

# Safety, Health and Environment (SHE)

## GCC COVID-19 RISK ASSESSMENT PROCESS FOR REOPENING SCHOOLS (FROM 17 MAY 2021)



This is an update of the GCC COVID-19 Risk Assessment to support the return of schools and educational settings from 8 March 2021. The aim of the risk assessment is to implement protective measures in government's operational guidance to minimise the risk of transmission COVID-19 in schools.

This update is to reflect the changes in the operational guidance to help schools review and where necessary update their risk assessment. Any changes to the previous version have been **highlighted**.

## COVID-19 Risk Assessment for Schools & Educational Settings

### ASSESS

**Decide appropriate control measures for managers and employees to implement under a 'Plan', 'Do', 'Review' cycle.**

\*The preventative measures in this risk assessment are not mandatory but are provided as guidance on reducing the risk of transmission and comply with DfE/PHE 'system of control' requirements. Each school/setting must consider their own situation and adapt the assessment by editing the measures where appropriate. Remove any measures that are not relevant or will not be applied in your setting and add any additional local measures that you are implementing. This format does not have to be used but your local risk assessment must be suitable and sufficient.

**Who may be at risk:** Employees, pupils and young people, families (parents, carers and siblings), visitors, contractors, members of public.

**Vulnerable groups:** Where schools apply the full measures in this guidance the risks to all staff will be mitigated significantly, including those who are extremely clinically vulnerable and clinically vulnerable. Some people with particular characteristics may be at comparatively increased risk from COVID-19 (due to age, deprivation, ethnicity, pregnancy, etc.). An individual risk assessment may be appropriate. Staff and pupils who are clinically extremely vulnerable are advised to shield by staying at home.

PLAN		DO			REVIEW
Prepare Building, timetables and lessons, policies and procedures	Prepare Employees, Parents and pupils and other site users	Control Access and Visitors	Minimise contacts and social distancing	Infection Control Measures	Communicate and Review Arrangements
<p><b>Buildings</b></p> <ul style="list-style-type: none"> <li>Ensure that all health and safety compliance checks continue to be undertaken (e.g. fire alarm, emergency lighting, water hygiene, lifts, etc.).</li> <li>Reviewing emergency and evacuation procedures (e.g. fire wardens, escape routes, roll-call, assembly areas, etc.).</li> <li>Make provision for children who display COVID-19 symptoms/ become ill during the day to be isolated.</li> </ul>	<p><b>Employees</b></p> <ul style="list-style-type: none"> <li>Involve employees in plans and listen to any suggestions on preventative measures that can be taken.</li> <li>Consider personal risk factors: age, pregnancy, existing health conditions and ethnicity and where necessary conduct individual risk assessments.</li> <li>Employees fully briefed about the plans and protective measures identified</li> </ul>	<p><b>Access</b></p> <ul style="list-style-type: none"> <li>Entry points to school controlled (including deliveries).</li> <li>Building access rules clearly communicated through signage on entrances.</li> <li>Floor markings outside school to indicate distancing rules (if queuing during peak times).</li> <li>Signs to remind parents to avoid congregating,</li> </ul>	<p>Minimising contacts and mixing between people reduces transmission of COVID-19 and the school will consider how to implement this.</p> <p><b>'Bubbles'</b></p> <ul style="list-style-type: none"> <li>Small, consistent groups of pupils split into bubbles. CKS operates in Year group bubbles.</li> <li>Bubbles kept as small as possible.</li> <li>Class groups will be kept together in separate 'bubbles'</li> </ul>	<p><b>Minimise contact with individuals who are unwell:</b></p> <ul style="list-style-type: none"> <li>Refer to PHE guidance and Action Cards for School Managers as appropriate</li> <li>Anyone with COVID-19 symptoms, or who have someone in their household who does, not to attend school.</li> <li>If anyone becomes unwell at school they will be isolated, sent home and provided with information on what to do next.</li> </ul>	<ul style="list-style-type: none"> <li>Consultation with employees and trades union Safety Reps on risk assessments</li> <li>Risk assessment published on school intranet and website.</li> <li>Nominated employees tasked to monitoring</li> </ul>

<p>Space should be identified in addition to the usual medical room. At CKS this will be NBLs office (by DT faculty).</p> <ul style="list-style-type: none"> <li>• Ensure school has sufficient supplies of PPE, face coverings, cleaning materials and hand washing/sanitising liquids that meet DfE/PHE requirements.</li> <li>• Provide suitable and sufficient bins to support pupils and staff to follow the 'catch it, bin it, kill it' approach. All classes and offices have lidded bins and tissues in them. The bins are emptied daily.</li> <li>• Provide sufficient tissues in all rooms.</li> <li>• Consider if the school site can be split into separate zones where groups of pupils can remain to minimise mixing. CKS operates year group bubbles with clearly identified zones – see site maps.</li> <li>• Create a plan of the building to mark out areas where bubbles do not mix (e.g. classrooms) and where mixing is more likely and so where distancing and other measures are required.</li> </ul>	<p>in the risk assessment.</p> <ul style="list-style-type: none"> <li>• Regular staff briefings.</li> <li>• Keeping in touch with off-site workers on their working arrangements including their welfare, mental and physical health and personal security.</li> <li>• Regular communications that those who have coronavirus symptoms, or who have someone in their household who does, are not to attend school.</li> <li>• Information is regularly shared about testing available for those with symptoms.</li> <li>• Where there are appropriate sources of guidance (e.g. CLEAPSS, afPE, CILIP, etc.) Heads of Departments/ teachers should refer to curriculum specific guidance.</li> <li>• Heads of Departments/ teachers to identify shared resources and how to prevent mixed contact (e.g. cleaning</li> </ul>	<p>social distancing rules etc.</p> <ul style="list-style-type: none"> <li>• Staff on duty to monitor pupil and parent behaviour before and after school.</li> <li>• Screens installed to protect employees in reception. At CKS there is a glass screen separating the visitors' reception from main reception.</li> <li>• Shared pens removed from reception. At CKS there are systems in place for used pens and visitors badges to be stored for cleaning.</li> <li>• Touch screen signing in devices in reception cleaned regularly. There is also hand sanitiser near to signing in devices around the site.</li> <li>• Hand sanitiser provided at all entrances, in all classes and all offices.</li> <li>• Lidded bins provided on entrances to</li> </ul>	<p>throughout the day and do not mix with other groups.</p> <ul style="list-style-type: none"> <li>• Where class size groups are not appropriate (e.g. KS4 &amp; KS5), look to implement year group sized bubbles.</li> <li>• If the design of the school means class bubbles cannot be kept apart, split the building into 'zones' and implement zonal bubbles.</li> <li>• Very small schools or APS unable to prevent mixing to adopt whole school bubbles as part of their system of control.</li> <li>• Keep a record of pupils and staff in each bubble, lesson or close contact group.</li> <li>• School before and after-school clubs to keep to the bubbles used during the school day where possible.</li> </ul> <p><b>Minimise mixing (pupils)</b></p> <ul style="list-style-type: none"> <li>• Whatever the size of the bubble, they are to be kept apart</li> </ul>	<ul style="list-style-type: none"> <li>• An unwell child awaiting collection will be isolated in a suitable room with or without adult supervision (depending on age and needs of the child).</li> <li>• Staff caring for a child awaiting collection to keep a distance of 2 metres.</li> <li>• PPE to be worn by staff caring for the child, including: <ul style="list-style-type: none"> <li>○ a face mask worn if a distance of 2 metres cannot be maintained.</li> <li>○ if contact is necessary, then gloves, an apron and a face mask should be worn</li> <li>○ eye protection where there is a risk of fluids entering the eye, for example, from coughing, spitting or vomiting.</li> </ul> </li> <li>• Staff to wash their hands after caring for a child with symptoms.</li> <li>• All areas where a person with symptoms has been to be cleaned after they have left.</li> </ul>	<p>protection measures.</p> <ul style="list-style-type: none"> <li>• Members of staff are on duty at breaks to ensure compliance with rules.</li> <li>• Staff encouraged to report any non-compliance.</li> <li>• The effectiveness of prevention measures will be monitored by school leaders.</li> <li>• This risk assessment will be reviewed if the risk level changes (e.g. following local/national lockdown or cases or an outbreak) and in light of updated guidance.</li> </ul>
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<ul style="list-style-type: none"> <li>Consider separate facilities be provided for meals and refreshments in different zones (e.g. pods, kiosks, cafes, separate staff rooms). See CKS zone maps and day timings.</li> <li>Evaluate the capacity of rooms and shared areas.</li> <li>Plan for staggered lunches with more sittings to avoid mixing, allowing time for cleaning, devise seating plans, safe capacity etc. See CKS zone maps and day timings.</li> <li>Consider door signs mounted to identify max number in room/ toilets at one time. See signs for Pupil Reception.</li> <li>COVID-19 posters/ signage displayed.7</li> <li>Identify 'crunch points' (e.g. entrances/ exits/ corridors/ shared space and consider movement.</li> <li>CKS has implemented a one-way system for circulation around the Year 8 and 9 bubbles.</li> <li>Consider one-way system if possible for circulation around the building.</li> <li>Stairways to be up or down only.</li> </ul>	<p>between bubbles or rotas for equipment use).</p> <ul style="list-style-type: none"> <li>Identify and plan lessons that could take place outdoors.</li> <li>Plan for remote education for pupils, alongside classroom teaching in case of a lockdown or pupils having to isolate.</li> </ul> <p><b>Parents/pupils</b></p> <ul style="list-style-type: none"> <li>Review EHCPs where required.</li> <li>Communicate to parents on the preventative measures being taken.</li> <li>Post the risk assessment or details of measures on school website.</li> <li>Parents and pupils informed about the process that has been agreed for drop off and collection.</li> <li>Ensure parents have a point of contact for reassurance as to the plans put in place.</li> <li>Limit the equipment pupils bring into school each day to essentials such as lunch boxes, hats, coats, books,</li> </ul>	<p>dispose of temporary face coverings.</p> <ul style="list-style-type: none"> <li>Staff on duty outside school to monitor protection measures.</li> </ul> <p><b>Visitors</b></p> <ul style="list-style-type: none"> <li>Wherever possible keep meetings on a virtual platform.</li> <li>Parents/carers and visitors coming onto the site without an appointment is not to be permitted</li> <li>Supply staff and other temporary or peripatetic staff follow the school's arrangements for managing and minimising risk.</li> <li>Site guidance on physical distancing and hygiene is explained to all visitors on or before arrival.</li> <li>Where possible visits (e.g. service contractors) arranged outside of school hours.</li> <li>A record kept of all visitors to assist NHS Test</li> </ul>	<p>from other groups where possible.</p> <ul style="list-style-type: none"> <li>Groups use the same classroom or area of a setting throughout the day.</li> <li>Mixing between bubbles kept to a minimum during arrival, lunchtime, breaks and departure.</li> <li>Pupil movements around the school site, either in groups or individuals is controlled to limit contact and mixing.</li> <li>Groups will stay within a specific "zone" of the site to minimise mixing.</li> <li>The number of pupils in shared spaces (e.g. halls, dining areas and internal and external sports facilities) for lunch and exercise is limited to specific bubbles.</li> <li>Large gatherings such as assemblies or collective worship with more than one group to be avoided.</li> </ul>	<p>CKS will use the fogging machine and virakill to also sanitise the area.</p> <ul style="list-style-type: none"> <li>Should staff have close hands-on contact they should monitor themselves for symptoms of possible COVID-19 over the following 14 days.</li> </ul> <p><b>Hand washing</b></p> <ul style="list-style-type: none"> <li>Frequent hand washing encouraged for adults and pupils (following guidance on hand cleaning).</li> <li>Sufficient handwashing facilities are available. CKS has installed additional outside sinks to increase capacity.</li> <li>Where there is no sink, hand sanitiser provided in classrooms.</li> <li>In line with CLEAPPS guidance, non-alcohol based sanitiser will be provided in all science labs</li> <li>Skin friendly skin cleaning wipes used as an alternative to hand washing or sanitiser.</li> <li>Pupils to clean their hands when they arrive at school, when they return from breaks, when they change</li> </ul>	
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<ul style="list-style-type: none"> <li>Put down floor markings along the middle of two-way corridors/stairs to keep groups apart and 'keep left' signs.</li> <li>In areas where queues may form, if felt appropriate, CKS will put down floor markings to indicate distancing.</li> <li>Where separate doors can be used for in and out of the building (to avoid crossing paths) they will be.</li> <li>Identify doors that can be propped open (to limit use of door handles and aid ventilation) taking account of fire safety and safeguarding. Fire door guards have been installed as appropriate. CKS will seek advice from SHE if necessary.</li> <li>Identify rooms that can be accessed directly from outside (to avoid shared use of corridors).</li> <li>Organise classrooms for maintaining space between seats and desks.</li> <li>Arrange desks for seating pupils side by side and facing forwards.</li> <li>Inspect classrooms and remove unnecessary</li> </ul>	<p>stationery and mobile phones.</p> <ul style="list-style-type: none"> <li>Bags are allowed.</li> <li>All pupils told to provide personal equipment (pens, pencils, rulers calculators etc.) to ensure no shared use in class.</li> <li>Parents informed only one parent to accompany child to school.</li> <li>Parents and pupils encouraged to walk or cycle where possible.</li> <li>Clear messages to pupils about minimising the use of public transport and how to reduce the risks of transmission outside of school.</li> <li>Staggered Drop-off and collection times planned and communicated to parents.</li> <li>Made clear to parents that they cannot gather at entrance gates or doors and reminders about social distancing.</li> <li>Encourage parents to phone school and make telephone appointments if they wish to discuss their</li> </ul>	<p>and Trace, including:</p> <ul style="list-style-type: none"> <li>the name;</li> <li>a contact phone number;</li> <li>date of visit;</li> <li>arrival and departure time;</li> <li>the name of the assigned staff member.</li> </ul> <ul style="list-style-type: none"> <li>NHS COVID-19 QR Poster displayed for visitors to check in using the NHS Covid Test and Trace App.</li> </ul> <p><b>Open Days/ Parents Evenings</b></p> <ul style="list-style-type: none"> <li>Where possible events will be held on a virtual platform to avoid gatherings in school.</li> </ul> <p>Where such events do take place:</p> <ul style="list-style-type: none"> <li>Arrange parent visits outside school hours.</li> <li>Measures taken to ensure the strict adherence to social distancing of 2 metres.</li> </ul>	<ul style="list-style-type: none"> <li>Separate spaces for each group clearly indicated.</li> <li>Multiple groups do not use outdoor equipment simultaneously.</li> <li>Limiting the number of pupils who use the toilet facilities at one time.</li> <li>Allow pupils to have access to toilets at all times during the day to prevent queues developing at social times.</li> <li>To avoid mixing during breakfast and after-school clubs, a carousel system to be operated with children from different bubbles rotating between activities (e.g. inside, outside, snack time etc.) with cleaning surfaces between groups.</li> </ul> <p><b>Minimising mixing (staff)</b></p> <ul style="list-style-type: none"> <li>Staff that move between classes and year groups, to keep their distance from pupils and other staff.</li> </ul>	<p>rooms and before and after eating.</p> <ul style="list-style-type: none"> <li>Staff help is available for pupils who have trouble cleaning their hands independently (e.g. small children and pupils with complex needs).</li> <li>Use resources such as "e-bug" to teach effective hand hygiene etc.</li> </ul> <p><b>Respiratory hygiene</b></p> <ul style="list-style-type: none"> <li>Adults and pupils are encouraged not to touch their mouth, eyes and nose.</li> <li>Adults and pupils encouraged to use a tissue to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it')</li> <li>Tissues to be provided.</li> <li>Lidded bins for tissues provided and are emptied throughout the day.</li> </ul> <p><b>Ventilation</b></p> <ul style="list-style-type: none"> <li>Ventilation and AC systems working optimally.</li> <li>Heating used as necessary to ensure comfort levels are maintained when the building is occupied.</li> </ul>	
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<p>items and furniture to make more space.</p> <ul style="list-style-type: none"> <li>• Make arrangements with cleaners to put in place an enhanced cleaning schedule that includes frequent cleaning of rooms, shared areas that are used by different groups and frequently touched surfaces.</li> <li>• Identify a suitable room(s) for asymptomatic testing.</li> </ul> <p><b>Timetabling and lessons</b></p> <ul style="list-style-type: none"> <li>• Stagger break times and lunch times to avoid mixing and time for cleaning between groups.</li> <li>• When timetabling, groups should be kept apart and movement around the school site kept to a minimum to avoid creating busy corridors, entrances and exits.</li> </ul> <p><b>Policies and procedures</b></p> <ul style="list-style-type: none"> <li>• Update policies to reflect changes brought about by COVID-19, including: <ul style="list-style-type: none"> <li>○ Safeguarding/child protection</li> <li>○ Behaviour</li> </ul> </li> </ul>	<p>child (to avoid face to face meetings).</p> <ul style="list-style-type: none"> <li>• Communications to parents (and young people) includes advice on transport.</li> </ul> <p><b>Others</b></p> <ul style="list-style-type: none"> <li>• Communication with contractors and suppliers that will need to prepare to support plans for full opening (e.g. cleaning, catering, food supplies, hygiene suppliers).</li> <li>• Assurances that caterers comply with the guidance for food businesses on COVID-19.</li> <li>• Discussion with caterers to agree arrangements for staggered lunches (e.g. seating capacity, holding hot food, cleaning between sittings, distancing and minimising contacts).</li> <li>• Liaison with transport providers to cater for any changes to start and finish times and confirm protective measures during journeys.</li> <li>• Communication with other building users</li> </ul>	<ul style="list-style-type: none"> <li>• Staff assisting in the event to keep social distancing at all times and wear face coverings at all times.</li> <li>• The size and circumstance of the rooms/ spaces will determine the maximum number of people that can be accommodated while also facilitating social distancing. In determining the number of people that can reasonably follow 2 metres distancing the total floorspace as well as likely pinch points and busy areas needs to be taken into account (e.g. entrances, exits).</li> <li>• Set a limit on the number of people that may visit (e.g. one parent/carer per child).</li> <li>• Attendees should be pre-bookings only to manage numbers and will help with the Test and Trace.</li> </ul>	<ul style="list-style-type: none"> <li>• Supply teachers, peripatetic teachers and/or other temporary staff to minimise contact and maintain as much distance as possible from pupils and other staff.</li> <li>• Arrangements to avoid sharing staffroom and equipment.</li> <li>• The occupancy of staff rooms and offices limited.</li> <li>• Use of staff rooms to be minimised.</li> <li>• Furniture in offices, PPA work rooms and staffrooms where staff may work or meet together, spaced 2 metres apart.</li> <li>• Furniture that cannot be moved 2 metres apart taken out of use and removed or signs used to say do not use.</li> <li>• Staff sharing rooms do not work facing each other.</li> <li>• Desks moved so staff are back to back or side on, but still 2 metres apart, or if this is not possible screens</li> </ul>	<ul style="list-style-type: none"> <li>• Keep windows open a little (not wide open) to provide some natural background ventilation and open internal doors to increase air flow.</li> <li>• Open windows fully when rooms are unoccupied for longer periods to purge the air (e.g. lunch times and before and after school).</li> <li>• Action taken to prevent occupants being exposed to draughts. For example, partially open high-level windows as oppose to low-level windows, close external doors and arrange the furniture if appropriate and possible.</li> <li>• Use fans for good air circulation.</li> <li>• Air conditioning systems that normally run with a recirculation mode set up to run on full outside air.</li> <li>• Ventilations system that removes and recirculates air to different rooms is turned off.</li> <li>• Ventilation system remains on at all times, even when the building is unoccupied. The</li> </ul>	
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<ul style="list-style-type: none"> <li>○ Curriculum</li> <li>○ NQTs</li> <li>○ Special educational needs</li> <li>○ Visitors to school</li> <li>• Ensure website is compliant with regards to the publishing of policies.</li> <li>• Establish a visitors' protocol so that parents, contactors, professionals working with individual children are clear about the infection control measures that you have in place.</li> <li>• Governing boards and school leaders to have regard to staff (including the headteacher) work-life balance and wellbeing. Information shared about the extra mental health support for pupils and teachers is available.</li> </ul> <p><b>Response to any infection</b></p> <ul style="list-style-type: none"> <li>• Leadership understands the NHS Test and Trace process and how to contact their local Public Health England health protection team.</li> <li>• Plan how to inform staff members and parents/ carers that they will need to be ready and willing to</li> </ul>	<p>(e.g. extended school provision, contractors, regular visitors, etc.)</p> <ul style="list-style-type: none"> <li>• Work closely with any external wraparound providers which our pupils may use to minimise mixing between children.</li> </ul> <p><b>Lettings and non-school users</b></p> <ul style="list-style-type: none"> <li>• Hiring out school premises and facilities permitted if those responsible for them are ready to do so and they can do so safely, following COVID-19 Secure guidelines.</li> <li>• A risk assessment should determine the maximum capacity of a hall or hire space while able to maintain social distancing according to the current relevant guidelines.</li> <li>• Any groups hiring the facilities must refer to relevant government guidance or their own associations and national governing body for guidance on running the club or event following the COVID-19 guidelines.</li> </ul>	<ul style="list-style-type: none"> <li>• Have staggered start times to limit numbers on site or in a space at any one time and reduce the pressure at exits and entrances.</li> <li>• Encourage attendees to leave promptly and not to hang around unnecessarily.</li> <li>• Weather permitting, conduct as much of the event outside as possible where the risk of transmission is lower.</li> <li>• Make use of multiple exit and entry points to introduce a one-way flow in and out, with appropriate floor markings or signage. Any changes to entrances, exits and queues, take into account the need to make reasonable adjustments for those who need them, such as</li> </ul>	<p>used as a barrier between staff.</p> <ul style="list-style-type: none"> <li>• Reducing use of lifts to only those that need to use them.</li> <li>• Lifts are single occupation only (if 2 metres not achievable).</li> </ul> <p><b>Distancing</b></p> <ul style="list-style-type: none"> <li>• Staff to keep 2 metres from other adults as much as possible.</li> <li>• Where possible staff to maintain distance from their pupils, staying at the front of the class.</li> <li>• Staff to avoid close face to face contact and minimise time spent within 1 metre of anyone.</li> <li>• Use a simple 'no touching' approach for young children to understand the need to maintain distance.</li> <li>• Older children to be encouraged to keep their distance within bubbles.</li> </ul> <p><b>Minimising contact</b></p> <ul style="list-style-type: none"> <li>• Doors propped open, where safe to</li> </ul>	<p>system set to operate at lower ventilation rates during evenings and weekends.</p> <ul style="list-style-type: none"> <li>• Occupants encouraged to wear additional, suitable indoor clothing. (If they have to wear coats, scarves and other outdoor clothing the room would be considered too cold and the above steps must be considered).</li> </ul> <p><b>Music</b></p> <ul style="list-style-type: none"> <li>• Singing, wind and brass playing should not take place in larger groups such as school choirs and ensembles, or school assemblies.</li> <li>• Measures to be taken when playing instruments or singing in small groups such as in music lessons include: <ul style="list-style-type: none"> <li>○ physical distancing;</li> <li>○ limiting group sizes;</li> <li>○ positioning pupils back-to-back or side-to-side;</li> <li>○ avoiding sharing of instruments;</li> </ul> </li> </ul>	
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<ul style="list-style-type: none"> <li>○ book a test if they are displaying symptoms;</li> <li>○ inform the school immediately of the results of a test;</li> <li>○ provide details of anyone they have been in close contact with;</li> <li>○ self-isolate if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• The school can ask any hiring organisation to provide evidence of their risk assessment.</li> <li>• Review existing lettings/hire agreements and amend or supplement as necessary to include specifics of what the school will do and what the hirers are responsible for (e.g. cleaning, sharing equipment, hand washing or sanitiser, what happens if anyone shows symptoms or tests positive to COVID-19, etc.).</li> </ul> <p><b>Testing</b></p> <ul style="list-style-type: none"> <li>• Standard Operating Procedures (SOP) understood and followed.</li> <li>• Testing registration arrangements made and details shared with all participants.</li> <li>• Adequate staff available to support testing.</li> <li>• Testing staff are appropriately trained and provided with sufficient information to understand their</li> </ul>	<p>people with disabilities.</p> <ul style="list-style-type: none"> <li>• Control the flow in and out of the school carefully to reduce the risk of congestion with a socially distanced queuing systems.</li> <li>• Ensure frequently touched surfaces cleaned regularly during the event.</li> <li>• On entering and leaving everyone to wash their hands. Provide sufficient wash stations.</li> <li>• Consider the mandatory wearing of face coverings.</li> <li>• Toilets kept open and carefully managed e.g. avoid overcrowding, ensure distancing, regular cleaning.</li> <li>• To support Test and Trace a temporary record of attendees to be kept for 21 days, in a way that is manageable. This will include name and contact number.</li> </ul>	<p>do so to limit use of door handles. Ensure closed when premises unoccupied.</p> <ul style="list-style-type: none"> <li>• Taking books and other shared resources home limited, although unnecessary sharing avoided.</li> <li>• Staff and pupils to have their own individual and very frequently used equipment, such as pencils and pens.</li> </ul> <p><b>PE and School Sport</b></p> <ul style="list-style-type: none"> <li>• Pupils kept in same consistent bubbles where possible during PE and sport.</li> <li>• Sports equipment thoroughly cleaned between each use.</li> <li>• Contact sports will follow the appropriate body roadmap guidelines.</li> <li>• Outdoor sports should be prioritised where possible.</li> <li>• Large indoor spaces used where it is not.</li> <li>• Adequate ventilation through opening windows</li> </ul>	<ul style="list-style-type: none"> <li>○ ensuring good ventilation.</li> <li>• No performances with an audience.</li> </ul> <p><b>Cleaning</b></p> <ul style="list-style-type: none"> <li>• Sanitising wipes and lidded bins to be provided in classrooms for use by members of staff.</li> <li>• Thorough cleaning of rooms at the end of the day.</li> <li>• Shared materials and surfaces to be cleaned frequently (e.g. toys, books, desks, chairs, doors, sinks, toilets, light switches, handrails, etc.).</li> <li>• Resources that are shared between bubbles (e.g. sports, art and science equipment) to be cleaned frequently and meticulously and always between bubbles.</li> <li>• Outdoor equipment appropriately cleaned frequently.</li> <li>• Toilets to be cleaned regularly.</li> <li>• Hand sanitiser provided for the operation of lifts.</li> <li>• Staff providing close hands-on contact with pupils need to increase</li> </ul>	
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	<p>duties and adhere to SOP.</p> <ul style="list-style-type: none"> <li>• Written consent obtained for each participant before test is performed.</li> <li>• Strict hygiene, social distancing and cleaning measures followed and reinforced.</li> <li>• Testing staggered and timetabled to avoid overcrowding.</li> <li>• Pupils/staff tested from the same bubble to avoid mixing.</li> <li>• Procedures for participants with positive test results to be isolated and sent home.</li> </ul>	<ul style="list-style-type: none"> <li>• Car parking to be managed to help people socially distance.</li> <li>• Evacuation procedures reviewed, particularly if normal fire exits are changed or inaccessible.</li> </ul> <p><b>Events with an audience</b></p> <ul style="list-style-type: none"> <li>• Keep all events separate in their bubbles where possible. This will mean groups do not mix and will help limit the attendance size.</li> <li>• Limit numbers (e.g. 1 parent/carer) and manage capacity to allow for social distancing.</li> <li>• Keep records of all attendees for track and trace purposes.</li> <li>• Where weather and facilities allow, conduct activities outside if possible where the risk of transmission is lower.</li> </ul>	<p>and doors or using air conditioning systems.</p> <ul style="list-style-type: none"> <li>• Sporting activities delivered by external coaches, clubs and organisations will only go ahead if they can satisfy the above requirements.</li> <li>• Staff fully aware of COVID-19 guidance issued by the relevant sports governing bodies for team sports and the required actions for each sport.</li> <li>• Competition between different schools takes place following guidance and the COVID-secure measures issued by relevant sports governing bodies. Including participants not mixing other than when involved in competitive matches.</li> </ul> <p><b>Sports Days</b></p> <ul style="list-style-type: none"> <li>• Allow sufficient time and planning to ensure the sports day events, layout, equipment etc. can</li> </ul>	<p>their level of self-protection, such as minimising close contact and having more frequent hand-washing and other hygiene measures, and regular cleaning of surfaces.</p> <p><b>PPE</b></p> <p>The majority of staff in education settings will not require PPE beyond what they would normally need for their work. PPE is only needed in a very small number of cases, including:</p> <ul style="list-style-type: none"> <li>• where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at schools, and only then if a distance of 2 metres cannot be maintained.</li> <li>• where a child or young person already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used.</li> </ul> <p>PPE for protection against COVID-19 will include:</p> <ul style="list-style-type: none"> <li>• fluid-resistant surgical face masks (Type IIR);</li> <li>• disposable gloves;</li> </ul>	
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		<p>positive. Parents/carers must be informed of this prior to the event.</p> <ul style="list-style-type: none"> <li>• Turn people with coronavirus symptoms away.</li> <li>• Manage the scheduling so that attendees for different groups are not entering and leaving at the same time and to allow for adequate cleaning.</li> <li>• Ask parents/carers to wear face coverings.</li> <li>• Provide adequate ventilation – either natural ventilation (opening windows, doors and vents), mechanical ventilation (fans and ducts) where installed, or a combination of both.</li> <li>• Limit parent/carer contact with the performers, school staff and other children to prevent mixing.</li> <li>• Parents/carers should be encouraged to</li> </ul>	<ul style="list-style-type: none"> <li>• Sanitise equipment between each use.</li> <li>• Water bottles or other refreshment containers should not be shared.</li> <li>• Injuries should be treated following the existing first aid protocols for schools.</li> </ul> <p><b>Educational Visits</b></p> <ul style="list-style-type: none"> <li>• All educational visits and off-site activities to be appropriately risk assessed by visit leaders to include COVID measures.</li> <li>• Visit leaders to liaise with activity providers, venues, transport operators etc. to ensure COVID-secure measures in place.</li> </ul> <p>Contingency plans agreed beforehand should anyone on the visit have COVID symptoms, including isolation and collection/return home.</p> <p><b><u>Additional Risk assessment for curriculum in relation to Covid-19</u></b></p>	<ul style="list-style-type: none"> <li>• Employees providing first aid to pupils will not be expected to maintain 2 metres distance. The following measures will be adopted: <ul style="list-style-type: none"> <li>○ washing hands or using hand sanitiser, before and after treating injured person;</li> <li>○ wear gloves or cover hands when dealing with open wounds;</li> <li>○ if CPR is required on an adult, attempt compression only CPR and early defibrillation until the ambulance arrives;</li> <li>○ if CPR is required on a child, use a resuscitation face shield if available to perform mouth-to-mouth ventilation in asphyxial arrest.</li> <li>○ dispose of all waste safely.</li> <li>○ Science, DT and PE faculties have appropriate</li> </ul> </li> </ul>	
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		<p>leave promptly and discourage photographs with performers.</p> <ul style="list-style-type: none"> <li>• Make use of multiple exit and entry points to introduce a one-way flow in and out.</li> </ul> <p>Maintain the enhanced cleaning and ensure the premises are cleaned before and after performances.</p>	<p>All teachers must follow the whole school risk assessment in relation to Covid-19. In addition, the following specific measures should be taken:</p> <ul style="list-style-type: none"> <li>• Pupils may continue to do speaking work in pairs, however pupils must face forwards at all times.</li> <li>• No activities must be undertaken which involve pupils moving around the classrooms such as running dictations.</li> <li>• Choral repetition /chanting and singing should not be done in lessons. Activities which limit the amount of water droplets in the air are the preferred option.</li> <li>• Standard activities such as 'hot seating' and passing toys between pupils to encourage speaking should not take place.</li> </ul>	<p>bagged PPE to deal with potential COVID-19 symptoms in line with the CLEAPPS guidance</p> <ul style="list-style-type: none"> <li>○ Government and GCC guidance is followed at all times</li> </ul>	
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