

	<b>Establishment/Department</b> Education South West	<b>COVID-19: Operational risk assessment for SEPTEMBER school reopening</b>	<b>RA100</b>
<b>Following the lockdown and coronavirus pandemic, this risk assessment is for the re-opening of school from September.</b>			
<b>Person(s)/Group at Risk</b> <b>Staff, Pupils, Visitors and Contractors</b>  Please note: this risk assessment should be undertaken in conjunction with the guidance on school reopening issued by the Department for Education on 28 <sup>th</sup> August 2020 as follows:  <b>Trust documents:</b> Cleaning Risk Assessment Cleaning and Hygiene Protocols per school First Aid Risk Assessments Fire Risk Assessments and Procedures		<b>Date assessment completed:</b> August 2020	<b>Assessor(s):</b> Stuart White (ESW Business Manager) Zoe Williamson (ESW Facilities & Compliance Manager)
<b>Related documents</b>			
<b>Government guidance:</b>  ( <a href="https://www.gov.uk/guidance/nhs-test-and-trace-how-it-works#people-who-develop-symptoms-ofcoronavirus">https://www.gov.uk/guidance/nhs-test-and-trace-how-it-works#people-who-develop-symptoms-ofcoronavirus</a> ), ( <a href="https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance">https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance</a> ) ( <a href="https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested">https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested</a> ) ( <a href="https://www.gov.uk/government/publications/safe-working-in-educationchildcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-theuse-of-personal-protective-equipment-ppe">https://www.gov.uk/government/publications/safe-working-in-educationchildcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-theuse-of-personal-protective-equipment-ppe</a> ) ( <a href="https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings">https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings</a> ).		( <a href="https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care">https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care</a> ) ( <a href="https://www.gov.uk/guidance/contacts-phe-health-protection-teams">https://www.gov.uk/guidance/contacts-phe-health-protection-teams</a> ). ( <a href="https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidancefor-households-with-possible-coronavirus-covid-19-infection">https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidancefor-households-with-possible-coronavirus-covid-19-infection</a> ) ( <a href="https://www.nhs.uk/conditions/coronaviruscovid-19/testing-for-coronavirus/">https://www.nhs.uk/conditions/coronaviruscovid-19/testing-for-coronavirus/</a> ) ( <a href="https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-personsfrom-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19">https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-personsfrom-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19</a> )	

<p>(<a href="https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers">https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers</a>).</p> <p>(<a href="https://www.gov.uk/government/publications/covid-19-guidance-for-food-businesses/guidance-for-food-businesses-on-coronavirus-covid-19">https://www.gov.uk/government/publications/covid-19-guidance-for-food-businesses/guidance-for-food-businesses-on-coronavirus-covid-19</a>).</p> <p>(<a href="https://www.hse.gov.uk/coronavirus/legionella-risks-during-coronavirus-outbreak.htm">https://www.hse.gov.uk/coronavirus/legionella-risks-during-coronavirus-outbreak.htm</a>)</p> <p>(<a href="https://www.cibse.org/coronavirus-covid-19/emerging-from-lockdown">https://www.cibse.org/coronavirus-covid-19/emerging-from-lockdown</a>).</p> <p>(<a href="https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm">https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm</a>).</p> <p>(<a href="https://www.gov.uk/government/publications/coronavirus-covid-19-travel-advice-for-educational-settings/coronavirus-travel-guidance-for-educational-settings">https://www.gov.uk/government/publications/coronavirus-covid-19-travel-advice-for-educational-settings/coronavirus-travel-guidance-for-educational-settings</a>).</p> <p>(<a href="https://www.gov.uk/government/publications/health-and-safety-on-educational-visits/health-and-safety-on-educational-visits">https://www.gov.uk/government/publications/health-and-safety-on-educational-visits/health-and-safety-on-educational-visits</a>)</p> <p>(<a href="https://www.sportengland.org/how-we-can-help/coronavirus">https://www.sportengland.org/how-we-can-help/coronavirus</a>)</p> <p>(<a href="https://www.afpe.org.uk/physical-education/wp-content/uploads/COVID-19-Interpreting-the-Government-Guidance-in-a-PESSPA-Context-FINAL.pdf">https://www.afpe.org.uk/physical-education/wp-content/uploads/COVID-19-Interpreting-the-Government-Guidance-in-a-PESSPA-Context-FINAL.pdf</a>.)</p> <p>(<a href="https://www.youthsporttrust.org/coronavirus-support-schools">https://www.youthsporttrust.org/coronavirus-support-schools</a>)</p> <p>(<a href="https://www.gov.uk/government/publications/health-and-safety-advice-for-schools/responsibilities-and-duties-for-schools">https://www.gov.uk/government/publications/health-and-safety-advice-for-schools/responsibilities-and-duties-for-schools</a>)</p> <p>(<a href="https://www.hse.gov.uk/services/education/faqs.htm#a1">https://www.hse.gov.uk/services/education/faqs.htm#a1</a>)</p> <p>(<a href="https://www.hse.gov.uk/services/education/sensible-leadership/school-leaders.htm">https://www.hse.gov.uk/services/education/sensible-leadership/school-leaders.htm</a>)</p> <p>(<a href="https://www.gov.uk/guidance/work-safely-during-coronavirus-covid-19/performing-arts">https://www.gov.uk/guidance/work-safely-during-coronavirus-covid-19/performing-arts</a>)</p>	<p>(<a href="https://www.rcpch.ac.uk/resources/covid-19-shielding-guidance-children-young-people#children-who-should-be-advised-to-shield">https://www.rcpch.ac.uk/resources/covid-19-shielding-guidance-children-young-people#children-who-should-be-advised-to-shield</a>).</p> <p>(<a href="https://www.gov.uk/government/news/extra-mental-health-support-for-pupils-and-teachers">https://www.gov.uk/government/news/extra-mental-health-support-for-pupils-and-teachers</a>)</p> <p>(<a href="https://www.gov.uk/guidance/school-workload-reduction-toolkit">https://www.gov.uk/guidance/school-workload-reduction-toolkit</a>)</p> <p>(<a href="https://www.gov.uk/government/collections/case-studies-remote-education-practice-for-schools-during-coronavirus-covid-19">https://www.gov.uk/government/collections/case-studies-remote-education-practice-for-schools-during-coronavirus-covid-19</a>)</p> <p>(<a href="https://educationendowmentfoundation.org.uk/tools/guidance-reports/making-best-use-of-teaching-assistants/">https://educationendowmentfoundation.org.uk/tools/guidance-reports/making-best-use-of-teaching-assistants/</a>)</p> <p>(<a href="https://www.gov.uk/government/publications/keeping-children-safe-in-education--2">https://www.gov.uk/government/publications/keeping-children-safe-in-education--2</a>).</p> <p>(<a href="https://teaching.blog.gov.uk/2020/05/29/recruiting-during-lockdown-how-we-did-it/">https://teaching.blog.gov.uk/2020/05/29/recruiting-during-lockdown-how-we-did-it/</a>).</p> <p>(<a href="https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers">https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers</a>)</p> <p>(<a href="https://www.gov.uk/government/collections/early-career-framework-reforms">https://www.gov.uk/government/collections/early-career-framework-reforms</a>),</p> <p>(<a href="https://www.gov.uk/government/publications/coronavirus-covid-19-how-to-self-isolate-when-you-travel-to-the-uk/coronavirus-covid-19-how-to-self-isolate-when-you-travel-to-the-uk">https://www.gov.uk/government/publications/coronavirus-covid-19-how-to-self-isolate-when-you-travel-to-the-uk/coronavirus-covid-19-how-to-self-isolate-when-you-travel-to-the-uk</a>).</p> <p>(<a href="https://www.gov.uk/government/publications/keeping-children-safe-in-education--2">https://www.gov.uk/government/publications/keeping-children-safe-in-education--2</a>)</p> <p>(<a href="https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak/protective-measures-for-out-of-school-settings-during-the-coronavirus-covid-19-outbreak">https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak/protective-measures-for-out-of-school-settings-during-the-coronavirus-covid-19-outbreak</a>)</p> <p>(<a href="https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sport-and-recreation">https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sport-and-recreation</a>)</p> <p>GL343 – Guide to doing practical work during the COVID-19 Pandemic Science – Ver. 1.12 – 8th July 2020</p>
---	---

	Principles	Actions/Control Measures in Place
<b>1A.0 SCHOOL OPENING PRINCIPLES</b>		
<b>1A.1</b>	<b>Deliver a broad based and ambitious secondary curriculum</b>	<ul style="list-style-type: none"> <li>• School Planning for re-opening assumes, as far as possible, that there will be no change to that plan for the whole academic year.</li> <li>• The curriculum remains broad and ambitious and all pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.</li> <li>• An ambitious and broad curriculum is taught in all subjects from the start of the autumn term, with flexibilities in timetabling to create time to cover the most important missed content.</li> <li>• Practical subjects such as PE, Science, Art, Design and Technology, Drama and Music will continue to be delivered in line with government guidelines and where practicable.</li> <li>• Continue to build capability to educate pupils remotely, where this is needed, with it being high quality and aligns as closely as possible with in-school provision.</li> </ul>
<b>1A.2</b>	<b>Deliver a broad based and ambitious Early Years and Primary curriculum</b>	<ul style="list-style-type: none"> <li>• School Planning, for re-opening assumes, as far as possible, that there will be no change to that plan for the whole academic year.</li> <li>• The curriculum remains broad and ambitious and continues to follow government guidelines with regards to focusing on prime areas of learning.</li> <li>• Pre-schools must continue to operate, ensuring the integrity of the Early Years provision.</li> </ul>
<b>1A.3</b>	<b>Ensure financial sustainability of the catering provision</b>	<ul style="list-style-type: none"> <li>• Delivery of the catering operation must ensure delivery of the projected financial budget for 20-21 to avoid draining school funds.</li> <li>• The £660,000 wage bill must be covered.</li> <li>• The product offering must be as close as is practicable to the normal model to meet customer demand and support the financial targets.</li> <li>• The customer experience must be protected to mitigate against loss of custom.</li> </ul>
<b>1A.4</b>	<b>Ensure financial sustainability of The Preschool</b>	<ul style="list-style-type: none"> <li>• The preschool must operate fully to avoid flight of parents to alternative provisions.</li> <li>• The roll must be preserved/continue to be developed in accordance with marketing and budget plans, to feed reception intake.</li> <li>• The preschool must meet or better the budget for 20-21</li> </ul>
<b>1A.5</b>	<b>Ensure financial sustainability of breakfast and after school clubs</b>	<ul style="list-style-type: none"> <li>• The breakfast and after school service must operate fully to avoid flight of parents to alternative provisions/schools.</li> <li>• The breakfast and after school club must meet or better the budget for 20-21</li> </ul>
<b>1A.6</b>	<b>Attendance expectations are in place</b>	<ul style="list-style-type: none"> <li>• It is vital for all children to return to school to minimise as far as possible the longer-term impact of the pandemic on children's education, wellbeing and wider development.</li> <li>• School attendance is mandatory in line with government guidelines.</li> <li>• The usual rules on school attendance apply, including:</li> </ul>

		<ul style="list-style-type: none"> <li>○ parents' duty to secure that their child attends regularly at school where the child is a registered pupil at school and they are of compulsory school age;</li> <li>○ schools' responsibilities to record attendance and follow up absence</li> <li>○ the availability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct</li> </ul> <ul style="list-style-type: none"> <li>● Communicate clear and consistent expectations around school attendance to families throughout the summer ahead of the new school year</li> </ul>
<b>1A.7</b>	<b>Proportionate protective measures for children and staff are in place to minimise risk</b>	<ul style="list-style-type: none"> <li>● As far as practicable, contact between individuals is minimised and social distancing is maintained whilst delivering a broad and balanced curriculum.</li> <li>● The overarching principle of reducing the number of contacts between children and staff has been used to agree school timetables.</li> <li>● It has been recognised that 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.</li> <li>● Maintaining distinct groups or 'bubbles' has been identified and implemented, balancing the need to separate with the requirement to deliver a balanced curriculum, expanding bubbles to year groups, or multiple year groups as appropriate.</li> </ul>
<b>1B.0 GOVERNMENT PREVENTATIVE MEASURES</b>		
<b>1B.1</b>	<b>Preventative Control</b>	<ul style="list-style-type: none"> <li>● 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</li> </ul>
<b>1B.2</b>	<b>Preventative Control</b>	<ul style="list-style-type: none"> <li>● Clean hands thoroughly more often than usual</li> </ul>
<b>1B.3</b>	<b>Preventative Control</b>	<ul style="list-style-type: none"> <li>● Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach</li> </ul>
<b>1B.4</b>	<b>Preventative Control</b>	<ul style="list-style-type: none"> <li>● Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach</li> </ul>
<b>1B.5</b>	<b>Preventative Control</b>	<ul style="list-style-type: none"> <li>● Minimise contact between individuals and maintain social distancing wherever possible</li> </ul>
<b>1B.6</b>	<b>Preventative Control</b>	<ul style="list-style-type: none"> <li>● Where necessary, wear appropriate personal protective equipment (PPE)</li> </ul>
<b>1B.7</b>	<b>Infection Response</b>	<ul style="list-style-type: none"> <li>● Engage with the NHS Test and Trace process</li> </ul>
<b>1B.8</b>	<b>Infection Response</b>	<ul style="list-style-type: none"> <li>● Manage confirmed cases of coronavirus (COVID-19) amongst the school community</li> </ul>
<b>1B.9</b>	<b>Infection Response</b>	<ul style="list-style-type: none"> <li>● Contain any outbreak by following local health protection team advice</li> </ul>

	Significant Hazard Section	Actions/Control Measures in Place	Ref to Opening Principles	Ref to Government Preventative Measures
<b>2.0</b>	<b>Social distancing and separation</b>			
<b>2.1</b>	<b>Inability to conform to consistent pupil groups compromises social distancing protocols</b>	<ul style="list-style-type: none"> <li>Bubbles/phases are in place to ensure consistent pupil groups.</li> <li>The integrity of the bubble is maintained as far as possible throughout the day in order to try to ensure that comingling of pupils from separate bubbles is minimised.</li> <li>In secondary schools, the groups are per year group to enable schools to deliver the full range of curriculum subjects and pupils to receive specialist teaching.</li> <li>At primary schools, smaller group sizes are implemented except in smaller schools where pupil numbers allow for whole school bubbles to be put in place.</li> <li>All teachers and other staff operate across different classes and year groups in order to facilitate the delivery of the school timetable</li> </ul>	<b>1A.1, 1A.2, 1A.7</b>	<b>1B.5</b>
<b>2.2</b>	<b>Measures within school classrooms and during lessons compromises social distancing</b>	<ul style="list-style-type: none"> <li>Classrooms have been re-modelled with clear signage displayed promoting social distancing</li> <li>Adults maintain 2 metre distance from each other where possible, and from children avoid close face to face contact and minimise time spent within 1 metre of anyone.</li> <li>Pupils' with complex needs who require additional educational and care support are provided as normal.</li> <li>For children old enough, maintaining distance and not touching staff and their peers is communicated.</li> </ul>	<b>1A.7</b>	<b>1B.5</b>
<b>2.3</b>	<b>The configuration of medical rooms may compromise social distancing measures</b>	<ul style="list-style-type: none"> <li>Social distancing provisions are in place for medical and first aid rooms.</li> <li>Additional rooms are designated for pupils with suspected COVID-19 whilst collection is arranged.</li> </ul>	<b>1A.7</b>	<b>1B.1, 1B.5,</b>
<b>2.4</b>	<b>Staff rooms and offices do not allow for observation of social distancing guidelines</b>	<ul style="list-style-type: none"> <li>Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for social distancing.</li> </ul>	<b>1A.7</b>	<b>1B.5</b>

	Significant Hazard Section	Actions/Control Measures in Place	Ref to Opening Principles	Ref to Government Preventative Measures
		<ul style="list-style-type: none"> <li>Where possible, staff are not 'desk sharing' and social distancing measures are in place.</li> <li>The use of communal / shared facilities such as tea and coffee facilities is reduced and staff encouraged to bring their own food and utensils.</li> </ul>		
<b>2.5</b>	<b>Use of toilets and handwashing risk non-compliance with social distancing measures</b>	<ul style="list-style-type: none"> <li>Floor markings are in place to enable social distancing where required.</li> <li>Different groups are allocated their own toilet blocks where this can be practically managed.</li> </ul>	<b>1A.7</b>	<b>1B.2, 1B.5</b>
<b>2.6</b>	<b>Increasing the risk of spreading COVID-19 through allowing visitors on site</b>	<ul style="list-style-type: none"> <li>Visitors to school sites are kept to a minimum.</li> <li>Site guidance on physical distancing and hygiene is explained to visitors on or before arrival – refer to visitor COVID protocols in place.</li> <li>Sufficient signage in place to remind all visitors about social distancing.</li> <li>A Front of House risk assessment is in place regarding use of visitor lanyards, social distancing in reception areas and good hand hygiene.</li> <li>Where possible, visits happen outside of school hours.</li> <li>A record is kept of all visitors to enable adherence to Track and Trace procedures.</li> </ul>	<b>1A.7</b>	<b>1B.2, 1B.5</b>
<b>3.0</b>	<b>Educational delivery</b>			
<b>3.1</b>	<b>Using resources, equipment/ play equipment compromises social distancing and increase risk of spreading COVID-19</b>	<ul style="list-style-type: none"> <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>Classroom based resources, such as books and games, are used and shared within the bubble; they are cleaned regularly, along with all frequently touched surfaces.</li> <li>Resources that are shared between classes or bubbles, such as sports, art and science equipment are 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>Outdoor playground equipment is used and is more frequently cleaned.</li> </ul>	<b>1A.1, 1A.2, 1A.7</b>	<b>1B4, 1B.5</b>

	Significant Hazard Section	Actions/Control Measures in Place	Ref to Opening Principles	Ref to Government Preventative Measures
		<ul style="list-style-type: none"> <li>• Prior to the re-opening of schools in September all play equipment is safety checked.</li> </ul>		
3.2	<b>Provision of <u>physical education, sport and physical activity</u> increases the risk of spreading the virus</b>	<ul style="list-style-type: none"> <li>• Pupils are kept in consistent groups whilst timetabled for physical education, sports and physical activity.</li> <li>• Contact sports are avoided until further guidance from the government is communicated.</li> <li>• Outdoor sports are prioritised where possible, and contingency plans in place for wet weather lessons.</li> <li>• Measures are in place to encourage social distancing during activities.</li> <li>• Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising natural ventilation flows (through opening windows and doors or using air conditioning systems wherever possible) distancing between pupils and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during exercise.</li> <li>• External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities</li> <li>• Offsite facilities are used in line with government guidance.</li> <li>• Equipment if used, is cleaned after every lesson.</li> <li>• Hand washing routines are in place especially where equipment is used.</li> <li>• In secondary schools changing rooms are not used with students attending school in their PE uniform on days when PE is timetabled.</li> <li>• Primary children will, as now, change for PE in their classrooms.</li> <li>• Opportunities for handwashing before and after the lesson are in place.</li> <li>• Pupils and staff are not permitted to use the swimming pool at BLA or CBD</li> <li>• Sports whose national governing bodies have developed guidance under the principles of the government's guidance on team sport and been approved by the government are permitted.</li> </ul>	<b>1A.1, 1A.2, 1A.7</b>	<b>1B.2, 1B.4, 1B.5</b>

	Significant Hazard Section	Actions/Control Measures in Place	Ref to Opening Principles	Ref to Government Preventative Measures
		<ul style="list-style-type: none"> <li>Schools only provide team sports on the list available at return to recreational team sport framework</li> </ul>		
3.3	<p><b>Provision of a full <u>performing arts (inc music and drama) curriculum increases the risk of spreading the virus</u></b></p>	<ul style="list-style-type: none"> <li>Singing, wind and brass instrument playing can be undertaken in line with government guidance.</li> <li>Playing instruments, singing or performing in groups takes place outdoors wherever possible and kept within the pupil bubbles.</li> <li>If indoors, pupil numbers are limited in relation to the space, all windows and doors are open to allow for adequate ventilation, larger rooms are used and social distancing is maintained.</li> <li>Singing, wind and brass playing, drama does not take place in larger groups such as choirs and ensembles, assemblies or productions.</li> <li>In the smaller groups, schools observe strict social distancing between each singer, player, actor and any other people such as conductors, other musicians, or accompanists.</li> <li>Pupils should be positioned back-to-back or side-to-side when playing or singing (rather than face-to-face) whenever possible. Wind and brass instrument players are positioned so that the air from their instrument does not blow into another player.</li> <li>Microphones are used where possible for singing/acting or pupils are encouraged to sing/act quietly.</li> <li>The sharing of equipment is avoided wherever possible. Pupil name labels are used on equipment to help identify the designated user.</li> <li>Instruments that are used are wiped down/cleaned between classes, e.g. keyboards and percussion instruments.</li> <li>Instruments are cleaned by the pupils playing them, where possible.</li> <li>Increased handwashing is in place before and after handling music equipment, especially if being used by more than one person.</li> <li>The handling of music scores, parts and scripts is limited to the individual using them.</li> </ul>	1A.1, 1A.2, 1A.7	1B.2, 1B.4, 1B.5



	Significant Hazard Section	Actions/Control Measures in Place	Ref to Opening Principles	Ref to Government Preventative Measures
		<ul style="list-style-type: none"> <li>• Good ventilation is in place during music lessons by opening windows and propping doors open to ensure good air through flow.</li> <li>• For peripatetic music teachers refer to section 15.4.</li> <li>• No productions or performances to parents/audiences are to take place until further notice.</li> </ul>		
3.4	<b>Provision of a full <u>science, D&amp;T and Art</u> curriculum increases the risk of spreading the virus</b>	<ul style="list-style-type: none"> <li>• Practical work can happen so long as protective measures are in place.</li> <li>• Assessment of pupil numbers within labs / workshops / classrooms – limit numbers where necessary and agree maximum number.</li> <li>• Access straight in to lab/workshop/art room – no queuing in corridors</li> <li>• Desks/workbenches are facing forward to the teacher’s workstation located at the front of the classroom where practicable, or are sectioned with screening where students work face to face.</li> <li>• Practical equipment used will not require any additional cleaning when being used by students in the same bubble; usual hand sanitisation when entering and leaving the classroom is in place.</li> <li>• Equipment is cleaned/exchanged where the subsequent session is with a different bubble.</li> <li>• Demonstrations will be used where possible to reduce the number of practical sessions.</li> </ul>	<b>1A.1, 1A.2, 1A.7</b>	<b>1B.2, 1B.4, 1B.5</b>
3.5	<b>Libraries</b>	<ul style="list-style-type: none"> <li>• Libraries within schools can be used <b><i>on a timetabled basis only</i></b> to access reading books only, limiting the activities and risk of comingling bubbles, and reducing the burden of cleaning areas between every student visit, and of the need to clean equipment, games and stationery.</li> <li>• As far as possible access to libraries are on a pupil group basis e.g. one year group accesses the library on a certain day and no other year group uses the library on that day.</li> <li>• Unnecessary tables/chairs are removed to increase circulation space; fabric furniture inc. bean bags are removed and replaced with plastic chairs wherever possible.</li> </ul>	<b>1A.1, 1A.2, 1A.7</b>	<b>1B.5</b>

	Significant Hazard Section	Actions/Control Measures in Place	Ref to Opening Principles	Ref to Government Preventative Measures
		<ul style="list-style-type: none"> <li>The same cleaning protocols as classrooms will apply, including the role of the staff supervising the space.</li> <li>Protective screens and hand sanitising protocols are in place for face to face issuing of books.</li> <li>Student librarians cannot be used</li> <li>Social distancing signage and floor markings are in place where necessary.</li> <li>One-way systems have been put in place.</li> <li>No touching of books unless borrowing the item</li> <li>Systems in place for the issuing and return of books including quarantine time of 72 hours.</li> </ul>		
<b>3.6</b>	<b>Pupils with SEND (whether with education, health and care plans or on SEN support)</b>	<ul style="list-style-type: none"> <li>It is recognised that pupils with SEND require specific help and preparation for the changes to routine that will be involved</li> <li>Teachers and special educational needs coordinators have in place plans for the re-integration of SEND pupils in to school life by utilising resources such as social stories, reminder cards.</li> </ul>	<b>1A.1, 1A.2, 1A.7</b>	<b>1B.2, 1B.3, 1B.4, 1B.5</b>
<b>3.7</b>	<b>Increasing the risk of spreading COVID-19 through large gatherings</b>	<ul style="list-style-type: none"> <li>No full physical school assemblies to take place.</li> <li>Alternative assemblies are considered such as via MS Teams to classrooms and live feeds.</li> <li>There are no parents' evenings/school events or open days taking place until further notice. Virtual tours and alternative ways of promoting the school are in place.</li> <li>Parent tours can take place as a household only with a senior leader team member so long as social distancing and good hand hygiene is adhered to.</li> <li>No Christmas performances or productions to take place until further guidance received from government.</li> <li>No Christmas fairs or events being held by Parents' Associations or Friends groups to take place until further guidance is received from government.</li> </ul>	<b>1A.7</b>	<b>1B.5</b>

	Significant Hazard Section	Actions/Control Measures in Place	Ref to Opening Principles	Ref to Government Preventative Measures
3.8	<b>Pupils' behaviour on return to school does not comply with social distancing guidance</b>	<ul style="list-style-type: none"> <li>• Clear messaging to pupils on the importance and reasons for social distancing and good hand hygiene is reinforced throughout the school day by staff and through posters, electronic boards, and floor markings. For young children this is done through age-appropriate methods such as stories and games.</li> <li>• Staff model COVID preventative measures consistently.</li> <li>• The school's behaviour policy has been revised to include compliance with the COVID preventative measures and this has been communicated to staff, pupils and parents.</li> <li>• Senior leaders monitor areas where there are breaches of the preventative measures and arrangements are reviewed.</li> <li>• Messages to parents reinforce the importance of social distancing and good hand hygiene.</li> <li>• The consequences for poor behaviour and deliberately breaking the rules are communicated regularly and consistently to all pupils.</li> <li>• This includes the enforcement of those rules including any sanctions</li> <li>• Consideration has also been made to build the new expectations into schools rewards systems.</li> </ul>	<b>1A.6, 1A.7</b>	<b>1B.2, 1B.3, 1B.5</b>
3.9	<b>Marking policy compromises implementation of COVID-19 preventative measures</b>	<ul style="list-style-type: none"> <li>• The marking policy is adapted to ensure preventative measures are in place to limit the number of books handled by teaching staff:-</li> <li>• The following strategies are employed where practicable: - <ul style="list-style-type: none"> <li>○ Verbal feedback is provided where possible,</li> <li>○ Self-mark as a whole class,</li> <li>○ Online feedback on computer based class and home learning</li> </ul> </li> </ul>	<b>1A.2, 1A.2, 1A.7</b>	<b>1B.2</b>
<b>4.0</b>	<b>Primary setting specific delivery</b>			
4.1	<b>The start and end of the school day create risks of breaching social distancing guidelines</b>	<ul style="list-style-type: none"> <li>• A plan is in place for managing the movement of people on arrival to avoid groups of people congregating, especially parents at the school gate or on playgrounds.</li> <li>• The number of entrances and exits to be used is maximised with different entrances/exits being used for different groups where possible.</li> <li>• Floor markings are visible where it is necessary to manage any queuing.</li> </ul>	<b>1A.7</b>	<b>1B.5</b>

	Significant Hazard Section	Actions/Control Measures in Place	Ref to Opening Principles	Ref to Government Preventative Measures
		<ul style="list-style-type: none"> <li>Staff and pupils are briefed, and signage provided to identify which entrances and exits to use.</li> </ul>		
4.2	<b>Resources and toys not thoroughly cleaned increases risk of spreading COVID-19</b>	<ul style="list-style-type: none"> <li>Unnecessary items from classrooms such as soft toys that cannot easily be washed or cleaned are removed.</li> <li>Toys used on a rotational basis so that thorough cleaning and/or quarantine systems are in place and working.</li> <li>Soft furnishing such as bean bags and cushions are not used.</li> </ul>	<b>1A.2, 1A.7</b>	<b>1B.4</b>
4.3	<b>Provision of music lessons does not comply with strict hygiene and social distancing guidelines</b>	<ul style="list-style-type: none"> <li>Music lessons in primary schools should take place in the classroom where pupils are based (i.e. pupils should not change rooms).</li> <li>As with secondary schools, singing and the use of wind/brass instruments takes place outdoors wherever possible and kept within pupil bubbles.</li> <li>If indoors, pupil numbers are limited in relation to the space, all windows and doors are open to allow for adequate ventilation, larger rooms are used and social distancing is maintained.</li> <li>Pupils should be positioned back-to-back or side-to-side when playing or singing (rather than face-to-face) whenever possible. Wind and brass instrument players are positioned so that the air from their instrument does not blow into another player.</li> <li>Singing, wind and brass playing does not take place in larger groups such as choirs and ensembles, assemblies or productions.</li> <li>The sharing of equipment is avoided wherever possible. Pupil name labels are used on equipment to help identify the designated user.</li> <li>Instruments that are used are wiped down/cleaned between classes, e.g. keyboards and percussion instruments.</li> <li>Instruments are cleaned by the pupils playing them, where possible.</li> <li>Increased handwashing is in place before and after handling music equipment, especially if being used by more than one person.</li> </ul>	<b>1A.2, 1A.7</b>	<b>1B.4, 1B.5</b>

	<b>Significant Hazard Section</b>	<b>Actions/Control Measures in Place</b>	<b>Ref to Opening Principles</b>	<b>Ref to Government Preventative Measures</b>
<b>4.4</b>	<b>Playtimes and the use of play equipment increases the risk of spreading COVID-19</b>	<ul style="list-style-type: none"> <li>Outdoor playground equipment such as slides, climbing frames is used and is more frequently cleaned.</li> <li>Prior to the re-opening of schools in September all play equipment has been safety checked.</li> <li>Play areas are dedicated to specific year groups where applicable. Pupils wash their hands before and at the end of all break times.</li> </ul>	<b>1A.2, 1A.7</b>	<b>1B.2, 1B.4, 1B.5</b>
<b>4.5</b>	<b>The delivery of the PE curriculum compromises COVID-19 preventative measures</b>	<ul style="list-style-type: none"> <li>Pupils are kept in consistent groups whilst timetabled for physical education, sports and physical activity.</li> <li>All PE equipment is more frequently cleaned.</li> <li>Pupils wash their hands before and at the end of each PE session.</li> <li>Outdoor sports and spaces are prioritised where possible with use of multi-use hall minimised.</li> <li>Sports whose national governing bodies have developed guidance under the principles of the government's guidance on team sport and been approved by the government are permitted.</li> </ul>	<b>1A.2, 1A.7</b>	<b>1B.2, 1B.4, 1B.5</b>
<b>4.6</b>	<b>Use of cloakrooms does not comply with social distancing guidelines</b>	<ul style="list-style-type: none"> <li>Bags and coats are permitted and cloakrooms are used.</li> <li>Cloakrooms are reconfigured where possible to allow for pupil groups to use the same cloakroom each day without mixing with other pupil groups.</li> <li>Where possible additional cloakrooms are created to allow for social distancing.</li> </ul>	<b>1A.7</b>	<b>1B.5</b>
<b>4.7</b>	<b>Buddy systems do not comply with social distancing guidelines</b>	<ul style="list-style-type: none"> <li>The use of older pupils to 'buddy' and help out with younger pupils within the school is not taking place in order to minimise social contact.</li> <li>Use of older pupils as monitors of younger groups, and/or to assist in the school office is not permitted.</li> </ul>	<b>1A.7</b>	<b>1B.5</b>
<b>4.8</b>	<b>Pre schools and breakfast/after school clubs compromises COVID-19 preventative measures</b>	<ul style="list-style-type: none"> <li>Consistent groups are maintained where practicable.</li> <li>Equipment and toys are not shared with school children.</li> <li>Good hand hygiene and respiratory hygiene is practised at all times.</li> <li>When preparing food, staff comply with COVID-19 compliant hygiene measures and wear a mask.</li> </ul>	<b>1A.4, 1A.5, 1A.7</b>	<b>1B.2, 1B.3, 1B.4, 1B.5</b>

	Significant Hazard Section	Actions/Control Measures in Place	Ref to Opening Principles	Ref to Government Preventative Measures
4.9	Toddler groups taking place within school compromises COVID-19 preventative measures	<ul style="list-style-type: none"> <li>• Direct external entrance/exits where possible.</li> <li>• Parents and toddlers are kept separate from school children.</li> <li>• The school has ensured that enhanced cleaning measures are in place including cleaning of surfaces and equipment; equipment is not shared with school children.</li> </ul>	1A.4, 1A.7	1B.2, 1B.3, 1B.4, 1B.5
5.0	<b>Moving around the site</b>			
5.1	The start and end of the school day create risks of breaching social distancing guidelines	<ul style="list-style-type: none"> <li>• A plan is in place for managing the movement of people on arrival to avoid groups of people congregating.</li> <li>• The number of entrances and exits to be used is maximised with different entrances/exits being used for different groups where possible.</li> <li>• Floor markings are visible where it is necessary to manage any queuing.</li> <li>• Staff and pupils are briefed, and signage provided to identify which entrances, exits and circulation routes to use.</li> <li>• Staggered start and finish times has been considered and put in place where necessary to keep groups apart as they arrive and leave school. This does not reduce the amount of overall teaching time.</li> <li>• Communication to parents has taken place as a reminder to comply with the amended drop off and collection processes, including that gathering at the school gates and otherwise coming onto the site without an appointment is not allowed.</li> <li>• Pupils wash their hands immediately on arrival or use hand sanitiser before heading to their classroom.</li> <li>• If face coverings have been worn on transport and the pupil chooses not to wear them to class, they are guided as to how to dispose 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.</li> </ul>	1A.7	1B.5
5.2	Movement around the school risks breaching social distancing guidelines	<ul style="list-style-type: none"> <li>• The movement of pupils and staff around the school is minimised as much as possible.</li> <li>• Circulation plans have been reviewed and revised with routes clearly marked with appropriate signage.</li> </ul>	1A.7	1B.5

	Significant Hazard Section	Actions/Control Measures in Place	Ref to Opening Principles	Ref to Government Preventative Measures
		<ul style="list-style-type: none"> <li>One-way systems are in place where required.</li> <li>Any pinch points/bottle necks are identified and managed accordingly.</li> <li>'No waiting' zones around gates have been identified to help avoid congestion and encourage students to move home promptly at the end of the day.</li> <li>Where possible, pupils stay in classrooms and staff move around.</li> <li>Lesson change overs are staggered to avoid overcrowding.</li> <li>Pupils are briefed regularly regarding observing social distancing guidance whilst circulating.</li> <li>Corridors are divided where feasible.</li> </ul>		
<b>6.0</b>	<b>Breaks and lunchtimes</b>			
<b>6.1</b>	<b>Increased numbers during breaks compromising social distancing</b>	<ul style="list-style-type: none"> <li>Playtime/breaks are staggered where possible to reduce the numbers of children out together at any one given time.</li> <li>Different playground locations used where possible.</li> <li>Use of apparatus and climbing frames allowed where this does not compromise pupil bubbles and where adequate cleaning in between group use can be achieved.</li> <li>Pupils are reminded about social distancing as break times begin.</li> <li>Supervision levels have been enhanced, especially with younger pupils, to support social distancing.</li> <li>Social distancing signage is in place around the school and in key areas.</li> </ul>	<b>1A.7</b>	<b>1B.5</b>
<b>6.2</b>	<b>Increased numbers during lunchtime compromising social distancing.</b>	<ul style="list-style-type: none"> <li>Catering arrangements have been assessed and options put in place including changing the lunchtime offer, increasing serveries or eating spaces.</li> <li>Refer to school specific catering service risk assessment</li> </ul>	<b>1A.7</b>	<b>1B.2, 1B.5</b>
<b>7.0</b>	<b>Catering</b>			
<b>7.1</b>	<b>Catering</b>	<ul style="list-style-type: none"> <li>Kitchens are fully open from the start of the autumn term and normal legal requirements apply regarding provision of food to all pupils who</li> </ul>	<b>1A.3, 1A.7</b>	<b>1B.2, 1B.3, 1B.4, 1B.5, 1B.6</b>

	Significant Hazard Section	Actions/Control Measures in Place	Ref to Opening Principles	Ref to Government Preventative Measures
		<p>want it, including for those eligible for benefits-related free school meals or universal infant free school meals.</p> <ul style="list-style-type: none"> <li>• School kitchens continue to operate, and comply with the guidance for food businesses on coronavirus (COVID-19)</li> <li>• Hand washing facilities or hand sanitiser is available at the entrance/exits to/from canteens.</li> <li>• Refer to school specific catering service risk assessment</li> </ul>		
7.2	<b>Kitchen facilities do not comply with latest Covid19 guidance to reduce risk of infection/contamination</b>	<ul style="list-style-type: none"> <li>• Notices on personal hygiene (hand washing &amp; face touching etc) and social distancing in workplace issued.</li> <li>• PPE provided for the preparation of food by Catering Staff.</li> <li>• Delivery of goods are to the kitchen door only - no access to external drivers allowed. All deliveries are sorted and stored in the relevant stores/fridges/freezers by catering staff ensuring the clean down of goods prior to use and washing of hands before and after handling.</li> </ul>	<b>1A.3, 1A.7</b>	<b>1B.2, 1B.3, 1B.4, 1B.5, 1B.6</b>
<b>8.0</b>	<b>Extra curricular clubs</b>			
8.1	<b>Extra curricular clubs</b>	<ul style="list-style-type: none"> <li>• Extra curricular clubs run by school staff (excluding community use activities) take place as long as they maintain pupil bubbles.</li> <li>• Clubs are run following the same requirements as class activities with regards to the use of equipment i.e. equipment used is cleaned between uses.</li> <li>• Hand sanitiser is used by all participants before and at the end of each club session.</li> <li>• Drama, choir/singing and music/orchestra clubs do not take place if pupils from more than one bubbles are in attendance.</li> </ul>	<b>1A.7</b>	<b>1B.5</b>
<b>9.0</b>	<b>Hygiene management during the day</b>			
9.1	<b>Pupils and staff forget to wash their hands regularly and frequently increasing the risk of spreading COVID-19</b>	<ul style="list-style-type: none"> <li>• Parents informed of hygiene expectations and to discuss these with children.</li> <li>• All children wash their hands or use hand sanitiser on arrival at school, before snack, after break, before lunch.</li> </ul>	<b>1A.7</b>	<b>1B.2, 1B.3</b>



	Significant Hazard Section	Actions/Control Measures in Place	Ref to Opening Principles	Ref to Government Preventative Measures
		<ul style="list-style-type: none"> <li>• Help is available for children and young people who have trouble cleaning their hands independently.</li> <li>• All classrooms being used have alcohol-based gel and adequate stock levels in place.</li> <li>• All classrooms with sinks have hand soap and hand towels.</li> <li>• Cease hand shaking of children and visitors</li> <li>• Washing or hand sanitiser 'stations' are available in entrances to all blocks</li> </ul>		
9.2	<b>Cleaning management in the classrooms</b>	<ul style="list-style-type: none"> <li>• Adequate cleaning materials available per class to enable the cleaning of equipment and classrooms between lessons and between year group bubbles.</li> </ul>	<b>1A.7</b>	<b>1B.4</b>
9.3	<b>Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach</b>	<ul style="list-style-type: none"> <li>• The 'catch it, bin it, kill it' approach is in place with all schools having in place adequate supplies of tissues and lidded bins available to support pupils and staff to follow this routine.</li> <li>• All pupils understand that the 'catch it, bin it, kill it' routine is part of how the school now operates.</li> <li>• When emptying bins waste is double bagged.</li> <li>• Schools ensure younger children and those with complex needs are helped to get this right and all pupils understand that this is now part of how school operates.</li> <li>• Some pupils with complex needs struggle to maintain as good respiratory hygiene as their peers, for example those who spit uncontrollably or use saliva as a sensory stimulant. This is considered in risk assessments in order to support these pupils and the staff working with them, and is not a reason to deny these pupils face to face education.</li> </ul>	<b>1A.7</b>	<b>1B.3</b>
9.4	<b>Inadequate supplies of soap and hand sanitiser mean that pupils and staff do not wash their hands with sufficient frequency</b>	<ul style="list-style-type: none"> <li>• Monitoring arrangements are in place to ensure that supplies of soap, sanitiser and hand towels are maintained throughout the day.</li> <li>• Weekly stock takes by Cleaning Supervisors and Cleaning Manager ensures adequate stock levels maintained.</li> </ul>	<b>1A.7</b>	<b>1B.2, 1B.3, 1B.4</b>

	Significant Hazard Section	Actions/Control Measures in Place	Ref to Opening Principles	Ref to Government Preventative Measures
9.5	Increased numbers in toilets mean pupils and staff do not wash their hands with sufficient frequency	<ul style="list-style-type: none"> <li>Pupils know the limits on the number of children allowed to use the toilets at any one time.</li> <li>Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues.</li> <li>Monitoring by staff ensures a constant supply of soap and paper towels.</li> <li>Where different groups are not able to be allocated their own toilet blocks, toilets are also cleaned during the day.</li> <li>Bins are emptied regularly.</li> <li>Pupils are reminded regularly on how to wash hands and young children are supervised in doing so.</li> </ul>	1A.7	1B.2, 1B.3, 1B.4, 1B.5
9.6	The configuration of medical rooms may compromise social distancing measures	<ul style="list-style-type: none"> <li>Procedures are in place for medical rooms to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets.</li> </ul>	1A.7	1B.4
10.0	<b>Cleaning regimes</b>			
10.1	Enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach	<ul style="list-style-type: none"> <li>A cleaning schedule is in place that ensures cleaning is enhanced and includes: <ul style="list-style-type: none"> <li>more frequent cleaning of rooms / shared areas that are used by different groups,</li> <li>frequently touched surfaces being cleaned more often than normal</li> </ul> </li> <li>Focus increased on cleaning of touch points and tables, door and window handles, push plates and handrails.</li> <li>Additional cleaning throughout the day in place – cleaning hours have been increased to allow for this.</li> <li>Over time for cleaners in place for the additional cleaning required.</li> <li>New products have been sourced, taking into consideration government guidance – this includes the relevant percentage of alcohol / hydrogen peroxide or ammonia compound to kill the virus</li> </ul>	1A.7	1B.4

	Significant Hazard Section	Actions/Control Measures in Place	Ref to Opening Principles	Ref to Government Preventative Measures
		<ul style="list-style-type: none"> <li>Separate risk assessment RAA04 completed for the activities of cleaning and caretaking staff employed by the Trust, with an additional specific 'Covid-19' risk assessment.</li> <li>Stock levels within the Trust are closely monitored by shared services to ensure that orders can be placed with enough time to secure delivery.</li> </ul>		
<b>11.0</b>	<b>Transport</b>			
<b>11.1</b>	<b>Increasing the risk of spreading COVID-19 through transport</b>	<ul style="list-style-type: none"> <li>Pupils on dedicated private school services do not mix with the general public on those journeys and pupil groups tend to be consistent under return to school measures.</li> <li>Secondary aged pupils wear face coverings when travelling on dedicated transport.</li> <li>Pupils on school buses will follow the social distancing policy as set by DCC.</li> <li>Social distancing measures are in place within vehicles wherever possible.</li> <li>Pupils either sit with their 'bubble' on school transport or with the same constant group of children each day</li> <li>Pupils clean their hands before boarding transport and again on disembarking.</li> <li>Management of arrival and departure of school transport delivers social distancing.</li> <li>Children must not board home to school transport if they, or a member of their household, has symptoms of coronavirus (COVID-19).</li> <li>The school minibus is only used for transporting pupils who are in the same pupil group / bubble. Drivers who are not permanent school staff have been issued with protocols with respect to social distancing themselves from the students and staff using the bus.</li> <li>Where school minibuses are used, enhanced and more frequent cleaning of the vehicles is in place. Hand sanitiser upon boarding and/or disembarking is used.</li> </ul>	<b>1A.7</b>	<b>1B.5, 1B.6</b>

	Significant Hazard Section	Actions/Control Measures in Place	Ref to Opening Principles	Ref to Government Preventative Measures
		<ul style="list-style-type: none"> <li>• Perspex screens are in place in school minibuses used daily for 6<sup>th</sup> form bus runs between Teign and Coombeshead.</li> <li>• Schools encourage parents, staff and pupils to walk or cycle to school if at all possible.</li> <li>• Schools have considered use of / increasing availability of 'walking buses' (a supervised group of children being walked to, or from, school).</li> </ul>		
<b>12.0</b>	<b>Responding to infection</b>			
<b>12.1</b>	<b>School provision does not cater for pupils who are shielding or self-isolating</b>	<ul style="list-style-type: none"> <li>• It is recognised that the majority of pupils will return to school but there may be a small number of pupils who may 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 pauses 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.</li> <li>• If rates of the disease rise in local areas, children (or family members) from that area, and that area only, may be advised to shield during the period where rates remain high and, therefore, they may be temporarily unable to attend</li> <li>• Patients can only be removed from the shielding patient list by their GP or specialist, following consultation with the child and their family, and other clinicians where appropriate. If a child or young person is removed from the shielded patient list in due course, they will no longer be advised to shield in the future if coronavirus (COVID-19) transmission increases. Discussion by a clinician with those previously advised that they were a clinically vulnerable child or young person but can now be removed from the shielded patient list, and with their families are ongoing. Since shielding advice has paused nationally, except in a very few areas where the implementation of local restrictions is ongoing, all previously affected</li> </ul>	<b>1A.7</b>	<b>1B.1</b>

	Significant Hazard Section	Actions/Control Measures in Place	Ref to Opening Principles	Ref to Government Preventative Measures
		<p>children should be able to return to school except where individual clinical advice not to do so has been provided.</p> <ul style="list-style-type: none"> <li>• Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, access to remote education will be available.</li> <li>• Where children are not able to attend school as parents are following clinical and/or public health advice, absence will not be penalised</li> </ul>		
12.2	<p><b>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</b></p>	<ul style="list-style-type: none"> <li>• Pupils, staff and other adults do not come into the school if they have coronavirus (COVID-19) symptoms or have tested positive in the last 7 days</li> <li>• Anyone developing COVID-19 symptoms during the school day is sent home.</li> <li>• If anyone in the school becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they are sent home and advised to follow the government 'stay at home: guidance.</li> <li>• Other members of their household (including any siblings) should self-isolate in line with the current government guidelines..</li> <li>• Children awaiting collection are : <ul style="list-style-type: none"> <li>○ Moved to a room where they can be isolated behind a closed door, and depending on the age of the child with appropriate adult supervision.</li> <li>○ Ideally, a window will be opened for ventilation.</li> <li>○ If it is not possible to isolate them, they are moved to an area which is at least 2 metres away from other people.</li> </ul> </li> <li>• A suitable room is allocated for this purpose and communicated to staff.</li> <li>• Suitable PPE is available at this location.</li> <li>• Relevant agencies are contacted e.g. Public Health England.</li> <li>• Following a person showing symptoms and once they have left site, all surfaces including door handles, push plates, tables etc are cleaned with the relevant cleaning solution with alcohol/hydrogen peroxide/ammonia compound content as per government guidelines.</li> </ul>	1A.7	1B.1, 1B.6, 1B.8

	Significant Hazard Section	Actions/Control Measures in Place	Ref to Opening Principles	Ref to Government Preventative Measures
		<ul style="list-style-type: none"> <li>• Any members of staff who have helped someone with symptoms and any pupils who have been in close contact with them do not need to go home to self-isolate unless they develop symptoms themselves (in which case, they should arrange a test) or if the symptomatic person subsequently tests positive (see below) or they have been requested to do so by NHS Test and Trace</li> <li>• Staff are informed and parents advised of a possible case if PHE advise schools to do so.</li> <li>• Communicate core reminders of hygiene to all pupils and staff.</li> <li>• Public Health England is clear that routinely taking the temperature is not required.</li> </ul>		
12.3	<p><b>Lack of engagement with the NHS Test and Trace process increases risk of spreading the virus within the community</b></p>	<ul style="list-style-type: none"> <li>• Schools ensure they understand the NHS Test and Trace process and how to contact their local Public Health England health protection team.</li> <li>• Schools ensure that staff members and parents/carers understand that they will need to be ready and willing to: <ul style="list-style-type: none"> <li>○ book a test if they are displaying symptoms.</li> <li>○ Staff and pupils must not come into the school if they have symptoms,</li> <li>○ and must be sent home to self isolate if they develop them in school.</li> </ul> </li> <li>• 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>• Tests can be booked online through the NHS testing and tracing for coronavirus website or ordered by telephone via NHS 119 for those without access to the internet.</li> <li>• Essential workers, which includes anyone involved in education or childcare, have priority access to testing.</li> <li>• By the autumn term, all schools will be provided with a small number of home testing kits that they can give directly to parents/carers collecting a child who has developed symptoms at school, or staff who have developed</li> </ul>	1A.7	1B.1, 1B.7, 1B.8

	Significant Hazard Section	Actions/Control Measures in Place	Ref to Opening Principles	Ref to Government Preventative Measures
		symptoms at school, where they think providing one will significantly increase the likelihood of them getting tested. Advice will be provided alongside these kits		
12.4	<b>Schools should ask parents and staff to inform them immediately of the results of a test</b>	<ul style="list-style-type: none"> <li>• In line with PHE advice, we will ask parents and staff to inform us immediately of the results of a test: <ul style="list-style-type: none"> <li>○ if someone tests negative, if they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating. Other members of their household can stop self-isolating.</li> <li>○ if someone tests positive, they should follow the 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection' and must continue to self-isolate in accordance with government and PHE advice.</li> </ul> </li> </ul>	1A.7	1B.1, 1B.7, 1B.8
12.5	<b>Manage confirmed cases of coronavirus (COVID-19) amongst the school community</b>	<ul style="list-style-type: none"> <li>• In line with PHE advice, we will take swift action when we become aware that someone who has attended has tested positive for coronavirus (COVID-19).</li> <li>• Contact with the local health protection team will be made. 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.</li> <li>• 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.</li> <li>• The health protection team will work with schools in this situation to guide them through the actions they need to take.</li> <li>• Based on the advice from the health protection team, we will send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for the recommended number of days in accordance with current PHE and government guidelines.</li> <li>• Close contact means: <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</li> </ul> </li> </ul>	1A.7	1B.1, 1B.7, 1B.8

	Significant Hazard Section	Actions/Control Measures in Place	Ref to Opening Principles	Ref to Government Preventative Measures
		<p>being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin)</p> <ul style="list-style-type: none"> <li>○ proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual travelling in a small vehicle, like a car, with an infected person</li> </ul> <ul style="list-style-type: none"> <li>● The health protection team will provide definitive advice on who must be sent home. To support them in doing so, 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.</li> <li>● School will not 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.</li> <li>● Schools will not share the names or details of people with coronavirus (COVID-19) unless essential to protect others.</li> <li>● 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.</li> <li>● If someone in a class or group that has been asked to self-isolate develops symptoms themselves they should follow 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection and if the test delivers a negative result, they must remain in isolation for the remainder of the recommended isolation period. This is because they could still develop the coronavirus (COVID-19).</li> <li>● If the test result is positive, they should inform their setting immediately, and must isolate for the recommended number of days in line with PHE and government guidelines. Their household should self-isolate in line with the 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection'.</li> <li>● Schools will not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation.</li> </ul>		



	Significant Hazard Section	Actions/Control Measures in Place	Ref to Opening Principles	Ref to Government Preventative Measures
		<ul style="list-style-type: none"> <li>If schools have two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, we understand that we may have an outbreak, and must continue to work with our local health protection team who will be able to advise if additional action is required.</li> </ul>		
12.6	<b>Where necessary, wear appropriate personal protective equipment (PPE)</b>	<ul style="list-style-type: none"> <li>Teachers and classroom based support staff will be provided with personal visors by ESW. These can be worn at the discretion of the member of staff. Classroom based staff may not wear face masks whilst teaching which cover their face and therefore interfere with their ability to carry out their role.</li> <li>All secondary school pupils and all staff in secondary and primary schools are required to wear face masks in corridors and general circulation spaces when moving around the school.</li> <li>Primary school children will not need to wear a face covering.</li> <li>All staff will also wear face masks in staff toilets and whilst undertaking duties at break/lunch times in enclosed spaces such as dining halls. This will also apply to staff meetings and any other meetings held with adults.</li> <li>Offices and other work spaces MUST be arranged so that people are working at desks 2 metres apart; in this situation only, wearing a mask is optional.</li> <li>All pupils over 11 years old, travelling to and from school via public transport or school transport will be expected to wear a face covering.</li> <li>Face masks are provided by the individual.</li> <li>If any individual forgets to bring a face covering to school a disposable mask will be provided.</li> <li>All visitors, including parents, to ESW primary and secondary schools will be required to wear a face covering if entering the buildings.</li> <li>It is vital that face coverings are worn correctly and clear instructions are provided to staff and pupils on how to put on, remove, store and dispose of face coverings to avoid inadvertently increasing the risks of transmission.</li> </ul>	1A.7	1B.6

	Significant Hazard Section	Actions/Control Measures in Place	Ref to Opening Principles	Ref to Government Preventative Measures
		<ul style="list-style-type: none"> <li>• PPE is also used where: <ul style="list-style-type: none"> <li>○ where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at school, 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> </li> <li>• No-one will be excluded from education on the grounds that they are not wearing a face covering.</li> <li>• Face coverings do not need to be worn: <ul style="list-style-type: none"> <li>○ By any member of staff or pupil who is exempt (please see the exemption guidance for further information).</li> <li>○ By pupils or teachers in the classroom or during lessons; a visor is provided for teachers to wear if they wish to do so</li> <li>○ Whilst consuming food and drink at break and lunch times</li> <li>○ By office/admin staff working in a COVID-secure office space. However, those staff are still free to do so if they wish</li> </ul> </li> </ul>		
<b>13.0</b>	<b>Contingency plans</b>			
<b>13.1</b>	<b>Contingency plans for outbreaks</b>	<ul style="list-style-type: none"> <li>• For individuals or groups of self-isolating pupils, remote education plans continue to be in place.</li> <li>• If a school, or number of schools, has to close temporarily to help control transmission we have contingency plans in place for this eventuality.</li> <li>• This involves a return to remaining open only for vulnerable children and the children of critical workers where PHE has advised us we can do this, and providing remote education for all other pupils.</li> <li>• Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, capacity has been evaluated to offer immediate remote education.</li> </ul>	<b>1A.1, 1A.2</b>	<b>1B.1, 1B.5</b>

	Significant Hazard Section	Actions/Control Measures in Place	Ref to Opening Principles	Ref to Government Preventative Measures
<b>14.0</b>	<b>Communications</b>			
<b>14.1</b>	<b>Lack of understanding of responsibilities should a child/member of staff show symptoms of COVID-19</b>	<ul style="list-style-type: none"> <li>Staff, pupils and parents receive clear communications informing them of current government guidance on the actions to take should anyone display symptoms of COVID-19 and how this is implemented in the school.</li> <li>Pupils, parents and staff aware of what steps to take if they, or any member of their household, display symptoms.</li> <li>This includes an understanding of the definitions and mitigating actions to take in relation to the terms clinically vulnerable and clinically extremely vulnerable should these apply.</li> <li>Procedures in place to deal with any pupil or staff displaying symptoms at school.</li> <li>Robust collection and monitoring of absence data, including tracking return to school dates, is in place.</li> </ul>	<b>1A.7</b>	<b>1B.1, 1B.7, 1B.8</b>
<b>14.2</b>	<b>Parents and carers are not fully informed of the health and safety requirements for the full reopening of the school</b>	<ul style="list-style-type: none"> <li>As part of the overall communications, parents are kept up to date with information, guidance and the school's/Trust's expectations on a weekly basis using a range of communication tools.</li> <li>A COVID-19 section on the school website is in place and updated</li> </ul>	<b>1A.7</b>	<b>1B.1, 1B.7, 1B.8</b>
<b>14.3</b>	<b>Lack of use and monitoring of new practices to reduce risk of Covid-19 transmission</b>	<ul style="list-style-type: none"> <li>Communication to all staff via briefings – to include contents of this RA, alternative layouts and any changes to fire evacuation routes, use of PPE, location of designated room for suspected cases.</li> </ul>	<b>1A.7</b>	<b>1B.1, 1B.6, 1B.7, 1B.8</b>
<b>15.0</b>	<b>Workforce</b>			
<b>15.1</b>	<b>Staff anxiety increases risk of being able to fully open school in September</b>	<ul style="list-style-type: none"> <li>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.</li> <li>The expectation of the Trust is that where people can work from home, they should do so. Any such arrangements are only made through</li> </ul>	<b>1A.1, 1A.2, 1A.7</b>	<b>1B.5</b>

	Significant Hazard Section	Actions/Control Measures in Place	Ref to Opening Principles	Ref to Government Preventative Measures
		agreement with the Head of each individual school or the Trust Business Manager (for all shared services staff).		
15.2	<b>Staff who are clinically vulnerable or extremely clinically vulnerable increases risk of being able to fully open school in September</b>	<ul style="list-style-type: none"> <li>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.</li> <li>Social distancing guidelines are followed by all staff.</li> <li>School leaders will try as far as practically possible to accommodate additional measures where appropriate.</li> <li>People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace.</li> </ul>	<b>1A.1, 1A.2, 1A.7</b>	<b>1B.5</b>
15.3	<b>Pregnant women increases risk of being able to fully open school in September</b>	<ul style="list-style-type: none"> <li>As a general principle, pregnant women are in the 'clinically vulnerable' category and are advised to follow the relevant guidance available for clinically-vulnerable people.</li> <li>This includes diligence with regards to social distancing and good hand hygiene.</li> <li>Where it is possible to do so, pregnant women who can work from home should do so.</li> <li>In line with the Management of Health and Safety at Work Regulations 1999 (MHSW) risk assessments will be undertaken with all members of the workforce who notify their manager that they are pregnant.</li> </ul>	<b>1A.1, 1A.2, 1A.7</b>	<b>1B.1, 1B.2, 1B.3, 1B.4, 1B.5</b>
15.4	<b>Use of supply teachers, peripatetic teachers and/or other temporary staff compromises preventative measures increasing the risk of spreading the virus</b>	<ul style="list-style-type: none"> <li>It has been confirmed that schools can continue to engage supply teachers and other supply staff where required.</li> <li>Supply staff and other temporary workers can move between schools.</li> <li>Where it is necessary to use supply staff and to welcome visitors to the school such as peripatetic teachers, individuals are expected to comply with the school's arrangements for managing and minimising risk, including taking particular care to maintain distance from other staff and pupils</li> <li>To minimise the numbers of temporary staff entering the school premises, senior leaders evaluate whether the use of longer assignments is necessary.</li> </ul>	<b>1A.1, 1A.2, 1A.7</b>	<b>1B.1, 1B.2, 1B.3, 1B.5</b>

	Significant Hazard Section	Actions/Control Measures in Place	Ref to Opening Principles	Ref to Government Preventative Measures
		<ul style="list-style-type: none"> <li>Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual.</li> <li>Site guidance on physical distancing and hygiene is explained to temporary workers on or before arrival.</li> <li>Peripatetic music lessons can take place - pupils use own instruments and are socially distanced from the teacher. Lessons take place in rooms large enough to accommodate social distancing requirements with pupil and teacher should be positioned side by side if possible.</li> </ul>		
15.5	<b>Expectation and deployment of ITT trainees compromises preventative measures increasing the risk of spreading the virus</b>	<ul style="list-style-type: none"> <li>The hosting of ITT trainees can take place.</li> <li>Schools have considered how this can be achieved to support the preventative measures in place, for instance: - <ul style="list-style-type: none"> <li>take responsibility, with the usual mentor oversight, for small groups of pupils across or within years,</li> <li>adapting resources for such groups, creating online learning materials, re-planning sequences of lessons or delivering catch-up lessons</li> <li>work in pairs or groups to co-plan, co-teach and co-assess lessons with their mentors or other trainees.</li> <li>Paired and group placements, where these are possible, benefit trainees, mentors and teaching staff, promoting a greater sense of team collaboration, ongoing professional learning and reductions in workload</li> </ul> </li> </ul>	1A.1, 1A.2, 1A.7	1B.1, 1B.2, 1B.3, 1B.5
15.6	<b>Volunteers compromises preventative measures increasing the risk of spreading the virus</b>	<ul style="list-style-type: none"> <li>Volunteers will not be used until further notice.</li> </ul>	1A.7	1B.1, 1B.2, 1B.3, 1B.5
15.7	<b>Deploying support staff and accommodating visiting specialists compromises preventative measures increasing the risk of spreading the virus</b>	<ul style="list-style-type: none"> <li>Appropriate support is available for pupils with SEND, for example by deploying teaching assistants and enabling specialist staff from both within and outside the school to work with pupils in different classes or year groups</li> <li>Where necessary, teaching assistants are deployed to lead groups or cover lessons, under the direction and supervision of a qualified, or</li> </ul>	1A.7	1B.1, 1B.2, 1B.3, 1B.5

	Significant Hazard Section	Actions/Control Measures in Place	Ref to Opening Principles	Ref to Government Preventative Measures
		nominated, teacher (under the Education (Specified Work) (England) Regulations 2012 for maintained schools and non-maintained special schools and in accordance with the freedoms provided under the funding agreement for academies).		
15.8	<b>Staff wellbeing support is not in place increases risk of fully opening of schools in September</b>	<ul style="list-style-type: none"> <li>• School leaders have regard to staff (including the headteacher) work-life balance and wellbeing in the measures that are proposed.</li> <li>• Schools have explained to all staff the measures they are proposing putting in place and involve all staff in that process</li> <li>• Schools have evaluated the need to alter the way in which they deploy staff, and use existing staff more flexibly. Managers discuss and agree any changes to staff roles with individuals.</li> <li>• All employers have a duty of care to their employees, and this extends to their mental health. A mental health first aid course is available to staff to support colleagues.</li> <li>• Schools have mechanisms in place to support staff wellbeing.</li> </ul>	<b>1A.1, 1A.2, 1A.7</b>	<b>1B.1, 1B.2, 1B.3, 1B.5</b>
15.9	<b>Recruitment processes increases risk of fully opening of schools in September</b>	<ul style="list-style-type: none"> <li>• School continue to recruit remotely over the summer period.</li> <li>• Recruitment to continue as usual from September.</li> <li>• When recruiting, schools adhere to the legal requirements regarding pre-appointment checks.</li> <li>• During the summer, safeguarding checks are carried out remotely as set out in coronavirus (COVID-19): safeguarding in schools, colleges and other providers guidance.</li> <li>• From the start of the autumn term checks will revert to being carried out in person.</li> </ul>	<b>1A.1, 1A.2</b>	<b>1B.1, 1B.5</b>
15.10	<b>Measures in offices do not comply with COVID-19 secure guidelines.</b>	<ul style="list-style-type: none"> <li>• Support staff and office staff work from home where possible and practicable and where explicitly agreed by their line manager.</li> <li>• Face-to-face meetings are minimised and replaced with virtual meetings where possible.</li> <li>• Office spaces are laid out so that people working in them are 2 metres apart. If someone needs to approach someone else's desk a face covering is worn.</li> </ul>	<b>1A.7</b>	<b>1B.2, 1B.3, 1B.4, 1B.5</b>

	Significant Hazard Section	Actions/Control Measures in Place	Ref to Opening Principles	Ref to Government Preventative Measures
		<ul style="list-style-type: none"> <li>• Good ventilation is maintained by opening of windows.</li> <li>• Cleaning solutions, hand sanitiser, tissues and bins are provided for every desk/office area.</li> <li>• Good hand hygiene is maintained throughout the working day.</li> <li>• Staff take responsibility for wiping/cleaning their own workstations with the cleaning products provided.</li> <li>•</li> </ul>		
15.11	<b>Covid pandemic compromises teachers ability to progress via performance management</b>	<ul style="list-style-type: none"> <li>• Pragmatic steps are in place to adapt performance management and appraisal arrangements to take account of the current circumstances.</li> <li>• Teachers are not penalised during the appraisal process or in respect of any subsequent pay progression decisions as a result of the decision to restrict pupil attendance at schools, such as where this has had an impact on the ability of the teacher to meet fully their objectives.</li> <li>• Appraisals and performance management for support staff should be carried out in accordance with the employee's contract of employment.</li> </ul>	<b>1A.1, 1A.2</b>	<b>1B.5</b>
<b>16.0</b>	<b>Trips</b>			
16.1	<b>Increasing the risk of spreading COVID-19 through trips</b>	<ul style="list-style-type: none"> <li>• Domestic (UK) overnight and overseas educational visits will not take place until further notice.</li> <li>• Non-overnight domestic educational visits can resume from September.</li> <li>• This is in line with preventative measures, such as keeping children within their consistent groups, and ensuring COVID-secure measures in place at the destination</li> <li>• Trips for pupils with SEND connected with their preparation for adulthood (for example, workplace visits, travel training etc.) will go ahead.</li> <li>• Schools will make use of outdoor spaces in the local area to support delivery of the curriculum.</li> </ul>	<b>1A.1, 1A.2, 1A.7</b>	<b>1B.2, 1B.5</b>

	Significant Hazard Section	Actions/Control Measures in Place	Ref to Opening Principles	Ref to Government Preventative Measures
		<ul style="list-style-type: none"> <li>A full and thorough Standard Operating Procedure in relation to all educational visits is completed to ensure they can be done safely.</li> <li>As part of this, schools consider what COVID-19 secure control measures need to be used and ensure they are aware of wider advice on visiting indoor and outdoor venues</li> </ul>		
<b>17.0</b>	<b>Operations premises management</b>			
<b>17.1</b>	<b>Pre-term building checks compromises the full opening of schools from September</b>	<ul style="list-style-type: none"> <li>Prior to reopening for the autumn term, pre-term building checks are undertaken to make the school safe.</li> <li>This includes legionella and electrical safety checks.</li> </ul>	<b>1A.1, 1A.2, 1A.7</b>	<b>1B.2, 1B.5</b>
<b>17.2</b>	<b>School sites compromises the full re-opening of schools in September</b>	<ul style="list-style-type: none"> <li>Due to class sizes returning to normal and enhanced cleaning routines we are not delivering any of pupils' education on other sites (such as community centres / village halls).</li> <li>Small adaptations to the school site have been implemented to ensure the school site is COVID-19 secure i.e. perspex screens in receptions, one way systems,</li> </ul>	<b>1A.7</b>	<b>1B.5</b>
<b>17.3</b>	<b>Ventilation is inadequate and may increase the spread of the virus</b>	<ul style="list-style-type: none"> <li>Windows are open and doors propped open to increase ventilation where safe to do so (bearing in mind fire safety, security and safeguarding).</li> <li>Use of air conditioning and air handling systems conforms to the HSE guidance.</li> <li>The risk of air conditioning spreading COVID-19 is extremely low.</li> <li>Individual units in rooms or portable units remain on as they operate on 100% recirculation.</li> <li>Where mechanical ventilation is present, recirculatory systems are adjusted to full fresh air.</li> <li>If mechanical ventilation systems servicing more than one room cannot be adjusted to full fresh air these are switched off.</li> </ul>	<b>1A.7</b>	<b>1B.3, 1B.5</b>
<b>17.4</b>	<b>Contractors on site whilst school is in operation may pose a risk to social</b>	<ul style="list-style-type: none"> <li>Contractor COVID-19 risk assessment is in place.</li> </ul>	<b>1A.7</b>	<b>1B.4, 1B.5</b>



	Significant Hazard Section	Actions/Control Measures in Place	Ref to Opening Principles	Ref to Government Preventative Measures
	<b>distancing and infection control</b>	<ul style="list-style-type: none"> <li>• Arrangements for each individual contractors with regards to entrance, movement around site, contractor facilities if required are pre-agreed prior to being let on site.</li> <li>• All contractors sign the contractor COVID-19 risk assessment and appendix.</li> <li>• Site staff ensure that guidance on physical distancing and hygiene is explained to contractors</li> <li>• Where visits can happen outside of school hours, they do.</li> <li>• A record is be kept of all contractors.</li> </ul>		
<b>18.0</b>	<b>Costs</b>			
<b>18.1</b>	<b>The costs of additional measures and enhanced services to address COVID-19 when reopening places the Trust in financial difficulties</b>	<ul style="list-style-type: none"> <li>• The Trust's financial position is healthy and presents no concern with respect financial difficulties arising.</li> <li>• The Trust's processes deliver robust financial management and budgetary control.</li> <li>• Additional costs arising specifically as a result of COVID-19 are tracked.</li> <li>• Continuous financial forecasting is updated and reported to the Board.</li> <li>• Access to Government funding in relation to COVID-19 costs is assessed.</li> </ul>	<b>1A.3, 1A.4, 1A.5</b>	
<b>19.0</b>	<b>Governance</b>			
<b>19.1</b>	<b>Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements.</b>	<ul style="list-style-type: none"> <li>• The Trust Board and governing bodies continue to meet regularly via online platforms as far as possible.</li> <li>• The Trust Board and governing body agendas are structured to ensure all statutory requirements are discussed and Trust / school leaders are held to account for their implementation.</li> <li>• Regular dialogue with the Chair of Trust Board/Governors and those governors with designated responsibilities is in place. The Trust Director who holds the H&amp;S portfolio reviews the RA before schools fully re-open.</li> </ul>	<b>1A.1, 1A.2, 1A.3, 1A.4, 1A.5, 1A.6, 1A.7</b>	<b>1B.1, 1B.2, 1B.3, 1B.4, 1B.5, 1B.6, 1B.7, 1B.8, 1B.9</b>

	Significant Hazard Section	Actions/Control Measures in Place	Ref to Opening Principles	Ref to Government Preventative Measures
		<ul style="list-style-type: none"> <li>Minutes of Trust Board/governing body meetings are reviewed to ensure that they accurately record Board members / governors' oversight and holding leaders to account for areas of statutory responsibility.</li> </ul>		
<b>20.0</b>	<b>Safeguarding and child protection</b>			
<b>20.1</b>	<b>Safeguarding arrangements</b>	<ul style="list-style-type: none"> <li>An up to date CP &amp; safeguarding policy is in place, which includes Covid-19 addendum. This will be reviewed in light of the planned return of all pupils from September.</li> <li>Staff who interact with pupils, including online, continue to look out for signs a child may be at risk.</li> <li>Relevant safeguarding and welfare information held on all pupils to remain accurate. The DSL/deputies will reasonably ask parents/carers to advise them of any changes regarding welfare, health and wellbeing that they should be aware of before a child returns.</li> <li>DSLs/deputies will continue to work with relevant safeguarding partners.</li> </ul>	<b>1A.1, 1A.2, 1A.6, 1A.7</b>	<b>1B.1, 1B.2, 1B.3, 1B.4, 1B.5, 1B.7, 1B.8, 1B.9</b>
<b>20.2</b>	<b>Increase in disclosures from returning students</b>	<ul style="list-style-type: none"> <li>Staff will continue to have regard to KCSIE and the Trust's CP &amp; Safeguarding Policy, which includes a Covid-19 addendum, to act immediately if they have a safeguarding concern about any child</li> <li>The Designated Safeguarding Lead (DSL) or a deputy DSL will be available on site each day.</li> <li>DSLs and deputies will have more time (where resource allows) to support staff and pupils regarding new concerns, following the full return of pupils, and referrals to social care as appropriate.</li> <li>DSLs/deputies will continue to work with social workers. Schools will notify social workers where children with a social worker do not attend</li> </ul>	<b>1A.1, 1A.2, 1A.6, 1A.7</b>	<b>1B.1, 1B.2, 1B.3, 1B.4, 1B.5, 1B.7, 1B.8, 1B.9</b>
<b>20.3</b>	<b>Safer Recruitment/Movement of staff</b>	<ul style="list-style-type: none"> <li>Schools will keep a record of which staff are on site and that relevant checks have been carried out.</li> <li>The single central record (SCR) will continue to be kept up to date.</li> </ul>	<b>1A.1, 1A.2, 1A.6, 1A.7</b>	<b>1B.1, 1B.2, 1B.3, 1B.4, 1B.5, 1B.7, 1B.8, 1B.9</b>

