remember the 3P model – preserve life, prevent worsening, promote recovery.</p> <p><b>Prevent worsening, promote recovery: all other injuries or illnesses</b></p> <ul style="list-style-type: none"> <li>• If you suspect a serious illness or injury, call 999 immediately – tell the call handler if the patient has any COVID-19 symptoms</li> <li>• If giving first aid to someone, you should use the recommended equipment listed above if it is available</li> <li>• You should minimise the time you share a breathing zone with the casualty and direct them to do things for you where possible</li> </ul> <p><b>After delivering any first aid</b></p> <ul style="list-style-type: none"> <li>• Ensure you safely discard disposable items and clean reusable ones thoroughly</li> <li>• Wash your hands thoroughly with soap and water or an alcohol-based hand sanitiser as soon as possible</li> </ul>				
<p><b>(24. Staff room / kitchens)</b> Kitchen staff Coronavirus (COVID-19) (CV19)</p>	<p><b>Employees, agency, Pupils, visitors</b></p> <p>Poor infection control causing severe infection/disease and death</p>	<ol style="list-style-type: none"> <li>1 Social distancing in place with signage</li> <li>2 Zip taps/Kettles to be cleaned</li> <li>3 Staff reminded with signage next to Zip taps NOT to allow their cups to touch the Zip tap</li> <li>4 Staff behaviour staying alert to others around them and keeping to the 2 metre rule as a minimum wherever possible</li> <li>5 Staff to wash their hands before/ after eating for at least 20 seconds</li> <li>6 Staff to dispose of their food waste into the bins provided, and clean their cutlery and put away</li> <li>7 Staff not to share cups and cutlery</li> <li>8 Staff to be encouraged to go outside during breaks</li> </ol>	MED	<p>Review cleaning regime and check signage is in place.</p> <p>Remind stakeholders of points 3 to 8.</p>	<p>PrTm</p> <p>EHT/ EHoS</p>	<p>26/ 8/ 20 <b>Reviewed:</b> 21/ 1/ 21 <b>4/3/21</b></p> <p>1/ 9/ 20</p>

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		9 These areas to have an increased cleaning regime in place managed and monitored				
<p><b>(25. Water fountains)</b></p> <p>Coronavirus (COVID-19) (CV19)</p> <p>Someone entering the school/workplace/offices with CV19</p>	<p><b>Employees, agency, Pupils, visitors</b></p> <p>Causing severe infection/disease</p>	<p>1 Switch the water fountains off and provide water via bottles, or having the pupils use their own personal bottle</p> <p>2 Having a designated area for pupils to store or/have access to water</p> <p>3 If have water coolers provide disposable cups</p> <p>4 Ensure the water fountains are maintain in shut down mode following service/maintenance requirements</p>	LOW	<p>Water fountains switched off.</p> <p>Confirm water access arrangements and communicate to stakeholders in ICM.</p>	<p>CRT</p> <p>EHT/ EHoS</p>	<p>26/ 8/ 20</p> <p>1/ 9/ 20 4/ 3/ 21</p>
<p><b>(26. Swimming pools)</b></p> <p>swimming</p> <p>Coronavirus (COVID-19) (CV19)</p> <p>Someone entering the school/workplace/offices with CV19</p>	<p><b>Employees, agency, Pupils, visitors</b></p> <p>Causing severe infection/disease</p>	<p>1 Follow current Government guidance: <a href="https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/">https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/</a></p> <p>2 Ensure the pool equipment receives the required maintenance, and recommissioning required in preparing to open</p> <p>3 Assess the changing rooms and pool area for social distancing, to ensure a restriction of numbers, limits are decided before re-opening, this will include pool side and all areas of pool, changing rooms</p> <p>4 Review the area for touch points, shared equipment, commonly used equipment, that may have to have an increased cleaning regime, and/or removal of some equipment</p> <p>5 Ancillary equipment such as hoists, plant room equipment, will require an assessment review of compliance re service/maintenance schedules</p> <p>6 Health and safety inspection of all areas in preparation for opening</p> <p>7 Cleaning to be completed as part of the recovery stage planning</p>	LOW	<p>All swimming activities suspended until Summer 2021 at earliest and then review.</p> <p>Communicate to stakeholders in ICM.</p>	<p>SLT</p> <p>EHT/ EHoS</p>	<p>1/ 9 /20 4/ 1/ 21 4/ 3/21</p>
<p><b>(27. Contingency planning)</b></p> <p>Coronavirus (COVID-19) (CV19)</p>	<p><b>Employees, agency, Pupils, visitors</b></p> <p>Causing severe infection/disease</p>	<p>1 For individuals or groups of self-isolating pupils and pupils who are shielding following government advice, remote education plans are be in place.</p> <p>2 Government have published a <a href="#">contingency framework</a> for the rare circumstances in which schools might need to revise their delivery models for a short period of time to help contain virus transmission within a community. Such</p>	MED	<p>Remote education strategy agreed.</p>	<p>SLT</p>	<p>By 4/ 9/ 20 Reviewed: 21/ 1/ 21 4/3/21</p>

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		<p>measures will be implemented in the fewest number of schools required, for the shortest time.</p> <p>3 Where a class, group or a small number of pupils need to self-isolate, or local restrictions require pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. All pupils not physically unwell with coronavirus (COVID-19) but who are at home as a result of coronavirus (COVID-19) should have access to remote education by the next school day.</p>				
<p><b>(28. Science)</b></p> <p>Coronavirus (COVID-19) (CV19)</p>	<p><b>Employees, agency, Pupils, visitors</b></p> <p>Causing severe infection/disease</p>	<p>1 Science lessons and heads/leads should follow the specific COVID-science related CLEAPSS guidance and have detailed within this section or specific risk assessment</p> <p><a href="http://science.cleapss.org.uk/Resource/GL343-Guide-to-doing-practical-work-during-the-COVID-19-Pandemic-Science.pdf">http://science.cleapss.org.uk/Resource/GL343-Guide-to-doing-practical-work-during-the-COVID-19-Pandemic-Science.pdf</a></p>	MED	All science activities to conform with risk assessment prevention measures.	SLT	15/ 10/ 20
<p><b>(29. Behaviour change / support / expectations)</b></p> <p>Coronavirus (COVID-19) (CV19)</p>	<p><b>Employees, agency, Pupils, visitors</b></p> <p>Causing severe infection/disease</p>	<p>1 Assessment and implementation of 'change management' for behaviour, recognising that the school's control measures for the virus is actually all based on human behaviour to manage, i.e. washing hands, respiratory health, cleaning, staying at home when have symptoms, staying at a distance, all of which requires training, support, guidance, correction, monitoring</p> <p>2 Staff need to make themselves be accountable for their own actions for hand and respiratory hygiene measures and actions, and social distancing control measures, this should be a focus and support set up, where if you notice staff and or visitors/pupils not being COVID secure, you are able to 'remind' 'advise' 'correct' to ensure the vital control measures are being completed</p> <p>3 A review of the school's behaviour policy around the COVID-secure and risk management required, including what is expected and the consequences for poor unsafe behaviour</p>	MED	Communicate to stakeholders in ICM.	EHT/ EHoS	1/ 9/ 20 w/b 19/10/ 20 4/3/21
<p><b>(30. Contractor / visitor)</b></p> <p><b>Contractors/Visitors/ Parents</b></p> <p>Coronavirus (COVID-19) (CV19)</p>	<p><b>Employees, agency, Pupils, visitors</b></p> <p>Causing severe infection/disease</p>	<p>1 Only necessary contractors to be allowed on site, and approved/authorised by managers, COVID-19 risk assessments must be sent by contractors and reviewed, and works/visits agreed/authorised before the works/visits commence</p> <p>2 Agency staff and contractors to be inducted to the normal health and safety induction processes, including the current</p>	MED	<p>Review information sheet for contractors outlining the measures in this section.</p> <p>Non-emergency contractual work to be arranged for holiday periods.</p>	FBM/ SOA EHT/ EHoS & PrTm	26/ 08/ 20 <b>Reviewed:</b> 21/ 1/ 21 4/3/21

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		<p>COVID-19 risk assessments and social distancing requirement, and promotion of hand cleaning and hygiene</p> <p>3 Pre-communicated to ensure a health check question-set is asked regarding any symptoms of COVID-19, and information given to them before they get to site on the social distancing and COVID-19 management standards in place</p> <p>4 Normal risk assessment, method statements review, considering your own COVID-19 risk assessment to review if the works will compromise social distancing for others, such as increasing of numbers of people by contractors working in staff areas breaking the social distancing requirements</p> <p>5 Normal management and monitoring of contractor works, wellbeing on site</p> <p>6 School to assess to keep the parents off site and reduce the concerns of gatherings, this is a school-based review/plan, supported by regular communication, assessing what gates and entrance points can be increased or used, using signage to remind parents of social distancing requirements and not to wait around together, school staff to ensure personal safety is assessed before going and directing parents to socially distance</p> <p>7 Contractors to follow the COVID-face covering management of the school, either implement that all visitor/contractors to wear face coverings, or in defined areas</p>		<p>Discuss parental access to site. Communicate to stakeholders in ICM.</p>		
<p><b>(31 Confirmed cases exposure at work not reported as RIDDOR)</b></p> <p>Coronavirus (COVID-19) (CV19)</p>	<p><b>Employees, agency, Pupils, visitors</b></p> <p>Causing severe infection/disease</p>	<p>1 An assessment of exposure to be completed for each confirmed case, the local PH team to be advised</p> <p>2 Enter details within the accident recording reporting forms such as Evolve or Accident medical tracker or paper-based accident form, or LA online accident system, following your employer accident reporting procedures</p> <p>3 Inform Juniper with full details of confirmed covid-19 case without delay</p>	<p><b>MED</b></p>	<p>Each case to be addressed as it occurs.</p>	<p>CRT</p>	<p>4/3/21 and on-going</p>

# How COVID is transmitted

