

## General Covid-19 Risk Assessment

<b>Service Director: Janet King (line manager Ian Moss)</b>	<b>Section: Corporate H&amp;S Service</b>	<b>Assessment Ref: Schools Covid-19 RA for September Reopening V1</b>
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**Site/Location of Task: Shirley Warren Primary & Nursery School**

### General guidance/recommendations for the full reopening of all schools in September 2020 during Covid-19 Pandemic

This guidance is intended to support schools, both mainstream and alternative provision, to prepare for reopening in September 2020 and it applies to local authority maintained schools and non-maintained schools, including;

- Primary, infant, junior and middle schools
- School-based nurseries

It is expected that independent schools will follow the control measures in the same way as state-funded schools. The guidance also covers expectations for children with special educational needs and disability (SEND), including those with education, health and care plans, in mainstream schools.

**It should help providers prepare for opening their setting to all children from the new academic year in September 2020**

**Separate guidance is available on Direct.Gov for early years, further education colleges and special schools**

**Full government guidance can be found via the link below and should be read alongside this guidance.**

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

**(standard Risk Assessments should continue to be referred to for all non-Covid-19 risks)**

**List those who may be at risk / harmed:** Employees, visitors, contractors, member of public

Assessor's Name	Assessor's Signature	Assessment Date
Caroline James		14 <sup>th</sup> July 2020

As part of planning for the full return of all schools in the autumn term, it is a legal requirement that schools should revisit and update their risk assessments (building on the learning to date and the practices they have already developed), to consider the additional risks and control measures to enable a return to full capacity in the autumn term. Settings should also review and update their wider risk assessments and consider the need for relevant revised controls in respect of their conventional risk profile considering the implications of coronavirus (COVID-19).

Schools should ensure that they implement sensible and proportionate control measures which follow the health and safety hierarchy of controls to reduce the risk to the lowest reasonably practicable level.

School employers should have active arrangements in place to monitor that the controls are:

- effective
- working as planned
- updated appropriately considering any issues identified and changes in public health advice

### **Coronavirus (COVID-19) Specific Risk Assessment**

Everyone needs to assess and manage the risks from coronavirus (COVID-19). This means school employers and leaders are required by law to think about the risks the staff and pupils face and do everything reasonably practicable to minimise them, recognising they cannot completely eliminate the risk of coronavirus (COVID-19). School employers must therefore make sure that a risk assessment has been undertaken to identify the measures needed to reduce the risks from coronavirus (COVID-19) so far as is reasonably practicable and make the school COVID-secure. General information on how to make a workplace COVID-secure, including how to approach a coronavirus (COVID-19) risk assessment, is provided by the [HSE guidance on working safely](#).

Schools should undertake a coronavirus (COVID-19) risk assessment. This risk assessment example may be used as guidance towards this but it must be carefully reviewed by schools to make it specific to their site. A risk assessment is not about creating huge amounts of paperwork, but rather about identifying sensible measures to control the risks in the workplace, and the role of others in supporting that. The risk assessment will help school leaders and employers decide whether they have done everything they need to. Employers have a legal duty to consult their employees on health and safety in good time. It also makes good sense to involve pupils (where applicable) and parents in discussions around health and safety decisions to help them understand the reasons for the measures being put in place. Employers can do this by listening and talking to them about how the school will manage risks from coronavirus (COVID-19) and make the school COVID-secure. The people who do the work are often the best people to understand the risks in the workplace and will have a view on how to work safely. Involving them in making decisions shows that the school takes their health and safety seriously.

### **Sharing your risk assessment**

Schools should share the results of their risk assessment with their workforce. If possible, they should consider publishing it on their website to provide transparency of approach to parents, carers and pupils (HSE would expect all employers with over 50 staff to do so).

### **Monitoring and review of risk controls**

It is important that employers know how effective their risk controls are. They should monitor and review the preventive and protective measures regularly, to ensure the measures are working, and taking action to address any shortfalls.

**The government has provided a system of controls: protective measures to be followed**

Having assessed their risk, schools must work through the below system of controls, adopting measures in a way that addresses the risk identified in their assessment, works for their school, and allows them to deliver a broad and balanced curriculum for their pupils, including full educational and care support for those pupils who have SEND. If schools follow the guidance set out here they will effectively reduce risks in their school and create an inherently safer environment.

**System of controls**

This is the set of actions schools must take. They are grouped into 'prevention' and 'response to any infection' and are outlined in more detail in the sections below.

**Prevention:**

- 1) minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school
  - 2) clean hands thoroughly more often than usual
  - 3) ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach
  - 4) introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach
  - 5) minimise contact between individuals and maintain social distancing wherever possible
  - 6) where necessary, wear appropriate personal protective equipment (PPE)
- Numbers 1 to 4 must be in place in all schools, all the time.  
Number 5 must be properly considered and schools must put in place measures that suit their particular circumstances.  
Number 6 applies in specific circumstances.

**Response to any infection:**

- 7) engage with the NHS Test and Trace process
  - 8) manage confirmed cases of coronavirus (COVID-19) amongst the school community
  - 9) contain any outbreak by following local health protection team advice
- Numbers 7 to 9 must be followed in every case where they are relevant.

No.	<b>Hazard (H) Description</b> Briefly describe how the hazard could be realised, i.e. describe the potential accident. Include a description of the reasonably foreseeable injury	<b>Control Measures - Likelihood (L) Factors</b> Detail the following - Existing controls (Do they work?); Consider Safe Working Procedures (SWP), frequency; environmental factors; previous hazardous events; accident statistics etc.
01	<p><b><u>Shielding and/or Vulnerable Persons</u></b>            Increased risk if exposed to the virus due to being clinically vulnerable or being considered to have a comparatively increased risk from coronavirus (COVID-19), including those from Black, Asian and Minority Ethnic (BAME) backgrounds or who have certain conditions such as obesity and diabetes.</p>	<p>Following the reduction in the prevalence of coronavirus (COVID-19) and relaxation of shielding measures from 1 August, it is expected that most staff will attend school.</p> <p>It remains the case that wider government policy advises those who can work from home to do so. We recognise this will not be applicable to most school staff, but where a role may be conducive to home working, for example some administrative roles, school leaders should consider what is feasible and appropriate.</p> <p><b>Staff who are clinically vulnerable or extremely clinically vulnerable</b>            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. We expect this will allow most staff to return to the workplace, although we advise those in the most at risk categories to take particular care while community transmission rates continue to fall.</p> <p>Advice for those who are <a href="#">clinically-vulnerable, including pregnant women</a>, is available.</p> <p>Individuals who were considered to be clinically extremely vulnerable and received a letter advising them to shield are now advised that they can return to work from 1 August as long as they maintain social distancing. Advice for those who are extremely clinically vulnerable can be found in the <a href="#">guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19</a>.</p> <p>School leaders should be flexible in how those members of staff are deployed to enable them to work remotely where possible or in roles in school where it is possible to maintain social distancing.</p> <p>People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace. Vulnerable persons who are considered to be at higher risk from the virus should discuss their situation with their line manager before attending work. Further details on assessing vulnerable employees can be found on the <a href="#">Covid-19 Microsite</a>. Further guidance and support can be obtained from HR if necessary.</p> <p><b>Staff who may otherwise be at increased risk from coronavirus (COVID-19)</b>            Some people with particular characteristics may be at comparatively increased risk from coronavirus (COVID-19), as set out in the <a href="#">COVID-19: review of disparities in risks and outcomes report</a>. The reasons are complex and there is ongoing research to understand and translate these findings for individuals in the future. If people with significant risk factors are concerned, we recommend schools discuss their concerns and explain the measures the school is putting in place to reduce risks. School leaders should try as far as practically possible to accommodate additional measures where appropriate.</p>

		<p>People who live with those who have comparatively increased risk from coronavirus (COVID-19) can attend the workplace.</p> <p><b>Pupils who are shielding or self-isolating</b> We now know much more about coronavirus (COVID-19) and so in future there will be far fewer children and young people advised to shield whenever community transmission rates are high.</p> <p>Therefore, the majority of pupils will be able to return to school. You should note however that:</p> <ul style="list-style-type: none"> <li>• a small number of pupils will still be unable to attend in line with public health advice because they are self-isolating and have had symptoms or a positive test result themselves; or because they are a close contact of someone who has coronavirus (COVID-19)</li> <li>• shielding advice for all adults and children will pause on 1 August, subject to a continued decline in the rates of community transmission of coronavirus (COVID-19). This means that even the small number of pupils who will remain on the shielded patient list can also return to school, as can those who have family members who are shielding. Read the <a href="#">current advice on shielding</a></li> <li>• if rates of the disease rise in local areas, children (or family members) from that area, and that area only, will be advised to shield during the period where rates remain high and therefore they may be temporarily absent (see below).</li> <li>• some pupils no longer required to shield but who generally remain under the care of a specialist health professional may need to discuss their care with their health professional before returning to school (usually at their next planned clinical appointment). You can find more advice from the Royal College of Paediatrics and Child Health at <a href="#">COVID-19 - 'shielding' guidance for children and young people</a>.</li> </ul>
02	<p><b>Covid-19 (Coronavirus)</b> Infection control if concerns regarding exposure to the virus</p>	<p>Those who are showing the signs of Covid-19 (Coronavirus) or who live with someone who is showing signs (fever, new and persistent cough, sudden loss of taste/smell) must not attend work but should inform their line manager and work from home if well enough to do so. If symptoms persist and/or they are diagnosed with Covid-19 (Coronavirus), they should refrain from attending work for at least 7 days from the onset of symptoms or 14 days from someone they live with first showing symptoms or being diagnosed with Covid-19 (Coronavirus).</p> <p>Staff who are showing symptoms can be tested to confirm whether they have the virus or not so that they can return to work if tests prove negative. To book a test visit <a href="https://self-referral.test-for-Covid-19 (Coronavirus).service.gov.uk/">https://self-referral.test-for-Covid-19 (Coronavirus).service.gov.uk/</a>. <b>Note, it might be worth checking with your employer to see if they can make a referral for you before trying to book a self-referral.</b> Members of their household can also be tested if they are symptomatic to confirm whether they have the virus or not.</p> <p>If an employee has reason to believe they may have been exposed to Covid-19 (Coronavirus) and are showing symptoms, or they are aware a child or other person they have helped has tested positive, they should inform their line manager and self-isolate until they have been able to obtain a test. If the test result proves negative, they can then return to work.</p>
03	<p><b>Infection Protection and Control</b> General risk of exposure to disease through contact with others and/or touching contaminated surfaces</p>	<p>Preventing the spread of Covid-19 (Coronavirus) involves dealing with direct transmission (i.e. close contact with those sneezing and coughing) and indirect transmission through touching contaminated surfaces.</p> <p>Equipment and resources are integral to education in schools. During the summer term, their use was minimised, many were moved out of classrooms, and there was significant extra cleaning.</p>

	<p>That position has now changed for the autumn term, because prevalence of coronavirus (COVID-19) has decreased and because they are so important for the delivery of education.</p> <p>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.</p> <p>Adopting a hierarchy of controls, including those outlined below, can substantially reduce these risks;</p> <ul style="list-style-type: none"> <li>● Minimising contact with individuals who are unwell by ensuring that those who have Covid-19 (Coronavirus) symptoms, or who have someone in their household who does, do not attend childcare settings, schools or colleges (see section 2)</li> <li>● Cleaning hands more often than usual - wash hands thoroughly for 20 seconds with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered. The school has ensured that pupils clean their hands regularly, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating. Regular and thorough hand cleaning is going to be needed for the foreseeable future.</li> <li>● Ensuring good respiratory hygiene - promote the 'catch it, bin it, kill it' approach. Each class has lidded bins which are emptied throughout the</li> <li>● Cleaning frequently touched surfaces often using standard products, such as detergents and bleach (see section 25)</li> <li>● The school has an enhanced cleaning programme.</li> <li>● For individual and very frequently used equipment, such as pencils and pens staff and pupils have their own items that are not shared.</li> <li>● Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.</li> <li>● Pupils will limit the amount of equipment they bring into school each day, to essentials such as hard lunch boxes, hats, coats, and books. . Bags are allowed.</li> <li>● Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development.</li> <li>● Similar rules on hand cleaning, cleaning of the resources and rotation apply to these resources. Lunch boxes will be cleaned at the start and end of the day.</li> </ul>
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<p><b>04</b></p>	<p><b><u>General Office</u></b>          General risk of exposure to disease through contact with others and/or touching contaminated surfaces due to limited space and shared equipment</p>	<p>DSE – ensure all workstations and equipment are thoroughly cleaned with antibacterial wipes before each use, even if it was used by the same person the day before. This includes the desk surface, keyboard, mouse and telephone handset and buttons, including the mouth and ear pieces.</p> <p>Avoid hot-desking, use the same desk each time where possible. Maintain social distancing, i.e. use every other desk not adjacent or opposite desks where possible.</p> <p>Printers – wipe printer buttons with antibacterial wipes before touching. Avoid queuing to use the printer if possible but if you need to queue, observe social distancing at all times.</p>
<p><b>05</b></p>	<p><b><u>Staff room and refreshment areas</u></b>          General risk of exposure to disease through contact with others and/or touching contaminated surfaces due to limited space and shared equipment (taps, kettles, fridges etc.)</p>	<p>The school has planned how shared staff spaces are set up and used to help staff to distance from each other. Use of staff rooms is minimised, by staggering breaks to reduce occupancy and use as much as possible at any one time.</p> <p>Staff are to avoid queuing to use kitchen equipment, including kettles, fridges and sinks etc. where possible but if you need to queue, observe social distancing at all times where possible.          Staff are to bring in their lunch, reusable cutlery and their own reusable lidded coffee cup.</p> <p>Water bottles and other personal containers should not be refilled from water coolers or taps unless they have been thoroughly washed in hot soapy water beforehand.</p>
<p><b>06</b></p>	<p><b><u>Minimizing Contact</u></b>          General risk of exposure to disease through contact with others and/or touching contaminated surfaces due to limited space and shared equipment</p>	<p>Minimising contacts and mixing between people reduces transmission of coronavirus (COVID-19). This is important in all contexts, and schools must consider how to implement this. Schools must do everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum.</p> <p>The overarching principle to apply is reducing the number of contacts between children and staff. This can be achieved through keeping groups separate (in 'bubbles') and through maintaining distance between individuals. These are not alternative options and both measures will help, but the balance between them will change depending on:</p> <ul style="list-style-type: none"> <li>● children's ability to distance</li> <li>● the lay out of the school</li> <li>● the feasibility of keeping distinct groups separate while offering a broad curriculum (especially at secondary)</li> </ul> <p>It is likely that for younger children the emphasis will be on separating groups, and for older children it will be on distancing. For children old enough, they should also be supported to maintain distance and not touch staff where possible.</p> <p>Points to consider and implement:</p> <p><b><i>How to group children</i></b></p>



	<p>Consistent groups reduce the risk of transmission by limiting the number of pupils and staff in contact with each other to only those within the group. They have been used in schools in the summer term in recognition that children, and especially the youngest children, cannot socially distance from staff or from each other and this provides an additional protective measure. Maintaining distinct groups or ‘bubbles’ that do not mix makes it quicker and easier in the event of a positive case to identify those who may need to self-isolate, and keep that number as small as possible.</p> <p>However, the use of small groups restricts the normal operation of schools and presents both educational and logistical challenges, including the cleaning and use of shared spaces, such as playgrounds, boarding houses, dining halls, and toilets, and the provision of specialist teaching. This is the case in both primary and secondary schools, but is particularly difficult in secondary schools.</p> <p>In the guidance for the autumn term, maintaining consistent groups remains important, but given the decrease in the prevalence of coronavirus (COVID-19) and the resumption of the full range of curriculum subjects, schools may need to change the emphasis on bubbles within their system of controls and increase the size of these groups.</p> <p>Schools should assess their circumstances and if class-sized groups are not compatible with offering a full range of subjects or managing the practical logistics within and around school, they can look to implement year group sized ‘bubbles’. Whatever the size of the group, they should be kept apart from other groups where possible and older children should be encouraged to keep their distance within groups. Schools with the capability to do it should take steps to limit interaction, sharing of rooms and social spaces between groups as much as possible. When using larger groups the other measures from the system of controls become even more important, to minimise transmission risks and to minimise the numbers of pupils and staff who may need to self-isolate.</p> <p>It is recognised that younger children will not be able to maintain social distancing, and it is acceptable for them not to distance within their group.</p> <p>Both the approaches of separating groups and maintaining distance are not ‘all-or-nothing’ options, and will still bring benefits even if implemented partially. Some schools may keep children in their class groups for the majority of the classroom time, but also allow mixing into wider groups for specialist teaching, wraparound care and transport.</p> <p>Siblings may also be in different groups. Endeavouring to keep these groups at least partially separate and minimising contacts between children will still offer public health benefits as it reduces the network of possible direct transmission.</p> <p>All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable. This will be particularly important for secondary schools. Where staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults. Again, it is recognised this is not likely to be possible with younger children and teachers in primary schools can still work across groups if that is needed to enable a full educational offer.</p> <p>Where staff such as TAs or peripatetic teachers need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally more than a meter from other adults. Again, we recognise this is</p>
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		<p>not likely to be possible with younger children and teachers in primary schools can still work across groups if that is needed to enable a full educational offer.</p> <p>At Shirley Warren we have planned that children are taught in class sized bubbles but may be taught over a year group bubble for specialist teaching e.g. phonics. Children have staggered play and lunch breaks in year groups in Ys1-6. Children have separate play and lunch breaks in class bubbles across Yr R. Children eat lunch within their classrooms.</p> <p>Assemblies and collective worship will be taking place in classrooms.</p>
07	<p><b><u>Classrooms</u></b> General risk of exposure to disease through contact with others and/or touching contaminated surfaces due to limited space and shared equipment</p>	<p><b><i>Measures within the classroom</i></b></p> <p>Maintaining a distance between people whilst inside and reducing the amount of time they are in face to face to contact lowers the risk of transmission. Children and adults follow a system which ensures they remain at a distance when passing in corridors around the school.</p> <p>Ideally, adults should maintain 2 metre distance from each other. It is appreciated this is not always possible, particularly when working with younger children, but if adults can do this when circumstances allow that will help. In particular, they should avoid close face to face contact and minimise time spent within 1 metre of anyone.</p> <p>Similarly, it will not be possible when working with many pupils who have complex needs or who need close contact care. These pupils' educational and care support should be provided as normal.</p> <p>For children old enough, they should also be supported to maintain distance and not touch staff and their peers where possible. This will not be possible for the youngest children and some children with complex needs and it is not feasible in some schools where space does not allow but schools doing this where they can, and even doing this some of the time, will help.</p> <p>When staff or children cannot maintain distancing, particularly with younger children in primary schools, the risk can also be reduced by keeping pupils in the smaller, class-sized groups described above. Schools should make small adaptations to the classroom to support distancing where possible. At Shirley Warren Primary &amp; Nursery School we have kept Year R in class sized bubbles with separate playtimes and access to outdoor learning times.</p> <p>At Shirley Warren Primary &amp; Nursery School we have seated pupils side by side and facing forwards, rather than face to face or side on. Desks in classrooms are set out so that they are forward facing. However, arrangements of furniture and the learning environment in Year R will ensure the EYFS framework and curriculum can be taught in an appropriate way.</p>
08	<p><b><u>Maintaining Social Groups</u></b> General risk of exposure to disease through contact with others and/or touching contaminated surfaces due to limited space and shared equipment</p>	<p>Groups should be kept apart, meaning that schools should avoid large gatherings such as assemblies or collective worship with more than one group.</p> <p>At Shirley Warren Primary &amp; Nursery School we are ensuring that groups are kept apart and through timetabling movement around the school site kept to a minimum. While passing briefly in the corridor or playground is low risk, the school has</p>

		<p>timetabled staggered starts, finishes, playtimes, lunchtimes and routes around the school to ensure we are avoiding creating busy corridors, entrances and exits.</p>
<p><b>09</b></p>	<p><b><u>Hygiene and Ventilation</u></b>            Increased risk of exposure to disease in enclosed spaces</p>	<p>At Shirley Warren Primary &amp; Nursery School we:</p> <ul style="list-style-type: none"> <li>● Ensure that sufficient handwashing facilities are available. Where a sink is not nearby, we have provided hand sanitiser in classrooms and other learning environments</li> <li>● Clean surfaces that children and young people are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters, more regularly than normal</li> <li>● Ensure that all adults and children:               <ul style="list-style-type: none"> <li>○ frequently wash their hands with soap and water for 20 seconds and dry thoroughly. Review the <a href="#">guidance on hand cleaning</a></li> <li>○ clean their hands on arrival at the setting, before and after eating, after sneezing or coughing and whenever pupils re-enter the classroom.</li> <li>○ are encouraged to wash their hands after using the toilet.</li> <li>○ are encouraged not to touch their mouth, eyes and nose</li> <li>○ use a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it')</li> </ul> </li> <li>● Ensure that help is available for children and young people who have trouble cleaning their hands independently</li> <li>● Consider how to encourage young children to learn and practise these habits through games, songs and repetition</li> <li>● Ensure that lidded bins for tissues are emptied throughout the day</li> <li>● Where possible, all spaces should be well ventilated using natural ventilation (opening windows) or ventilation units</li> <li>● Prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation</li> <li>● There is no need for anything other than normal personal hygiene and washing of clothes following a day in an educational or childcare setting.</li> </ul>
<p><b>10</b></p>	<p><b><u>General movement around schools.</u></b>            General risk of exposure to disease through contact with others and/or touching contaminated surfaces due to limited space and shared equipment</p>	<p>At Shirley Warren Primary &amp; Nursery School we are reducing mixing within education or childcare setting by:</p> <ul style="list-style-type: none"> <li>● place a divider down the middle of the corridor to keep groups apart as they move through the setting where spaces are accessed by corridors</li> <li>● Staggering breaks to ensure that any corridors or circulation routes used have a limited number of children and young people using them at any time</li> <li>● Staggering lunch breaks - children will be eating lunch within their classroom.</li> <li>● Timetabling breaks to ensure that toilets do not become crowded by limiting the number of children or young people who use the toilet facilities at one time. Adults will also ensure that children from different year group bubbles do not mix in the toilets.</li> <li>● Outdoor play equipment is appropriately cleaned between groups of children and young people using it; multiple groups do not use it simultaneously</li> </ul>

11	<b>Outdoor Play Equipment</b>	<p>Equipment and resources are integral to education in schools. During the summer term, their use was minimised or removed entirely and there was significant extra cleaning. That position has now changed for the autumn term, because the prevalence of coronavirus (COVID-19) has decreased and because they are so important for the delivery of education.</p> <p>Outdoor playground equipment will be more frequently cleaned. This also applies to resources used inside and outside by our breakfast club and after school child care club.</p>
12	<b><u>Physical Education and School Sport (PE)</u></b> General risk of exposure to disease through contact with others and/or touching contaminated surfaces.	<p>Schools have the flexibility to decide how physical education, sport and physical activity will be provided whilst following the measures in their system of controls.</p> <p>At Shirley Warren pupils will be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided.</p> <p>Outdoor sports will be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during exercise.</p> <p>Schools should refer to the following advice:</p> <ul style="list-style-type: none"> <li>• <a href="#">guidance on the phased return of sport and recreation</a> and guidance from <a href="#">Sport England</a> for grassroot sport</li> <li>• advice from organisations such as the <a href="#">Association for Physical Education</a> and the <a href="#">Youth Sport Trust</a></li> </ul> <p>Schools are able to work with external coaches, clubs and organisations for curricular and extra-curricular activities where they are satisfied that this is safe to do so. Schools should consider carefully how such arrangements can operate within their wider protective measures.</p> <p>Activities such as active miles, making break times and lessons active and encouraging active travel help enable pupils to be physically active while encouraging physical distancing.</p> <p>At Shirley Warren Primary &amp; Nursery School we are following current advice which outlines that schools should not be allowing contact sports, this includes football. However we will be teaching football skills.</p> <p>Click <a href="#">HERE</a> to download the new support document. A practical self-review tool for COVID-19 risk assessment. Managing risk, maximising opportunity.</p>
13	<b><u>Arrival and departure from school</u></b> General risk of exposure to disease through contact with others and/or touching contaminated surfaces due to limited space	<p>At Shirley Warren Primary &amp; Nursery School we have introduced staggered start and finish times for children to reduce the numbers of parents/carers onsite at any one time and to allow for greater social distancing.</p> <ul style="list-style-type: none"> <li>• At the start of the day, most classes will meet their teachers at their designated place on the playground. Parents will be able to line up whilst socially distancing. Parent's will then leave via the one way system.</li> <li>• There will be a staggered opening and a one way system for entering and exiting the site. Parents of children in each classroom/bubble will receive bespoke information for their child.</li> <li>• Parents will not be able to make contact with members of staff at this time and should email/phone the school with questions or concerns</li> <li>• Parents vehicles will not be allowed to enter any car park on site to ensure families using our car parks as a pedestrian</li> </ul>

		<p>access route are safe.</p> <ul style="list-style-type: none"> <li>• Parents and children will be asked to maintain social distance at all times whilst on site.</li> <li>• The site will have signs informing parents about safe distances.</li> <li>• As much as possible a one way system will be implemented.</li> <li>• Only one adult can accompany their child to school. Parents are to avoid bringing additional children to school. If this is unavoidable then any accompanying child must remain next to their parent at all times.</li> <li>• Parents and carers who do not adhere to the requirements will be reminded and if this continues asked to leave the site</li> <li>• Parents / carers will not be allowed to enter the school building unless they have a pre - arranged appointment or an urgent safeguarding concern.</li> <li>• Children who are late must be brought to the main front gate so that admin staff can safely admit them.</li> </ul> <p>At Shirley Warren Primary &amp; Nursery School have a process and training protocol in place for removing face coverings when pupils and staff who use them arrive at school and communicate it clearly to them. Pupils must be instructed not to touch the front of their face covering during use or when removing them. They must wash their hands immediately on arrival (as is the case for all pupils), dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom.</p>
14	<p><b>Travel to and from school and other transport arrangements</b> General risk of exposure to disease through contact with others and/or touching contaminated surfaces and due to limited space</p>	<p>Social distancing has significantly reduced available transport capacity. The below guidance sets out a new framework for supporting transport to and from schools from the autumn term, making a distinction between dedicated school transport and wider public transport:</p> <ul style="list-style-type: none"> <li>• public transport services is routes which are also used by the general public</li> </ul> <p><b>Wider public transport</b></p> <p>In many areas, pupils normally make extensive use of the wider public transport system, particularly public buses. We expect that public transport capacity will continue to be constrained in the autumn term. Its use by pupils, particularly in peak times, should be kept to an absolute minimum.</p> <p>To facilitate the return of all pupils to school, it will be necessary to take steps to both depress the demand for public transport and to increase capacity within the system. Both will require action at a national and local level.</p> <p>Schools should encourage parents, staff and pupils to walk or cycle to school if at all possible.</p>
15	<p><b><u>Personal Protective Equipment (PPE) in relation to Covid-19</u></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 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> <li>• If a child, young person or other learner becomes unwell with symptoms of Covid-19 (Coronavirus) while in their setting and needs direct personal care until they can return home. A 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 gloves, an apron and a 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</li> </ul>

<p><b>16</b></p>	<p><b><u>Covid-19 (Coronavirus) related illness in setting</u></b> Risk from children and/or staff who may develop symptoms whilst in the setting</p>	<p>If anyone becomes unwell with a new, continuous cough or a high temperature or sudden loss of taste/smell in an education or childcare setting, they must be sent home and advised to follow the <a href="#">COVID-19: guidance for households with possible coronavirus infection guidance</a>.</p> <p>At Shirley Warren Primary &amp; Nursery School if a child is awaiting collection, they will be moved, to a room where they can be isolated behind a closed door, depending on the age of the child and with appropriate adult supervision if required. A window will be opened for ventilation. If it is not possible to isolate them, they will move them to an area which is at least 2 metres away from other people.</p> <p>If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom should be cleaned and disinfected using standard cleaning products before being used by anyone else.</p> <p>In an emergency, school will call 999 if they are seriously ill or injured or their life is at risk.</p> <p>If a member of staff has helped someone who was unwell with a new, continuous cough or a high temperature, loss of taste/smell, they do not need to go home unless they develop symptoms themselves (and in which case, a test is available) or the child subsequently tests positive (see 'What happens if there is a confirmed case of coronavirus in a setting?' below). They should wash their hands thoroughly for 20 seconds after any contact with someone who is unwell. Cleaning the affected area with normal household disinfectant after someone with symptoms has left will reduce the risk of passing the infection on to other people. See the <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a>.</p>
<p><b>17</b></p>	<p><b><u>Response to an infection</u></b> Virus may be transmitted through large groups of people unless strict controls are in place</p>	<p>Schools must ensure they understand the NHS Test and Trace process and how to contact their local <a href="#">Public Health England health protection team</a>. Schools must ensure that staff members and parents/carers understand that they will need to be ready and willing to:</p> <ul style="list-style-type: none"> <li>• <a href="#">book a test</a> if they are displaying symptoms. Staff and pupils must not come into the school if they have symptoms, and must be sent home to self-isolate if they develop them in school. All children can be tested, including children under 5, but children aged 11 and under will need to be helped by their parents/carers if using a home testing kit</li> <li>• provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace</li> <li>• <a href="#">self-isolate</a> if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19)</li> </ul> <p>Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests can be booked online through the NHS <a href="#">testing and tracing for coronavirus website</a>, or ordered by telephone via NHS 119 for those without access to the internet.</p>
<p><b>18</b></p>	<p><b><u>Manage confirmed cases of coronavirus (Covid-19)</u></b> Virus may be transmitted through large groups of people unless strict controls are in place</p>	<p>Schools must take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19). Schools should contact the local health protection team. This team will also contact schools directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school – as identified by NHS Test and Trace.</p>

		<p>The health protection team will carry out a rapid risk assessment to confirm who has been in close contact with the person during the period that they were infectious, and ensure they are asked to self-isolate.</p> <p>The health protection team will work with schools in this situation to guide them through the actions they need to take. Based on the advice from the health protection team, schools must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 14 days since they were last in close contact with that person when they were infectious. Close contact means:</p> <ul style="list-style-type: none"> <li>• direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin)</li> <li>• proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual</li> <li>• travelling in a small vehicle, like a car, with an infected person</li> </ul> <p>The health protection team will provide definitive advice on who must be sent home. To support them in doing so, we recommend schools keep a record of pupils and staff in each group, and any close contact that takes places between children and staff in different groups. This should be a proportionate recording process. Schools do not need to ask pupils to record everyone they have spent time with each day or ask staff to keep definitive records in a way that is overly burdensome.</p> <p>A template letter will be provided to schools, on the advice of the health protection team, to send to parents and staff if needed. Schools must not share the names or details of people with coronavirus (COVID-19) unless essential to protect others.</p> <p>Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within their 14-day isolation period they should follow <a href="#">‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’</a>. They should get a test, and:</p> <ul style="list-style-type: none"> <li>• if the test delivers a negative result, they must remain in isolation for the remainder of the 14-day isolation period. This is because they could still develop the coronavirus (COVID-19) within the remaining days.</li> <li>• if the test result is positive, they should inform their setting immediately, and must isolate for at least 7 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 14-day isolation period). Their household should self-isolate for at least 14 days from when the symptomatic person first had symptoms, following <a href="#">‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’</a></li> </ul>
19	<p><b><u>First Aid</u></b> Potential for reduced First Aid cover during pandemic if staff are ill or self-isolating</p>	<p>First Aid cover has been reviewed and ensures adequate provision is in place at all times with temporary arrangements put in place if appropriate. Special consideration has been given to children and young people with special medical needs and paediatric requirements.</p> <p>As per usual arrangements, where appropriate First Aiders, and other staff who may deal with minor injuries or illnesses, should ensure they wear PPE (including a face mask if considered appropriate) when providing first aid.</p> <p><b><u>Covid-19: advice for first aiders</u></b></p> <ol style="list-style-type: none"> <li>1. <b>Be aware of the risks to yourself and others</b></li> </ol>

	<p>When approaching a casualty there is always a risk of cross contamination – especially when you may have to get close to the casualty to assess what is wrong or to check their breathing. It is always important to be aware of the risks of how this cross contamination has occurred. According to NHS 111 we do not know exactly how coronavirus spreads from person to person but similar viruses are spread in cough droplets</p> <p><b>2. Keep yourself safe</b></p> <p>In line with government advice, make sure you wash your hands or use an alcohol gel, before and after treating a casualty also ensure that you don't cough or sneeze over a casualty when you are treating them.</p> <p>The Resuscitation Council (UK) provides some useful advice of how to keep yourself safe when providing CPR. <a href="#">You can read their full advice on their website here.</a></p> <p>Don't lose sight of other cross contamination that could occur that isn't related to COVID-19.</p> <ul style="list-style-type: none"> <li>○ Wear face masks if possible if you are unable to maintain social distancing to treat a person</li> <li>○ Wear gloves or cover hands when dealing with open wounds</li> <li>○ Cover cuts and grazes on your hands with waterproof dressing</li> <li>○ Dispose of all waste safely</li> <li>○ Do not touch a wound with your bare hand</li> <li>○ Do not touch any part of a dressing that will come in contact with a wound.</li> </ul> <p><b>3. Give early treatment</b></p> <p>The vast majority of incidents do not involve you getting close to a casualty where you would come into contact with cough droplets. Sensible precautions will ensure you are able to treat a casualty effectively.</p> <p><b>4. Keep yourself informed and updated</b></p> <p>As this is a new disease this is an ever changing situation and the government and NHS are continually updating their advice. Make sure that you regularly review the NHS 111 or Gov.uk website which has a specific section on Coronavirus.</p> <ul style="list-style-type: none"> <li>○ <a href="#">Click here to visit NHS 111</a></li> <li>○ <a href="#">Click here to visit Gov.uk</a></li> <li>○ <a href="#">Click here to visit Resuscitation Council</a></li> </ul> <p><b>5. Remember your own needs</b></p> <p>These are challenging and uncertain times for all. The COVID-19 outbreak has meant a lot of upheaval and worry for people. In order to help others you will also need to look after your own needs. Make sure you take time to talk about your fears and concerns with someone you trust and to take out time to look after yourself.</p> <p><b>6. If you think you may have been exposed to or contracted Covid-19</b></p>
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20	<p><b><u>Fire and Emergency Evacuation Procedures</u></b>            There may be the potential for increased risks from fire due to temporary arrangements in place in schools such as reduced staff numbers and staff and children and young people being located in different areas than usual.</p>	<p>At Shirley Warren Primary &amp; Nursery School It should be assured a current Fire Risk Assessment (FRA) is in place and remedial actions completed.</p> <p>The FRA and current Fire and Emergency Evacuation procedures have been reviewed in conjunction with other changes being implemented during the Covid-19 pandemic.</p> <p>At Shirley Warren Primary &amp; Nursery School we have reviewed and updated the Fire and Emergency Evacuation Plan which will be implemented and all staff briefed accordingly.</p> <p>A fire drill will be carried out at the earliest opportunity to provide awareness and familiarity for staff, children and young people alike.</p> <p>Personal Emergency Evacuation Plans (PEEP) in place for staff and/or children and young people have been reviewed to ensure they remain effective under any temporary arrangements.</p>
21	<p><b><u>Stress, fatigue, verbal abuse</u></b>            Increased risk of stress during Covid-19 pandemic leading to staff being adversely affected by factors such as continuing change and lack of job control, conflicting demands between home and work and increased risk of verbal abuse from parents who are frustrated or frightened during the crisis</p>	<p>Staff can talk to line manager if they are feeling unwell or ill at ease about things at work and or conflicting demands between home and work or concerns regarding their personal safety during the Covid-19 pandemic.</p> <p>Where necessary further guidance and support can be found through HR with regards to conflicting demands.</p>
22	<p><b><u>SEND Guidance in relation to Covid-19</u></b></p>	<p>Reference should be made to the GOV.UK guidance on risk assessments for settings managing children and young people with an education, health and care (EHC) plan during the Covid-19 (Coronavirus) outbreak.</p> <p>At Shirley Warren Primary &amp; Nursery School in line with LA expectations risks assessments have been completed for all pupils with EHCP.</p> <p>This covers recommendations for educational settings, working with local areas and families, on how to assess risks in supporting children and young people.</p>

23	<p><b><u>Meetings</u></b> Increased risk of close contact due to limited space and numbers of persons attending</p>	<p>Face to face meetings should be avoided where at all possible but where this is not possible, it should be ensured that government guidance regarding social distancing is observed.</p>
24	<p><b><u>Covid-19 Related Incident Reporting</u></b> All staff are at risk of the virus whether at work or in the wider community</p>	<p>All normal accidents or incidents should continue to be reported as usual using the online reporting system (<a href="#">HSMS</a>).</p> <p>Where there is reasonable evidence that any reported case of Covid-19 is resultant of occupational exposure, this should be reported on <a href="#">HSMS</a>, where it will be considered against RIDDOR guidance issued by the HSE.</p> <p>Head Teachers or their nominated deputy must review all incidents reported and take necessary actions as appropriate to prevent further occurrences where possible.</p> <p><i>A report under RIDDOR (The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013) should only be made when:</i></p> <ul style="list-style-type: none"> <li>• <i>an unintended incident at work has led to someone's possible or actual exposure to coronavirus. This must be reported as a dangerous occurrence.</i></li> <li>• <i>a worker has been diagnosed as having COVID 19 and there is reasonable evidence that it was caused by exposure at work. This must be reported as a case of disease.</i></li> <li>• <i>a worker dies as a result of occupational exposure to coronavirus.</i></li> </ul>
25	<p><b><u>School Cleaning during Covid-19 (Coronavirus) outbreak</u></b> Increased risk to cleaning staff from contracting Covid-19 (Coronavirus) during cleaning activities</p>	<p>At Shirley Warren Primary &amp; Nursery School we have created an enhanced cleaning protocol. Increased cleaning will reduce the risk of infection and guidance on school cleaning during the Covid-19 (Coronavirus) outbreak is available on Young Southampton.</p> <p>Cleaning teams are to wear PPE equipment.</p> <p>PPE requirements in relation to cleaning in schools may be slightly different to usual during the Covid-19 (Coronavirus) outbreak. Further information can be found via this link <a href="#">Schools - What PPE to Wear During Coronavirus Outbreak</a></p>
26	<p><b><u>Air conditioning</u></b> Risk of transmitting Covid-19 (Coronavirus) through air conditioning systems</p>	<p><b>HSE Guidance states that the risk of air conditioning spreading coronavirus is extremely low.</b></p> <p>If you use a centralised ventilation system that removes and circulates air to different rooms, it is recommended that you turn off recirculation and use a fresh air supply.</p> <p>At Shirley Warren we do not have a centralised ventilation system that removes and circulates air to different rooms. We do not need to adjust our type of air conditioning systems.</p> <p>Good ventilation is encouraged to help reduce the risk of spreading coronavirus.</p>

27	<p><b><u>Site Management during Covid-19 (Coronavirus) outbreak</u></b></p>	<p>Where schools are closed or only partially open, it must be ensured that statutory compliance is complied with as per normal arrangements, including the ongoing need to ensure legionella controls are continued as normal and servicing and maintenance of boilers, LEV's etc. continue in line with their normal inspection and maintenance schedule. At Shirley Warren Primary &amp; Nursery School we have ensured all appropriate checks have been maintained.</p>
28	<p><b><u>Visitors</u></b> Increased risk due to unknown health or exposure</p>	<p>Where possible it is recommended that visitors to the school are limited to essential only, i.e. Property Service and/or contractors for essential maintenance and inspection and essential deliveries.</p> <p>At this time parents will not be accessing the school building but will be able to make an appointment to discuss any concerns</p> <p>All visitors will be asked to adhere to hygiene rules at the site, i.e. use sanitiser on arrival as provided by reception.</p>