

A. Outline of activity or task to be assessed: Managers to use these generic controls to assist in documenting their local approach to the use of offices/buildings.

Form No.

Group/Service Area: **Highley Primary School**

Work Activity **Working in the Schools during Covid19 Pandemic**

Workplace/Team

Date of Assessment: **August 2020**

Date for Re-assessment: **07.11.20 (following updated DfE guidance released 05.11.20 to coincide with second national lockdown)**

Name of Assessors: **Tom Plim**

Signature:

Manager:

Signature:

Hazard is something with the **potential** to cause **harm**. **Risk** is the **likelihood** of someone being hurt multiplied by the **severity** of the occurrence.

Level of risk = likelihood x severity

B. Risk Matrix – This section is used for guidance to complete section C.

5 x 5 RISK ASSESSMENT MATRIX

Increasing consequence or severity ↑	5	5 low	10 med	15 med	20 high	25 high
	4	4 very low	8 low	12 med	16 med	20 high
	3	3 very low	6 low	9 low	12 med	15 med
	2	2 very low	4 very low	6 low	8 low	10 med
	1	1 very low	2 very low	3 very low	4 very low	5 low

1

2

3

4

5

Increasing likelihood or probability →

PRIORITY OF ACTION

High 17 - 25 Unacceptable – Stop work or activity until immediate improvements can be made.

Medium 10 – 16 Tolerable but need to improve within a reasonable timescale, e.g., 1-3 months depending on the situation.

Low 5 - 9 Adequate but look to improve by next review.

Very Low 1 – 4 Residual risk acceptable and no further action will be required all the time the control measures are maintained.

Score	Likelihood / Probability	Description	Score	Consequence/Severity	Description
5	Very likely / Almost certain	Event is expected to occur in most circumstances	5	Catastrophic / Severe / Fatality	Death or permanent disability to one or more persons
4	Likely	Event will probably occur in most circumstances	4	Major injury / ill health	Hospital admission required, eg, broken arm or leg
3	Fairly likely / Possible	Event could occur at some time	3	Moderate (over 7-day injury)	Medical treatment required, over 7-day injury
2	Unlikely	Event is not likely to occur in normal circumstances	2	Minor injury / ill health	First aid is required
1	Very unlikely	Event may occur only in exceptional circumstances	1	Insignificant / no injury	Injuries not requiring first aid treatment



Risk assessment for full opening of school in September 2020 to all year groups

Carried out by: Tom Plim

Date: 18.08.20

Review date: 04.09.20 and
07.11.20

What are the hazards?	Who might be harmed and how?	What are we already doing? (existing controls)	Risk Level (low/med/high)	What further action is necessary?	Achieved/ Actioned and by who	Comments
1.Catching or spreading Coronavirus – General considerations	Staff, pupils Parents, guardians	<ul style="list-style-type: none"> • Ensure suitable levels of staff are maintained • Ensure people who are ill stay at home (this includes pupils, staff and other adults) if they have COVID-19 symptoms or have tested positive in the last 7 days, or who have someone in their household who does. (Appendix C) • If anyone in the school becomes unwell with a new, continuous cough or anosmia, they must be sent home and advised to follow guidance linked: here. (Appendix C) • Reduce the amount of people school users come into contact with and maintain social distancing in line with current guidance. This can be done by: <ul style="list-style-type: none"> - Grouping children together in 'class bubbles - Staggered breaks and lunchtimes to avoid contact between bubbles - Use of all 4 playground and field to separate different class bubbles - Classrooms reconfigured so that children are facing forwards • All staff to maintain social distance (wherever possible) in line with current guidance. Ideally, this should be 2 metres, whilst recognising that this is not always possible • Ensure robust hand and respiratory hygiene measures are in place: cleaning hands more often than usual – washing hands thoroughly for 20 seconds with running water and soap, drying thoroughly OR using alcohol hand rub or sanitiser ensuring all parts of the hands are covered (risk 	Med	<ul style="list-style-type: none"> • Reorganise layout of classrooms to support a full class – desks to face forward where feasible • External doors and outside classroom doors to be used for direct access to classrooms. Door hooks to be fitted to promote ventilation • Pedal-operated bins for contaminated waste located next to each toilet block/ classroom • Cleaning regime for toilets before and after the lunchtime period 		<p>07.11.20</p> <p>Masks to be worn by all school users entering the office foyer</p> <p>Posters to reinforce this message in office area and placed strategically externally</p> <p>Whole-school NHS hand-washing training arranged for 2nd half of autumn term</p>

		<p>assess young children or those with complex needs to ensure support is in place):</p> <ul style="list-style-type: none"> - Ensure there are enough handwashing or sanitiser stations available – adjacent to classrooms - Supervise hand sanitiser use given risks around ingestion, particularly in EYFS (skin friendly cleaning wipes can be used as an alternative) • Promote ‘catch it’ ‘bin it’ ‘kill it’ approach to ensure good respiratory hygiene (posters on all bins) – use of lidded bins for every class bubble and ensure all waste is double-bagged. • Additional support will need to be considered for some pupils with complex needs who will struggle to maintain as good respiratory hygiene as their peers • Ensure enhanced cleaning arrangements are in place – use standard cleaning products, such as detergents and bleach. Ensure products have a COSHH risk assessment <ul style="list-style-type: none"> - Clean frequently touched surfaces more often - More frequent cleaning of rooms / shared areas - Different groups do not need to be allocated their own toilet blocks – clean toilets regularly • Ensure active engagement is made with the NHS Test and Trace process: <ul style="list-style-type: none"> - Understand the NHS Test and Trace process and how to contact Public Health England health protection team and how to book a test - Keep contact details of all visitors, staff and pupils - School to be provided with a small number of home testing kits to give to symptomatic staff and pupils if they display symptoms at school - If someone tests positive, (even if they are asymptomatic) they should stay at home and follow the ‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’ 		<ul style="list-style-type: none"> • External doors to be kept open using door hooks during drop-off/collection to avoid touching by multiple users 		<p>Parents and staff to wear masks at drop-off & collection when engaging in dialogue with staff where social distancing cannot be maintained</p> <p>Parents reminded that only one household member (or one person from their support bubble) should be dropping off & collecting children from school.</p>
--	--	---	--	--	--	--

		<p>https://www.shropshire.gov.uk/local_outbreak_plan</p> <p>Guidance on shielding and protecting people who are clinically extremely vulnerable is available</p> <p>Guidance for those who are clinically-vulnerable, including pregnant women is available</p> <p>Pregnant members of Staff</p> <p>A separate pregnant members of staff risk assessment should be completed for all these staff. N.b. at time of writing, there are no pregnant staff</p> <ul style="list-style-type: none"> • Members of staff that are pregnant fall into the clinically vulnerable group identified by the NHS and schools should endeavour to support staff to work from home. Those who are pregnant are strongly advised to follow the social distancing guidance. • However, if pregnant members of staff cannot work from home, they should be offered the safest available on-site roles, staying 2 metres away from others wherever possible and an individual risk assessment completed to decide whether or not such staff can safely return to the workplace). • The Royal College of Obstetricians & Gynaecologists have produced guidance which includes specific guidance for public facing roles. This advises that pregnant women who can work from home should do so. If they can't and work in a public-facing role it should be modified appropriately to minimise exposure. In particular, it places emphasis on employers undertaking a risk assessment and involving occupational health, to determine whether women who are pregnant can continue working in public facing roles. • The NHS have also provided guidance for pregnant women: 				<p>Parents of children who may fall under clinically extremely vulnerable category written to on 06.11.20 to advise seeking clarification from GP/consultant</p> <p>Review of risk assessments for staff with underlying health/ living with vulnerable household members 09.11.20</p>
--	--	---	--	--	--	--

		https://www.nhs.uk/conditions/coronavirus-covid-19/people-at-higher-risk-from-coronavirus/pregnancy-and-coronavirus/ and https://www.nhs.uk/start4life/pregnancy/coronavirus-covid19-advice-during-pregnancy/				
2. Maintaining Social Distancing at School	Staff including cleaning and catering staff, pupils, Visitors, contractors	<ul style="list-style-type: none"> • Classes organised as a 'bubble'; children remaining with the same class teacher and support staff throughout the day where possible. Maintain distance between individuals or groups where possible and in line with the current guidance. • Minimise contacts and mixing between people by reducing the number of contacts between children and staff. Promoted through: <ul style="list-style-type: none"> • Children using their class doors or designated external door • One-way system within the school building (going around KS2 classrooms first before KS1, going through the quad to avoid going through Station) • One-way system around the school building from main gate through KS1 playground, onto LKS2 playground and out of Redstone Gate • Breakfast Club to run with consistent groups, e.g. EYFS, Year 1 and 2, Year 3 and 4 and Year 5 and 6. Children in each group to work away from the other groups and participate in table-top activities. • Staff who move between classes and year groups (e.g. staff providing PPA cover or providing TA support across different classes) to practise social distancing as much as possible, although this may not always be practical. • Re-configuration of classrooms and school hall for class 'bubbles' of pupils, maintaining space between children when using the hall and in classrooms; children to be seated side-by-side and facing forwards wherever possible (current guidance). 	Med	<ul style="list-style-type: none"> • Children working in a class 'bubble' • Survey parents prior to September return to gauge any gaps in learning. Use this to review/design curriculum to adapt to the restrictions • Footprints and directional arrows demarcating 2m spacings around the exterior of school to promote social distancing and a one-way system • Directional arrows around the interior corridors to promote a one-way system in-school 		<p>07.11.20</p> <p>Additional Footprints markings to demarcate 2m spacings leading to Redstone Drive gate painted</p> <p>Collection times adjusted to 2:55-3:05pm and 3:05-3:15pm</p> <p>04.11.20 letter to convey key points to parents around any proposed changes to encourage social distancing</p>

		<ul style="list-style-type: none"> • Seek further advice from CLEAPSS for practical lessons and guidance documents. • GL344 for advice on D&T (including food tech) • GL345 for advice on Science • In school office, prevent hot desking by designating separate desks • Refresh the curriculum timetable to decide which lessons or activities will be delivered: <ul style="list-style-type: none"> ○ Music -- consider additional risk of infection in environments where others are singing, chanting, playing wind/brass instruments or shouting ○ Consider physical distancing/playing outside where possible ○ Cap group sizes at 15 maximum for singing activities ○ Position pupils back to back where feasible ○ Avoid sharing instruments ○ Ensure good ventilation ○ Singing, wind and brass playing should not take place in larger groups e.g. assemblies / choirs ○ Physical activity in schools – keep pupils in consistent ‘bubbles’ within their class group ○ Sports equipment thoroughly cleaned between use by different ‘bubbles’ ○ Avoid contact sports ○ Prioritise outdoor sports ○ Where large indoor spaces are used, maximise distance between pupils and prioritise hygiene and cleaning <p>Guidance on the phased return of sport and recreation and guidance from Sport England for grassroots sport advice from organisations such as the Association for Physical Education and the Youth Sport Trust</p>		<ul style="list-style-type: none"> • Posters within school to remind children to keep social distance of 2 metres • Communication of new systems to parents (summer term letter for reopening) • Parents encouraged not to loiter by using posters/letters to reinforce 		<p>Planned After-school clubs (Change4 Life and This Girl Can) to continue providing established class bubbles are maintained and any equipment is sanitised between uses</p> <p>Children with walk home permission sent one at a time from class rather than in small groups</p> <p>Parents reminded to keep top of Redstone Gate steps clear at drop-off/ collection</p>
--	--	---	--	--	--	---

		<p>Refresh the timetable to reduce movement around the school:</p> <ul style="list-style-type: none"> • Consider which lessons or classroom activities could take place outdoors • Use the timetable and selection of classrooms or other learning environments to reduce movement around the school or building • Stagger lessons to avoid creating busy corridors • Virtual assemblies to take place remotely with classes joining using Microsoft Teams • Break times to be staggered using all 4 playgrounds (KS1 playground to be split into two to create 5 areas). 5 classes outside 10:30-10:45 and 5 classes outside 10:45-11:00. • Drop-off and collection staggered by 'House Team', with two houses dropping off 8:40-8:55am and two houses between 8:55 and 9:10am. Collection staggered in the same way 2:45-3:00pm and 3:00-3:15pm. • Stagger drop-off and collection times • Grasmere Drive to be used as an entrance only, Redstone Drive to be used as an exit only • Within Reception classes: <ul style="list-style-type: none"> ○ Where equipment/space is shared between two classes, keep small group 'bubbles' of children where feasible and avoid large groups of children from the two classes mixing ○ Outdoor playground equipment should be more frequently cleaned. Ensure that multiple 'bubbles' do not use it simultaneously. For guidance follow this link COVID-19: cleaning of non-healthcare settings ○ For the latest advice about managing playgrounds and outdoor gyms follow this link by clicking here 				
--	--	--	--	--	--	--

3.Reduce mixing within school	Staff, pupils, parents, visitors including clinically vulnerable and clinically extremely vulnerable	<ul style="list-style-type: none"> • Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual • Supply teachers, peripatetic teachers and other temporary staff, who move between schools, should ensure they minimise contact and maintain as much distance as possible from other staff. • Use of outside classroom doors/external doors to provide direct access to outside space. • One-way circulation around school to ensure all users are moving in the same direction around the building and to avoid mixing in the corridors (Appendix D) • Stagger breaks to ensure that any corridors or circulation routes used have a limited number of pupils using them at any time • Stagger lunch breaks - children and young people should clean their hands beforehand and enter in the ‘bubbles’ they are already in. ‘Bubbles’ should be kept apart as much as possible and tables should be cleaned between each sitting. If such measures are not possible, children should be brought their lunch in their classrooms • Ensure that toilets do not become crowded by limiting the number of children or young people who use the toilet facilities at one time • Different groups do not need to be allocated their own toilet blocks – clean toilets regularly • Some children and young people will need additional support to follow these measures (for example, routes around school marked in braille or with other meaningful symbols, and social stories to support them in understanding how to follow rules) <p>Use outside space:</p> <ul style="list-style-type: none"> • For exercise and breaks • For outdoor education, where possible, as this can limit transmission and more easily allow for distance between children and staff 	Med	<ul style="list-style-type: none"> • Posters within school to remind children to keep social distance of 2 metres • Social stories for individuals who struggle to understand how to follow the rules • PPE available for lunchtime carers if they are with children from a variety of bubbles • Additional staffroom space created in sunshine room (dismountable) • 4 sets of children’s toilets: <ol style="list-style-type: none"> 1. Clee/Miners 2. Arley/ Netherton/ Station 3. Ironbridge/ Hazelwells 4. Severn/ Hitchens/ Wrekin 		<p>07.11.20</p> <p>Main building staffroom occupancy adjusted to 6 staff members</p> <p>Review of peripatetic teachers’ risk assessments</p> <p>Cakes/ sweets not to be sent in from home by children</p>
--------------------------------------	--	--	-----	--	--	---

		<ul style="list-style-type: none"> • Outdoor playground equipment should be more frequently cleaned. For guidance follow this link COVID-19: cleaning of non-healthcare settings. For the latest advice about managing playgrounds and outdoor gyms follow this link https://www.gov.uk/government/publications/covid-19-guidance-for-managing-playgrounds-and-outdoor-gyms/covid-19-guidance-for-managing-playgrounds-and-outdoor-gyms <p>For shared rooms:</p> <ul style="list-style-type: none"> • Use halls, dining areas and internal and external sports facilities for lunch and exercise. • If ‘bubbles’ take staggered breaks between lessons, these areas can be shared as long as different ‘bubbles’ do not mix (and especially do not play sports or games together) and adequate cleaning between groups is in place, following the COVID-19: cleaning of non-healthcare settings guidance • Stagger the use of staff rooms and offices to limit occupancy to 5 members of staff at a time and preventing staff from different groups mixing: <ul style="list-style-type: none"> ○ Break-times are staggered to make sure that all staff have the ability to access a staffroom space for breaks at playtime and lunchtime ○ Organise how measures will be put in place in the staff room to allow for social distancing – access to facilities, safe space to relax and take time out <p>Reduce the use of shared resources:</p> <ul style="list-style-type: none"> • Limiting the amount of shared resources that are taken home and limit exchange of take-home resources between children, young people and staff. E.g. reading books can go between settings providing they are cleaned or quarantined for 72 hours before a different child taking them home • No toys to be brought in from home 		<ul style="list-style-type: none"> • Designated playgrounds for groups: <ul style="list-style-type: none"> -Clee/Miners/Netherton/Station to use KS1 playground -Hazelwells/Arley to use LKS2 playground - Ironbridge/Hitchens to use UKS2 playground - Wrekin/Severn to use field playground 		
--	--	---	--	---	--	--

		<ul style="list-style-type: none"> • By seeking to prevent the sharing of stationery and other equipment where possible. Shared materials and surfaces should be cleaned and disinfected more frequently. • Children to have their own pack of stationery or access to their own stationery • 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 or rotated to allow them to be left unused or out of reach for a period of 48 hours (72 hours for plastics) between use by different 'bubbles' <p>N.B. Seek further advice from CLEAPSS for practical lessons, guidance documents GL344 for further advice on D&T (including food Tech) or GL345 guidance for science departments in a partially re-opened school.</p>				
4.Managing Parents, Contractors and visitors	Staff including cleaning and catering staff, pupils, Visitors, Contractors, including clinically vulnerable and clinically extremely vulnerable	<p>Contractors</p> <ul style="list-style-type: none"> • Encourage visits via remote connection/working where this is an option • Only necessary visits to assist the running of the school, during the virus and lockdown, should be allowed in school • Where site visits are required, site guidance on social distancing and hygiene should be explained to visitors on or before arrival • Limit the number of visitors at any one time – 1 set of contractors at a time unless they are accessing different areas of the school • Limit visitor times to a specific time window and restricting access to required visitors only (no visitors or contractors during drop off and pick up times) • Determine if schedules for essential services and contractor visits can be revised to reduce interaction and overlap 	Low	<ul style="list-style-type: none"> • Confirm drop off and pick up times with parents: Red and Blue teams 8:40-8:55 Yellow and Green teams 8:55-9:10 • Update signage and information packs to be shared with any contractors when visiting the site • 'Call and wait' system for children being handed over – designated 		<p>07.11.20</p> <p>Collection times adjusted to 2:55-3:05pm and 3:05-3:15pm</p> <p>Test & trace QR code to be displayed in foyer to support Track and Trace process for visitors</p>

		<p>between people, e.g. carrying out services when children are off-site</p> <ul style="list-style-type: none"> • Maintain a record of all visitors (including contact details) to support the NHS Test and Trace process. • Revise visitor arrangements to ensure social distancing and hygiene, for example, where someone physically signs in with the same pen in receptions. <p>Customers and Visitors</p> <ul style="list-style-type: none"> • Provide clear guidance on social distancing and hygiene to people on arrival, for example, signage or visual aids and before arrival, e.g. by phone, on the website or by email. • Establish host responsibilities relating to COVID-19 and providing any necessary training for people who act as hosts for visitors. • Review entry and exit routes for visitors and contractors to minimise contact with other people. <p>Parents</p> <ul style="list-style-type: none"> • Ensure communication, risk assessment and FAQs are available on the school website and signposted via social media platforms (see Appendix E for drop-off/collection) • At drop-off/pick-up, only one parent to attend • Inform parents of their allocated drop-off and collection time and associated protocols (e.g. entrance to use) • Reinforce that parents cannot gather on KS1 playground or by Redstone Drive entrance, or enter the site (unless they have an allocated drop-off time) • Make it clear that parents should use outside classroom doors for drop off and collection zones at the end of the day 		<p>waiting areas for parents for handover (see map in appendices)</p>		
--	--	---	--	---	--	--

5.Workplace and furniture contamination	Staff including cleaning and catering staff, pupils, Visitors, Contractors, including clinically vulnerable and clinically extremely vulnerable	<ul style="list-style-type: none"> • Remove unnecessary items from classrooms and other learning environments where there is space to store it elsewhere • Remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts). • Limit or restrict use of high-touch items and equipment, for example, printers or whiteboards. <p>Hygiene: handwashing, sanitation facilities and toilets</p> <ul style="list-style-type: none"> • Use signs and posters to maintain personal hygiene standards and build awareness of good handwashing technique, the need to increase handwashing frequency • Ensure that all adults and children: <ul style="list-style-type: none"> ○ Frequently wash their hands with soap and water for 20 seconds and dry thoroughly. Review the guidance on hand cleaning ○ Clean their hands on arrival at the setting, before and after eating, and after sneezing or coughing ○ Are encouraged not to touch their mouth, eyes and nose ○ Use a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it'). Ensure that this waste is double-bagged • Ensure that sufficient handwashing facilities are available. Where a sink is not nearby, provide hand sanitiser in classrooms and other learning environments • Set clear use and cleaning guidance for toilets to ensure they are kept clean and social distancing is achieved as much as possible (before and after lunch, plus normal after-school clean) • Enhanced cleaning for busy areas. • Provide more waste facilities and more frequent rubbish collection. • Provide hand drying facilities: either paper towels or hand dryers 	Med	<ul style="list-style-type: none"> • Designated hand washing stations using sink areas outside classrooms (n.b. some sinks will be shared between 2 class bubbles) • Inform cleaners of hours (toilets to be cleaned at lunchtime) • Tubs and Milton for disinfecting resources between uses provided • Ensure stock levels of cleaning fluids remain high • Pedal-operated bins located next to toilets to prevent movement of children/adults between the classroom and the toilets • Laptops wiped down between use where different bubbles using them 		<p>07.11.20</p> <p>Children reminded to have own water bottle always in school</p> <p>Children to continue to come into school in PE kits on PE days to reduce risk of cross contamination of clothing</p>
--	---	--	-----	---	--	---

		<ul style="list-style-type: none"> • Follow the COVID-19: cleaning of non-healthcare settings guidance • Clean surfaces that staff, children and young people are touching, such as toys, books, desks, chairs, doors, handles, sinks, toilets, light switches, bannisters, more regularly than normal • Ensure that help is available for children and young people who have trouble cleaning their hands independently • Consider how to encourage young children to learn and practice these habits through games, songs and repetition • Ensure that lidded / pedal bins for tissues are emptied throughout the day. Ensure regular cleaning of lids. • Where possible, all spaces should be well ventilated using natural ventilation, air conditioning units (adjusted to use fresh air only) and fans. Advice on this can be found in Health and Safety Executive guidance on air conditioning and ventilation during the coronavirus outbreak • Prop internal and external doors open, where safeguarding and fire regulations allow • 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>Handling goods, merchandise and other materials, and onsite vehicles if appropriate.</p> <ul style="list-style-type: none"> • Cleaning procedures for goods and merchandise entering the school site – quarantining items where possible for 72 hours 		<ul style="list-style-type: none"> • Cleaning wipes available for resources difficult to clean with blue towel 		
--	--	--	--	---	--	--

<p>6. Use of Personal protective equipment (PPE) in School settings against COVID -19</p>	<p>Staff including cleaning and catering staff, pupils, Visitors, Contractors, including clinically vulnerable and clinically extremely vulnerable</p>	<ul style="list-style-type: none"> • Children and staff may arrive at school wearing a face covering especially if they have arrived via public transport. If children/staff are wearing a face covering, the individual should remove this themselves on arrival. Guidance on this can be found in section 5 <ul style="list-style-type: none"> ○ Instruct pupils / staff not to touch the front of their face covering during use or removal ○ Wash hands immediately on arrival (as is always the case) ○ Dispose of temporary face coverings in a covered (lidded) bin or place reusable coverings in a plastic bag, they can take home with them ○ Wash hands again • https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools • Wearing a face covering or face mask in schools or other education settings is not recommended. • Schools and other education or childcare settings should not require staff, children and learners to wear face coverings. Changing habits, cleaning and hygiene are effective measures in controlling the spread of the virus. • Face coverings (or any form of medical mask where instructed to be used for specific clinical reasons) should not be worn in any circumstance by those who may not be able to handle them as directed (for example, young children, or those with special educational needs or disabilities) as it may inadvertently increase the risk of transmission. They can also impair normal breathing of children • The majority of staff in education settings will not require PPE beyond what they would normally need for their work, even if they are not always able to maintain social distancing. PPE is only needed in a very small number of cases including: <ul style="list-style-type: none"> ○ Children, young people and students whose care routinely already involves the use of PPE due to their 	<p>Med</p>	<ul style="list-style-type: none"> • Ensure stock levels are high • Purchase a stock of visors for working in close contact • Assess how many staff would like to wear PPE • Assess what support children need in terms of intimate care 		<p>07.11.20</p> <p>All staff provided with a visor, masks and PPE kit</p>
--	--	---	------------	--	--	---

		<p>intimate care needs should continue to receive their care in the same way</p> <ul style="list-style-type: none"> ○ If a child, young person or other learner becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home. A fluid-resistant surgical face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then disposable gloves, a disposable apron and a fluid-resistant surgical face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn 				
7.Catering Facilities	Staff including cleaning and catering staff, pupils, Visitors, Contractors, including clinically vulnerable and clinically extremely vulnerable	<ul style="list-style-type: none"> • School kitchens can continue to operate, but must comply with the guidance for food businesses on coronavirus (COVID-19) • Consider the following: <ul style="list-style-type: none"> ○ Practicality of providing food for pupils and staff ○ Achieving social distancing in the kitchen ○ Separate sittings be for reduced numbers (see lunch timetable) ○ Additional time needed to clean areas between sittings 		<ul style="list-style-type: none"> • Children to eat lunches in classrooms • In the short term, kitchen to make a school packed lunch option • In the first instance, the hall to be restricted to 2 class bubbles at any one time • Children to only handle their own lunchbox 		<p>07.11.20</p> <p>Breakfast bagels introduced; individual class bags and tongs</p> <p>Fortnightly rotation of LKS2 and UKS2 using the dinner hall for hot dinner menu – maximum of 3 classes in hall</p>

8.First Aid	Staff including cleaning and catering staff, pupils, Visitors, Contractors, including clinically vulnerable and clinically extremely vulnerable	<p>In emergencies, social distancing should be observed if possible, but this may not always be possible. As a minimum, consider the following:</p> <ul style="list-style-type: none"> • Review the number of first aiders, fire marshals and Evac chair operators required if the building occupancy and use has changed. Additional measures may be required\implemented in view of staff shortages. • Training will be required for any additional equipment used under the changing circumstances. First Aiders must be aware of the new protocols with regard to Covid19 • PEEPS (Personal Emergency Evacuation Plan) to be reviewed for disabled people/people with assistance dogs due to changes in social distancing or evacuation routes. • Ensure adequate first aid and associated provision is made at all times • Ensure adequate PPE if provided for use of staff in all emergencies including first aid and fire • Provide all necessary means of cleaning equipment following any type of emergency • All occasions when CPR is required this will be carried out in accordance with current protocols from the Resuscitation Council the F/A needs assessment will identify any additional equipment and training needs • Where there is a possible risk of infection all necessary precautions must be followed face, and eye protection and contact with the casualties airway must be avoided. Chest compressions and defibrillations must be applied while waiting for the ambulance and advance lifesaving care • For a paediatric casualty – There is an acceptance that doing rescue breaths will increase the risk of transmitting the COVID-19 virus, either to the rescuer or the child/infant. However, this risk is small compared to the risk of taking no action as this will result in certain cardiac arrest and the death of the child. The advice from the Resuscitation Council 	Low – to be reviewed by school in light of local controls	<ul style="list-style-type: none"> • Majority of staff have completed 'First Aid Awareness' (Educare) allowing them to administer basic first aid to cuts and grazes • Ensure stock levels of PPE remain high • Use of the PPA room for isolation if children display COVID symptoms • Wash hands for 20 seconds after making any contact with the ill pupil • Confirm availability and processes for testing for COVID-19 • Ensure staff know any processes for children displaying any symptoms 		
--------------------	---	---	---	---	--	--

		<p>(UK) is that rescue breaths should be undertaken as ventilations are crucial to the child's chances of survival</p> <ul style="list-style-type: none"> • First aiders need additional support and training in use of additional PPE if close contact with a patient is required. E.g. changes to EAV/CPR due to Covid 19. • Additional measures may be required\implemented in view of staff shortages. 				
9.Accidents/ Incidents	Staff including cleaning and catering staff, pupils, Visitors, Contractors, including clinically vulnerable and clinically extremely vulnerable	<ul style="list-style-type: none"> • Normal reporting to various parties e.g. Reporting to Governors / Trustees / Local Authority. • Reporting of COVID-19 cases to Health & Safety Team. (RIDDOR 2013 requirements for HSE reporting) • Consider looking at high risk activities to minimise the potential for accidents and the need for staff to assist children\students 	Low – to be reviewed by school in light of local controls			
10.Emotional distress of the staff – including anxiety	Staff including cleaning and catering staff, pupils, Visitors, Contractors, including clinically vulnerable and clinically extremely vulnerable	<ul style="list-style-type: none"> • At least one SLT member of staff on site every day for staff to share concerns with • Mrs Mathers available for staff to speak to as a qualified Mental Health First Aider • Staff to be included with the decision making, risk assessments • Staff have the opportunities to speak to Mr Plim about their concerns through consultation • Where possible work place adaptations should be considered to support any staff member who expresses concerns • Regular briefings to discuss phased returns and changes to processes. Consultation with staff to address concerns • Staff should be provided with an allocated space such as staff room or alternative rooms where they can go for break times. A safe space for staff to relax and rest between 	Low – to be reviewed by school in light of local controls	<ul style="list-style-type: none"> • Constantly review the needs and feelings of staff and pupils • SLT to engage in conversations regularly with staff to assess their wellbeing 		

<p>Emotional distress of the pupils</p>		<p>sessions should be made available. Use of both existing staffroom and sunshine room to allow adequate space</p> <ul style="list-style-type: none"> • Staff break and lunchtimes must be rotated into the school day • Make details of counselling available to staff e.g. NOSS • Share other contacts/sources of information such as MIND • Use Occupational Health referrals for clarity on circumstances someone in school should be working under depending on health • Staff to have access to a designated member of staff to address concerns with. Where possible work place adaptations should be considered to support staff member • Mental health, including anxiety is a recognised medical health need and should be treated in the same way as other medical needs by seeking additional information and working with staff member to ensure risks are reduced • Review staff work and staff spaces to ensure social distancing can be adhered to (staggered breaks and lunchtimes will allow adherence to a maximum occupancy of the staffroom at any one time) <ul style="list-style-type: none"> • Mrs Angus is available to for pupils to speak to • Have details of counselling available and send to staff (e.g. MIND, NOSS) • Pupils to be supported by staff – staff will use their discretion and experience as the best way to support the children • Look at ways of being able to support a child if in need of comfort <p>SEN pupils - review assessments to be able to further assist pupils who will not understand the changes</p> <ul style="list-style-type: none"> • Access a free webinar Supporting pupil and student mental wellbeing 		<ul style="list-style-type: none"> • PSHE questionnaire to give all children the opportunity to discuss feelings – to be completing sensitively during first 2-weeks of term 		
--	--	--	--	---	--	--

11.Transport arrangements	Staff including cleaning and catering staff, pupils, Visitors, Contractors, including clinically vulnerable and clinically extremely vulnerable	<ul style="list-style-type: none"> • N.B. no school users currently use school transport funded by the LA • Encourage parents and children to walk or cycle to school where possible • Make sure schools, parents and young people are aware of the <u>Coronavirus (COVID-19): safer travel guidance for passengers</u> when planning their travel • Ensure schools, parents and pupils follow the Coronavirus (COVID-19): safer travel guidance for passengers when planning their travel • Communicate revised travel plans clearly to contractors, local authorities and parents where appropriate (for instance, to agree pick-up and drop-off times) • Minimising unnecessary contact with staff and delivery staff for example non-contact deliveries where the nature of the product allows for use of electronic pre-booking • Ordering larger quantities of items less often to reduce deliveries • Where possible and safe, having single employees load or unload vehicles • Where possible, using the same pairs of people for loads where more than one is needed • Encouraging drivers to stay in their vehicles where this does not compromise their safety and existing safe working practice, such as preventing drive-aways • Cleaning procedures for equipment, tools and vehicles after each shift and after each use of shared equipment, for example pallet trucks and trolleys • Nearby supply of hand sanitiser for employees to use handling deliveries when handwashing is not practical <p>Receiving deliveries of goods:</p> <ul style="list-style-type: none"> • Minimise unnecessary contact with staff and delivery staff for example non-contact deliveries where the nature of the product allows for use of electronic pre-booking 	Low			
----------------------------------	---	--	-----	--	--	--

		<ul style="list-style-type: none"> • Order larger quantities of inbound materials less often to reduce deliveries • Where possible and safe, having single employees load or unload vehicles • Where possible, using the same pairs of people for loads where more than one is needed • Encourage drivers to stay in their vehicles where this does not compromise their safety and existing safe working practice, such as preventing drive-aways • Cleaning procedures for equipment, tools and vehicles after each shift and after each use of shared equipment, for example pallet trucks and trolleys • Nearby supply of hand sanitiser for employees to use handling deliveries when handwashing is not practical • Regular cleaning of reusable delivery boxes 				
12.Use of car park for cars, and other forms of transport	Staff including cleaning and catering staff, pupils, Visitors, Contractors, including clinically vulnerable and clinically extremely vulnerable	<ul style="list-style-type: none"> • Parents advised not to park on Grasmere Drive • Car parking/spacing of cars for staff • Review/revise the siting of bikes and available areas to secure them during the school day 	Low			

13. When schools reopen other areas will need consideration. e.g. building related hazards - e.g. fire safety management, building evacuation, equipment checks Legionella, etc.	Staff including cleaning and catering staff, pupils, Visitors, Contractors, including clinically vulnerable and clinically extremely vulnerable	<p>Please see appendix A, a separate risk assessment for premise building related issues for inspections, maintenance checks etc. required.</p> <p>Fire risk assessment will need reviewing in light of the control measures implemented due to staff shortage, alterations of evacuation routes, different exits used to maintain social distancing.</p>	Low			
Consultation and communication	Staff including cleaning and catering staff, pupils, Visitors, Contractors, including clinically vulnerable and clinically extremely vulnerable	<p>Ensure the risk assessment is updated in line with the current guidance and there is consultation with staff and trade unions on the control measures</p> <ul style="list-style-type: none"> • Certain measures will also need to be shared with parents e.g. staggered start and finish times 	N/A			Letter to parents 04.11.20 to communicate key changes outlined above (shared with staff via email)
Assessed by: Tom Plim		Signed:		Date:		

Appendix A

D. Safe Systems of Work to be outlined below by using the information in Section C once completed:

- All staff to be given sufficient information\training to be able to work safely and where practicable maintain the 2m distancing protocol.
- Additional measures will be necessary if dealing with shielded and clinically vulnerable children and young people see [COVID-19: guidance on shielding and protecting people defined on medical grounds as extremely vulnerable](#) for more advice.
- Or clinically vulnerable adults see [Staying at home and away from others \(social distancing\) guidance](#)
- Continue monitoring and review risk assessments and other health and safety advice for children, young people and staff in light of recent government advice, identifying protective measures (such as the things listed above)
- Ensure that all health and safety compliance checks e.g. premise, safety and security systems have been undertaken before opening and sufficient staff are available to undertake these tasks See Appendix A for Premise checklist.
- All building equipment is deemed safe to use and has received appropriate checks by competent persons. Including all fire safety related equipment (emergency lights, fire detection equipment, fire extinguishers etc.) passenger lifts, etc.
- Site staff to manage the risk from legionella on site before schools open and then continue the test regimes.
- Lone working in parts of the building is managed – use of radios and regular check in etc etc. No higher risk activities e.g. work at height to be undertaken unless necessary.

Communication to all parties is essential:

- tell children, young people, parents, carers or any visitors, such as suppliers, not to enter the education or childcare setting if they are displaying any symptoms of coronavirus (following the [COVID-19: guidance for households with possible coronavirus infection](#))
- tell parents that if their child needs to be accompanied to the education or childcare setting, only one parent should attend
- tell parents and young people their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use)
- make clear to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely)
- also think about engaging parents and children in education resources such as [e-bug](#) and [PHE schools resources](#)
- ensure parents and young people are aware of recommendations on transport to and from education or childcare setting (including avoiding peak times). Read the [Coronavirus \(COVID-19\): safer travel guidance for passengers](#)
- talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful
- communicate early with contractors and suppliers that will need to prepare to support your plans for opening for example, cleaning, catering, food supplies, hygiene suppliers
- discuss with cleaning contractors or staff the additional cleaning requirements and agree additional hours to allow for this

Appendix B

The following checklist has been prepared to guide premise managers. It is aimed at identifying actions that need to be taken to make the building and site safe. Within the checklist are items that have statutory duties attached such as examination, inspection, maintenance, servicing and testing. All of these will have been managed before the lockdown and should have been continued even though buildings have been closed or partially open.

It is essential that compliance is achieved before reoccupation.:

Each building should have an identified person responsible for premise management.

Building / Infrastructure / Systems	Action	Checked	Comments / Defects / Damage
Site: <ul style="list-style-type: none">• Perimeter fencing, hedges, gates etc.• Trees• Waste storage areas and waste bins	<ul style="list-style-type: none">• Boundary integrity• Risk assessments up-to-date; no damage• Secure – waste collection still occurring		
Building: <ul style="list-style-type: none">• Roof (inc. chimneys)• Facias, gutters, downpipes• Walls• Windows• Exterior doors• Door canopies• Paths• Roads, car park, gates / barriers	<ul style="list-style-type: none">• Defects or damage• Doors opening properly with no restrictions• No defects or damage; in working order • Slip or trip hazards (uneven, holes etc.)		
Interior: <ul style="list-style-type: none">• Ceilings• Walls• Doors – final exits open (fire, emergency)• Fire doors (close and fit as intended)• Stairs / steps / ramps• Handrails• Floors (floor coverings)	<ul style="list-style-type: none">• No defects or damage likely to affect building users• Fire Doors checked for fit and opening • No slip or trip hazards		
Infrastructure: <ul style="list-style-type: none">• Gas (turned on, no leaks)• Electricity (CB / RCD checks, sockets)	<ul style="list-style-type: none">• Gas supply confirmed; no smell of gas on entering building / room		

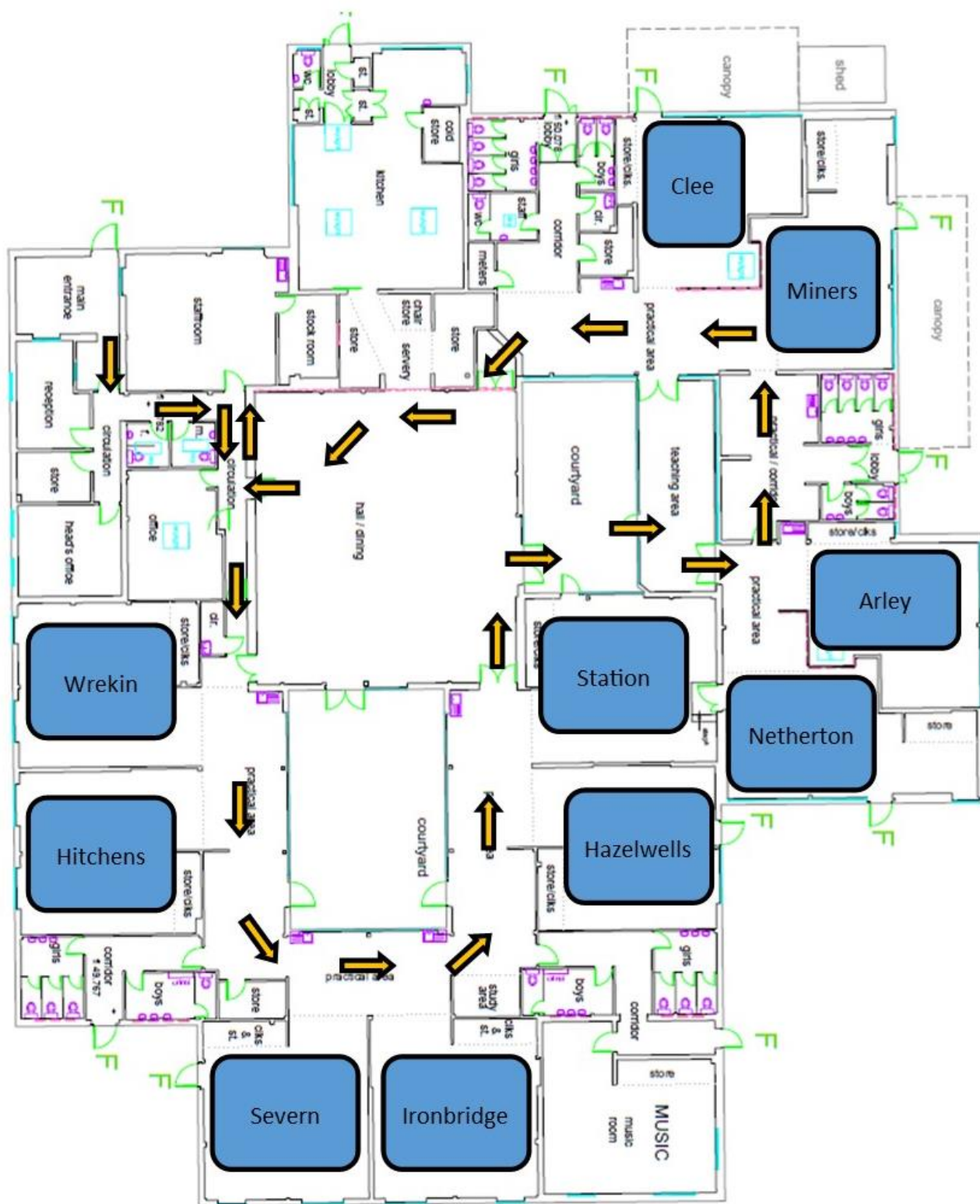
<ul style="list-style-type: none"> • Water system • Heating (boiler etc.) • Ventilation • Kitchens • Toilets / showers 	<ul style="list-style-type: none"> • Check circuit breakers to see if any have tripped; Operate RCD(s) to confirm operation; inspect sockets for damage / overload • Ensure supply; check for leaks; legionella controls (see below) • Boiler operational (heating and hot water) – maintenance and servicing carried out according to schedule • Check system operation; change filters • Check all equipment; inspect kitchen and food storage areas for insects / vermin; dispose of food past sell-by date; enhanced cleaning • Enhanced cleaning; legionella controls • Cleaning regime 		
Systems: <ul style="list-style-type: none"> • Fire detection and alarm (see below) • Emergency lighting (see below) • Security • Communications - telephony • IT – WiFi • Pressure systems 	<ul style="list-style-type: none"> • All detectors, call points and detectors operational; weekly testing performed • Battery test to check e-lighting operational • Alarm system working • Phone lines operational • WiFi working • Statutory examination, maintenance and servicing undertaken according to schedules 		
Equipment: <ul style="list-style-type: none"> • IT – computers, monitors etc. • OHP / Whiteboards • Fire extinguishers • Access equipment / ladders • Kitchen equipment – kettles, microwaves etc. 	<ul style="list-style-type: none"> • All IT equipment operational and without faults • Equipment in good working order • Serviced annually • Visual inspections for damage / defects • Visual inspections; PAT tests if required 		

<p>Maintenance, testing and servicing:</p> <ul style="list-style-type: none"> • Gas safe certificate • EIRC (Fixed wiring) and PAT (electricity) • Water (temperature, flushing, cleaning, disinfecting etc.) – see below 	<ul style="list-style-type: none"> • Gas safe certificate within date • EIRC within date; PA tests completed according to schedule • Legionella controls undertaken according to schedule. NB. If controls have not been performed during lockdown a separate procedure must be followed before reopening/ reoccupation. Check with Tim Othen IN THIS CASE. 		
<p>Other Areas:</p> <ul style="list-style-type: none"> • Science and D&T departments need to be checked by experienced staff and follow CLEAPSS Guidance 	<ul style="list-style-type: none"> • Seek further advice from CLEAPSS for practical lessons guidance documents GL344 for further advice on D&T (including food Tech) or GL345 guidance for science departments in a partially re-opened school. 		

Appendix C Coronavirus related absences quick reference guide – August 2020

<i>What to do if...</i>	<i>Action needed</i>	<i>Code</i>	<i>Return to school when...</i>
...my child has coronavirus symptoms	<ul style="list-style-type: none"> • Do not come to school • Contact school daily • Self-isolate • Get a test • Inform school immediately about test result 	Code X	...the test comes back negative.
...my child tests positive for coronavirus	<ul style="list-style-type: none"> • Do not come to school • Contact school daily • Self-isolate for at least 10 days • Inform school immediately about test result 	Code I	...they feel better. They can return to school after 10 days even if they have a cough or loss of smell/taste. These symptoms can last for several weeks once the infection is gone.
...somebody in my household has coronavirus symptoms	<ul style="list-style-type: none"> • Do not come to school • Contact school daily • Self-isolate • Household member to get a test • Inform school immediately about test result 	Code X	...the household member test is negative.
...somebody in my household has tested positive for coronavirus	<ul style="list-style-type: none"> • Do not come to school • Contact school daily • Self-isolate for 14 days 	Code X	...the child has completed 14 days of self-isolation
... NHS test and trace have identified my child as a 'close contact' of somebody with symptoms or confirmed coronavirus	<ul style="list-style-type: none"> • Do not come to school • Contact school daily • Self-isolate for 14 days 	Code X	...the child has completed 14 days of self-isolation
...we/my child travelled and has to self-isolate a part of a period of quarantine	<ul style="list-style-type: none"> • Do not take unauthorised leave in term time • Consider quarantine requirements and FCO advice when booking travel • Provide information to school as per attendance policy <p><u>Returning from a destination where quarantine is needed:</u></p> <ul style="list-style-type: none"> • Do not come to school • Contact school daily • Self-isolate for 14 days 	Code X	...the quarantine period of 14 days has been completed
...we have received medical advice that my child must resume shielding.	<ul style="list-style-type: none"> • Do not come to school • Contact school as required by the pastoral team • Shield until you are informed that restrictions are lifted and shielding is paused again 	Code X	...school inform you that restrictions have been lifted and your child can return to school again.

Appendix D – internal one-way system



The floor plan shows a complex layout of a school building. At the top, a green box labeled "Grasmere Drive Entrance Only" has a yellow arrow pointing down towards the "Station entrance". The "Station entrance" is marked with a red square. To its right is the "Clee entrance", also marked with a red square. Further right is the "Miners entrance", marked with a red square. Below the "Miners entrance" is the "Arley entrance", marked with a red square. To the right of the "Arley entrance" is the "Netherton entrance", marked with a red square. Below the "Netherton entrance" is the "Hazelwells entrance", marked with a red square. To the right of the "Hazelwells entrance" is the "Ironbridge entrance", marked with a red square. Below the "Ironbridge entrance" is the "Severn entrance", marked with a red square. To the left of the "Severn entrance" is the "Hitchens & Wrekin entrance", marked with a red square. Large yellow arrows indicate the flow of traffic from the entrances towards the "Redstone Drive Exit Only" at the bottom right. A green box at the bottom right is labeled "Redstone Drive Exit Only". The plan also shows various rooms such as the main entrance, reception, store, head's office, office, circulation, staff room, kitchen, cold store, boys' room, girls' room, music room, and storage areas.

Grasmere Drive
Entrance Only

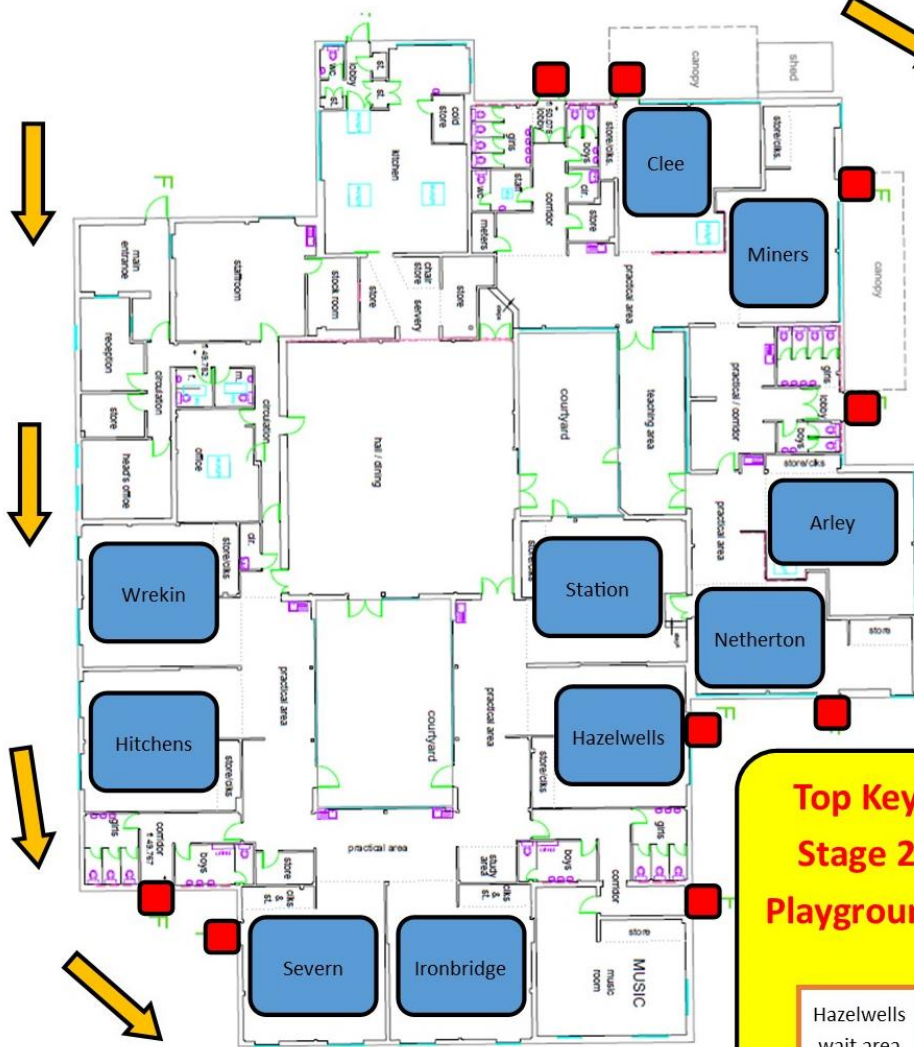
Key Stage 1 Playground

Station
wait area

Clee
wait area

Miners
wait area

Arley
wait area



Middle Key Stage 2 Playground

Severn
wait area

Wrekin
wait area

Hitchens
wait area

Top Key Stage 2 Playground

Hazelwells
wait area

Ironbridge
wait area

Netherton
wait area

Redstone Drive
Exit Only