

	<b>Establishment/Department</b> Education South West	<b>COVID-19: Operational risk assessment for ALL ESW SCHOOLS</b>	<b>RA100</b>
	<b>This risk assessment is for the continuing provision of education in all ESW schools during the COVID pandemic</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 ‘School Coronavirus (COVID-19) operational guidance – February 2021.  <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> March 2021	
<b>GOVERNMENT GUIDANCE</b>		<b>Assessor(s):</b> Stuart White (ESW Finance Director and Chief Operating Officer) Zoe Williamson (ESW Facilities & Compliance Manager)	
<ul style="list-style-type: none"> <li>• Transport to School and Other Places of Education: Autumn Term 2020 guidance.</li> <li>• NHS Test and Trace: how it works guidance</li> <li>• Coronavirus (COVID-19): getting tested guidance</li> <li>• Face coverings: when to wear one, exemptions, and how to make your own</li> <li>• Face coverings in education guidance</li> <li>• Stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection</li> <li>• Guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19</li> <li>• HSE guidance - First aid during the coronavirus (COVID-19) pandemic</li> <li>• Coronavirus (COVID-19): how to self-isolate when you travel to the UK</li> <li>• HSE Guidance - Legionella risks during the coronavirus pandemic</li> <li>• Protective measures for holiday and after-school clubs, and other out-of-school settings during the coronavirus (COVID-19) outbreak</li> <li>• Working safely during coronavirus (COVID-19)</li> <li>• Proposed changes to the assessment of GCSEs, AS and A levels in 2021</li> <li>• COVID-19 contain framework: a guide for local decision-makers</li> <li>• Coronavirus (COVID-19) asymptomatic testing in schools and colleges Jan 2021</li> <li>• Rapid asymptomatic coronavirus (COVID-19) testing for staff in primary schools, school-based nurseries and maintained nursery schools – Jan 2021</li> <li>• School Coronavirus (COID-19) operational guidance – February 2021.</li> </ul>	<ul style="list-style-type: none"> <li>• COVID-19: guidance for households with possible coronavirus infection</li> <li>• Safe working in education, childcare and children’s social care settings, including the use of personal protective equipment (PPE)</li> <li>• COVID-19: cleaning of non-healthcare settings outside the home</li> <li>• HSE Air conditioning and ventilation during the coronavirus pandemic guidance</li> <li>• Coronavirus (COVID-19): test kits for schools and FE providers</li> <li>• Improving school attendance: support for schools and local authorities</li> <li>• Guidance and advice on coronavirus (COVID-19) and pregnancy is available from the Royal College of Gynaecologists.</li> <li>• COVID-19: review of disparities in risks and outcomes</li> <li>• Keeping children safe in education</li> <li>• Guidance for food businesses on coronavirus (COVID-19)</li> <li>• Guidance for parents and carers of children attending out-of-school settings during the coronavirus (COVID-19) outbreak</li> <li>• Early years foundation stage: coronavirus disapplications</li> <li>• Return to recreational team sport framework</li> <li>• Local COVID alert levels: what you need to know</li> <li>• Coronavirus (COVID-19): advice for pregnant employees - 11 January 2021</li> <li>• Actions for early years and childcare providers – February 2021.</li> </ul>		

	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 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, 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, 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 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 for all pupils from 8 March 2021 in line with government guidelines.</li> <li>• The usual rules on school attendance apply, including: <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> </ul> </li> </ul>

		<ul style="list-style-type: none"> <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 required to self-isolate by ensuring they do not attend the school.</li> </ul>
<b>1B.2</b>	<b>Preventative Control</b>	<ul style="list-style-type: none"> <li>Ensure face coverings are used in recommended circumstances</li> </ul>
<b>1B.3</b>	<b>Preventative Control</b>	<ul style="list-style-type: none"> <li>Ensure everyone is advised to clean their hands thoroughly and more often than usual.</li> </ul>
<b>1B.4</b>	<b>Preventative Control</b>	<ul style="list-style-type: none"> <li>Ensure good respiratory hygiene for everyone by promoting the 'catch it, bin it, kill it' approach.</li> </ul>
<b>1B.5</b>	<b>Preventative Control</b>	<ul style="list-style-type: none"> <li>Maintain enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents.</li> </ul>
<b>1B.6</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.7</b>	<b>Preventative Control</b>	<ul style="list-style-type: none"> <li>Always keeping spaces well ventilated</li> </ul>
<b>1B.8</b>	<b>Preventative Control</b>	<ul style="list-style-type: none"> <li>. Where necessary, wear appropriate personal protective equipment (PPE)</li> </ul>
<b>1B.9</b>	<b>Preventative Control</b>	<ul style="list-style-type: none"> <li>Promote and engage in asymptomatic testing, where available.</li> </ul>
<b>1B.10</b>	<b>Infection Response</b>	<ul style="list-style-type: none"> <li>Engage with the NHS Test and Trace process</li> </ul>
<b>1B.11</b>	<b>Infection Response</b>	<ul style="list-style-type: none"> <li>Manage and report confirmed cases of coronavirus (COVID-19) amongst the school community.</li> </ul>
<b>1B.12</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 co-mingling 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.6</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.6</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.6,</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.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>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.3, 1B.6</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 with sufficient detail to support rapid contact tracing if required by NHS Test &amp; Trace.</li> <li>Schools continue to engage with local immunisation providers to provide immunisation programmes on site, ensuring these will be delivered in keeping with the school's control measures.</li> </ul>	<b>1A.7</b>	<b>1B.6</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> </ul>	<b>1A.1, 1A.2, 1A.7</b>	<b>1B5, 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>Outdoor playground equipment is used and is more frequently cleaned.</li> <li>All play equipment continues to be safety checked in line with statutory compliance.</li> </ul>		
3.2	<p><b>Provision of <u>physical education, sport and physical activity</u> increases the risk of spreading the virus</b></p>	<ul style="list-style-type: none"> <li>Pupils are kept in consistent groups whilst timetabled for physical education, sports and physical activity.</li> <li>Outdoor sports are prioritised where possible, and contingency plans in place for wet weather lessons.</li> <li>Large indoor spaces maximise 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.</li> <li>PE lessons can be held indoors, including those activities related to team sports but must be delivered within the school's own safe system of controls i.e. risk assessment of space, distancing, ventilation etc</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> <li>Schools only provide team sports on the list available at return to recreational team sport framework</li> <li>Contact sports are avoided until further guidance from the government is communicated.</li> <li>Measures are in place to encourage social distancing during activities.</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 and once all facility COVID risk assessments are checked for compliance.</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> </ul>	1A.1, 1A.2, 1A.7	1B.5, 1B.6, 1B.7

	Significant Hazard Section	Actions/Control Measures in Place	Ref to Opening Principles	Ref to Government Preventative Measures
		<ul style="list-style-type: none"> <li>• Opportunities for handwashing before and after the lesson are in place.</li> <li>• Competition between different schools does not take place until wider grassroots sport for under 18s is permitted.</li> <li>• Pupils and staff are not permitted to use the swimming pool at BLA or CBD</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> </ul>	1A.1, 1A.2, 1A.7	1B.5, 1B.6, 1B.7

	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 handling of music scores, parts and scripts is limited to the individual using them.</li> <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. However, hosting of audiences using alternative methods where possible, such as through live streaming or recording performances is encouraged.</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.5, 1B.6, 1B.7</b>
3.5	<b>Libraries</b>	<ul style="list-style-type: none"> <li>Libraries within schools can be used <b><u>on a timetabled basis only</u></b> to access reading books only, limiting the activities and risk of co-mingling 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> </ul>	<b>1A.1, 1A.2, 1A.7</b>	<b>1B.3, 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>• Unnecessary tables/chairs are removed to increase circulation space; fabric furniture inc. bean bags are removed and replaced with plastic chairs wherever possible.</li> <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 unless supporting their own year group bubble.</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>		
3.6	<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>• Pupils with SEND are fully supported, including through the use of individual healthcare plans, so that they may receive an education in line with their peers.</li> <li>• Teachers ensure pupil's needs are most effectively met to ensure they continue to make progress.</li> <li>• Schools work collaboratively with families, putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education alongside their peers.</li> </ul>	<b>1A.1, 1A.2, 1A.7</b>	<b>1B.3, 1B.5, 1B.6</b>
3.7	<b>Vulnerable children</b>	<ul style="list-style-type: none"> <li>• Where vulnerable children are self-isolating, systems are in place to keep in contact with them.</li> <li>• This includes procedures to check if the vulnerable child is able to access remote education support, to support them to access it (as far as possible) and to regularly check if they are doing so.</li> </ul>	<b>1A.1, 1A.2, 1A.7</b>	<b>1B.3, 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>Where applicable this also includes notifying a child's social worker and agree with them the best way to maintain contact and offer support to the vulnerable child or young person.</li> </ul>		
3.8	<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 performances, assemblies to parents or productions to take place until further guidance received from government.</li> <li>No events are being held by Parents' Associations or Friends groups to until further guidance is received from government unless events can take place virtually.</li> </ul>	1A.7	1B.6
3.9	<b>Pupils' behaviour 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> </ul>	1A.6, 1A.7	1B.3, 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>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> <li>Pupils with an education, health and care plan or those who are a looked after child, if at risk of exclusion, the head teacher contacts child's parent or guardian and seeks advice from their virtual school head as soon as possible to help the school decide how to help the child and avoid exclusion becoming necessary.</li> </ul>		
3.10	Marking policy compromises implementation of COVID-19 preventative measures	<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>	1A.2, 1A.2, 1A.7	1B.5
3.11	School uniform	<ul style="list-style-type: none"> <li>Increased ventilation may make school buildings cooler than usual over the winter months. Additional items of suitable indoor clothing are permitted to be worn during the winter months and only as communicated by the school as part of their school uniform policy.</li> <li>Where this occurs, it is ensured that no extra financial pressure is placed on parents and that additional clothing items are optional.</li> </ul>	1A.6, 1A.7	1B.7
3.12	Specific points for key stages 4 and 5	<ul style="list-style-type: none"> <li>The government has announced that GCSEs, A and AS level exams will not go ahead summer 2021 as planned.</li> <li>Students taking GCSE, AS and A levels, will receive grades based on teacher assessment, with teachers supported to reach their judgements by guidance and training from the exam boards. Further detail will be published shortly.</li> </ul>	1A.1, 1A.6	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>• However, the majority of pupils in year 10 and 11 are expected to continue to study their examination subjects to support them towards their preferred route to further study.</li> <li>• Performance tables are suspended for the 2019 to 2020 academic year, and no school or college will be judged on data based on exams and assessments from 2020.</li> <li>• For the 2020 to 2021 academic year, the government confirmed on 3 December that they will not be publishing data based on exams and assessments from summer 2021 on school and college performance tables.</li> </ul>		
<b>4.0</b>	<b>Primary setting specific delivery</b>			
<b>4.1</b>	<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> <li>• Staff and pupils are briefed, and signage provided to identify which entrances and exits to use.</li> </ul>	<b>1A.7</b>	<b>1B.6</b>
<b>4.2</b>	<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.5</b>
<b>4.3</b>	<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> </ul>	<b>1A.2, 1A.7</b>	<b>1B.3, 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>• 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>		
4.4	<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>• All play equipment is safety checked in line with statutory compliance.</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.5, 1B.6</b>
4.5	<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>• Multi-use halls in primary schools are used for PE. Lessons focusing on activities where children can distance themselves and face the front are prioritised (e.g. fitness, yoga).</li> <li>• Use of equipment is minimised and 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> </ul>	<b>1A.2, 1A.7</b>	<b>1B.3, 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>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>		
4.6	<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.6</b>
4.7	<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.6</b>
4.8	<b>EYFS</b>	<ul style="list-style-type: none"> <li>For pupils in Reception, disapplications of specific EYFS requirements can be used where coronavirus (COVID-19) restrictions prevent settings delivering the EYFS in full.</li> <li>Teachers and early years practitioners may consider focusing more on the prime areas of education, including communication and language, personal, social and emotional development, and physical development, if they think this would support their children to catch up following time out due to coronavirus (COVID-19).</li> </ul>	<b>1A.2, 1A.7</b>	<b>1B.3,1B.4, 1B.5,1B.6</b>
4.9	<b>Primary Assessment</b>	<ul style="list-style-type: none"> <li>Due to the further disruption caused by school closures, primary assessments cannot continue as intended. Statutory key stage 1 and key stage 2 tests are cancelled and teacher assessments planned for summer 2021, including the key stage 2 tests in reading and mathematics. These arrangements will apply for summer 2021 only.</li> <li>A full programme of primary assessments is planned to take place in the 2021/22 academic year.</li> <li>The introduction of the multiplication tables check is postponed a further year, whilst still enabling schools to use it on an optional basis.</li> </ul>	<b>1A.2, 1A.7</b>	<b>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>The statutory rollout of the reception baseline assessment has been postponed until September 2021. During the summer term 2020, schools had the opportunity to sign up to the 2020 to 2021 early adopter year.</li> <li>In light of the impact of coronavirus (COVID-19) outbreak, the 2020 to 2021 academic year will be a transitional year (subject to the necessary legislation being made) to allow schools time to prepare for, and start embedding, the engagement model. The engagement model is the new attainment framework (replacing P scales 1 to 4) for pupils working below the standard of national curriculum assessments and not engaged in subject-specific study.</li> <li>The 2020 to 2021 academic year will be a transitional year where schools that have prepared to implement the engagement model will be able to report against it and schools that need more time to implement this change will have the option to assess against P scales 1 to 4, for one final year. The engagement model will become statutory from September 2021.</li> </ul>		
4.10	<b>Pre schools and breakfast/afterschool clubs compromises COVID-19 preventative measures</b>	<ul style="list-style-type: none"> <li>From 8 March, all before and after-school educational activities and wraparound childcare for pupils is resumed, where this provision is necessary to support parents to work, attend education and access medical care, and is as part of pupil's wider education and training</li> <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> <li>In accordance with government guidance, pupils of pre-schools may attend dual settings. We encourage parents to limit the number of settings used. Parents and pupils will need to strictly follow the safe systems of control in each setting.</li> </ul>	1A.4, 1A.5, 1A.7	1B.3, 1B4, 1B.5,1B.6

	Significant Hazard Section	Actions/Control Measures in Place	Ref to Opening Principles	Ref to Government Preventative Measures
4.11	<b>Uniform</b>	<ul style="list-style-type: none"> <li>Additional items of suitable indoor clothing are permitted to be worn during the winter period and only as communicated by the school as part of their school uniform policy, particularly where increased ventilation creates colder temperatures</li> <li>Where this occurs, it is ensured that no extra financial pressure is placed on parents and that additional clothing items are optional.</li> </ul>	<b>1A.7</b>	<b>1B.7</b>
4.12	<b>Toddler groups taking place within school compromises COVID-19 preventative measures</b>	<ul style="list-style-type: none"> <li>Indoor parent and toddler groups will re-start from the 12th April with the maximum of 15 parents attending.</li> <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>	<b>1A.4, 1A.7</b>	<b>1B.5,1B.6</b>
<b>5.0</b>	<b>Moving around the site</b>			
5.1	<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.</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> </ul>	<b>1A.7</b>	<b>1B.6</b>



	Significant Hazard Section	Actions/Control Measures in Place	Ref to Opening Principles	Ref to Government Preventative Measures
5.2	<b>Movement around the school risks breaching social distancing guidelines</b>	<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> <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>	1A.7	1B.6
6.0	<b>Breaks and lunchtimes</b>			
6.1	<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>	1A.7	1B.6
6.2	<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>	1A.7	1B.6

	Significant Hazard Section	Actions/Control Measures in Place	Ref to Opening Principles	Ref to Government Preventative Measures
<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 and normal legal requirements apply regarding provision of food to all pupils who want it, including for those eligible for benefits-related free school meals or universal infant free school meals.</li> <li>• For any pupils who are having to self-isolate and who are eligible for Free School Meals, provision is made to ensure this option is still available to them.</li> <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>	<b>1A.3, 1A.7</b>	<b>1B.2, 1B.3, 1B.4, 1B.5, 1B.6, 1B.7</b>
<b>7.2</b>	<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, 1B.7</b>
<b>8.0</b>	<b>Extra curricular clubs</b>			
<b>8.1</b>	<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.6</b>

	Significant Hazard Section	Actions/Control Measures in Place	Ref to Opening Principles	Ref to Government Preventative Measures
<b>9.0</b>	<b>Hygiene management during the day</b>			
<b>9.1</b>	<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>• We ensure that pupils clean their hands regularly/hand sanitise, including: <ul style="list-style-type: none"> <li>• when they arrive at the school</li> <li>• when they return from breaks</li> <li>• when they change rooms</li> <li>• before and after eating</li> </ul> </li> <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>	<b>1A.7</b>	<b>1B.3, 1B.4</b>
<b>9.2</b>	<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.5</b>
<b>9.3</b>	<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> </ul>	<b>1A.7</b>	<b>1B.4</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>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>		
9.4	Inadequate supplies of soap and hand sanitiser mean that pupils and staff do not wash their hands with sufficient frequency	<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>	1A.7	1B.3, 1B.4, 1B.5
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.3, 1B.4, 1B.5, 1B.6
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> <li>This also includes the rapid testing areas within secondary schools where enhanced cleaning is implemented.</li> </ul>	1A.7	1B.6
10.0	<b>Cleaning regimes</b>			
10.1	Enhanced cleaning, including cleaning frequently touched surfaces often using standard	<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> </ul> </li> </ul>	1A.7	1B.5

	Significant Hazard Section	Actions/Control Measures in Place	Ref to Opening Principles	Ref to Government Preventative Measures
	products, such as detergents	<ul style="list-style-type: none"> <li>○ frequently touched surfaces being cleaned more often than normal.</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 is 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> <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.</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 including support in promoting the use of face coverings on school transport and to help resolve any issues of non-compliance where appropriate.</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> </ul>	<b>1A.7</b>	<b>1B.2, 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>• 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 <ul style="list-style-type: none"> <li>○ Enhanced and more frequent cleaning of the vehicles is in place.</li> <li>○ Hand sanitiser upon boarding and/or disembarking is used.</li> <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>○ Fresh air (from outside the vehicle) through ventilation, is maximised, particularly through opening windows and ceiling vents</li> </ul> </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>			
12.1	<b>School provision does not cater for pupils who are shielding or self-isolating</b>	<ul style="list-style-type: none"> <li>• Pupils who have been confirmed as clinically extremely vulnerable (CEV) stay at home and shield as much as possible until further notice.</li> <li>• CEV pupils are advised not to attend school while shielding advice applies nationally.</li> <li>• Schools are able to request from parents a copy of the shielding letter sent to CEV children, to confirm that they are advised not to attend school or other educational settings whilst shielding guidance is in place.</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
		<ul style="list-style-type: none"> <li>• Where a pupil is unable to attend school because they are complying with clinical or public health advice, access to remote education is provided.</li> <li>• A record of, and monitor of engagement with this activity is in place but this does not need to be formally recorded in the attendance register.</li> <li>• Where children are not able to attend school as they are following clinical or public health advice related to coronavirus (COVID-19), the absence will not be penalised.</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>• This includes anyone with symptoms even if they recently had a negative LFD test result.</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>• Those with symptoms are also expected to order a test online or visit a test site to take a lab-based polymerase chain reaction (PCR) test to check if they have the virus.</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> </ul>	1A.7	1B.1, 1B.6, 1B.7, 1B.8, 1B.9 1B.10

	Significant Hazard Section	Actions/Control Measures in Place	Ref to Opening Principles	Ref to Government Preventative Measures
		<ul style="list-style-type: none"> <li>• Suitable PPE is available at this location.</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> <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>• Communicate core reminders of hygiene to all pupils and staff.</li> <li>• Public Health England has good evidence that routinely taking the temperature of pupils is not recommended as this is an unreliable method for identifying coronavirus (COVID-19)</li> <li>• Any member of staff who has provided close contact care to someone with symptoms, while wearing PPE and all other members of staff or pupils who have been in close contact with that person with symptoms, if wearing a face covering, do not need to go home to self-isolate unless: <ul style="list-style-type: none"> <li>○ The symptomatic person subsequently tests positive</li> <li>○ They develop symptoms themselves (in which case, they should arrange to have a test)</li> <li>○ They are requested to do so by NHS Test and Trace or the PHE advice service (or PHE local health protection team if escalated)</li> </ul> </li> <li>• Confirmation that: If someone with symptoms tests negative for COVID, then they should stay at home until they are recovered as usual from their illness but can safely return thereafter. The only exception to return following a negative test result is where an individual is separately identified as a close contact of a confirmed case when they will need to self-isolate for 10 days from the date of that contact.</li> </ul>		



	Significant Hazard Section	Actions/Control Measures in Place	Ref to Opening Principles	Ref to Government Preventative Measures
12.3	<p><b>Access to rapid asymptomatic testing for students in secondary schools delayed increases risk of community prevalence of coronavirus.</b></p>	<ul style="list-style-type: none"> <li>• Rapid testing is in place following government guidelines for secondary age pupils and staff.</li> <li>• Secondary schools offer pupils testing at an on-site ATS from 8 March. Testing and return of pupils is phased during the first week to manage the number of pupils passing through the test site at any one time. Three tests are offered, 3 to 5 days apart.</li> <li>• Pupils not undergoing testing attend school in line with the school's phased return arrangements.</li> <li>• Consent is required from the student (sixth form) or parent (under 16) for on-site testing. Consent is also required from staff members.</li> <li>• Testing remains voluntary but strongly encouraged.</li> <li>• Students who receive positive test results are required to self-isolate in line with existing guidance.</li> <li>• Close contact serial testing does not take place in line with the most recent government guidance. PHE and NHS Test and Trace have now reviewed their initial advice in light of the higher prevalence and rates of transmission of the new variant.</li> <li>• A negative test result does not remove the risk of transmission. All existing COVID guidelines and measures in all ESW schools remain in place and MUST be followed.</li> <li>• This testing programme does not replace the current programme for those with symptoms. Anyone who is showing symptoms of coronavirus (COVID-19) will be required to self-isolate until the result from a lab-based polymerase chain reaction (PCR) test is known.</li> <li>• For secondary school pupils, testing will move to a home testing programme after pupils have been tested 3 times at school.</li> <li>• Secondary pupils for whom parents did not consent to on site ATS testing, will be able to access home test kits as the same time they are made available to the year group in which that child belongs.</li> <li>• Parents must register consent on the ESW registration system before home test kits will be provided to their child.</li> </ul>	1A.1, 1A.7	1B.1, 1B.9, 1B.10, 1B.11, 1B.12

	Significant Hazard Section	Actions/Control Measures in Place	Ref to Opening Principles	Ref to Government Preventative Measures
		<ul style="list-style-type: none"> <li>• Pupils will be supplied with LFD test kits to self swab and test themselves twice a week at home. Pupils / parents must report their result to NHS Test and Trace as soon as the test is completed either online or by telephone as per the instructions in the home test kit.</li> <li>• Pupils must report their result, whether void, positive or negative, with their school to help with contact tracing.</li> <li>• Pupils aged 18 and over who self-test with assistance if needed and report the result. Adolescents aged 12 to 17 should self-test and report with adult supervision. The adult may conduct the test if necessary. Children aged 11 attending a secondary school should be tested by an adult.</li> <li>• Primary age pupils will not be tested with LFDs. Public Health England have advised there are currently limited public health benefits attached to testing primary pupils with lateral flow devices. Primary age pupils may find the LFD testing process unpleasant and are unable to self-swab. We will review this approach in the light of any emerging evidence</li> </ul>		
12.4	<p><b>Access to rapid asymptomatic testing for staff in secondary schools delayed increases risk of community prevalence of coronavirus.</b></p>	<ul style="list-style-type: none"> <li>• Teachers and other staff have access to routine testing twice a week</li> <li>• Testing is not mandatory for staff and they do not need to provide proof of a negative test result to attend school or college in person, although participation in testing is strongly encouraged.</li> <li>• Staff in primary schools continue to test with LFDs twice a week at home, as per existing guidance on testing for staff in primary schools and nurseries.</li> <li>• Staff in secondary schools are supplied with LFD test kits to self swab and test themselves twice a week at home.</li> <li>• Staff must report their result to NHS Test and Trace as soon as the test is completed either online or by telephone as per the instructions in the home test kit. Staff should also share their result, whether void, positive or negative, with their school to help with contact tracing.</li> <li>• Staff with a positive LFD test result will need to self-isolate in line with the stay-at-home guidance. They will also need to arrange a lab-based polymerase chain reaction (PCR) test to confirm the result if the test was done at home.</li> </ul>	1A.2, 1A.7	1B.1, 1B.9, 1B.10, 1B.11, 1B.12

	Significant Hazard Section	Actions/Control Measures in Place	Ref to Opening Principles	Ref to Government Preventative Measures
		<ul style="list-style-type: none"> <li>• Those with a negative LFD test result can continue to attend school and use protective measures.</li> <li>• Anyone with symptoms (even if they recently had a negative LFD test result), should still self-isolate immediately according to government guidelines.</li> <li>• Those with symptoms are also expected to order a test online or visit a test site to take a polymerase chain reaction (PCR) test to check if they have the virus.</li> </ul>		
12.5	<b>Lack of engagement with the NHS Test and Trace process increases risk of spreading the virus within the community</b>	<ul style="list-style-type: none"> <li>• Schools ensure they understand the NHS Test and Trace process.</li> <li>• Contact with the local Public Health England health protection team is ONLY via the ESW Finance Director and Chief Operating Officer or CEO.</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>• All schools have access to a supply of home test kits and shared services ensure the replenishment of supply.</li> <li>• The distribution of the home test kits is determined by the school in order to minimise the impact of the virus on the education of their pupils.</li> </ul>	1A.7	1B.1, 1B.10, 1B.11, 1B.12

	Significant Hazard Section	Actions/Control Measures in Place	Ref to Opening Principles	Ref to Government Preventative Measures
		<ul style="list-style-type: none"> <li>In particular, these tests kits help ensure that symptomatic staff can get a test and if they test negative, can return to work as soon as they no longer have symptoms of coronavirus (COVID-19).</li> </ul>		
12.6	<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 with symptoms tests negative for coronavirus (COVID-19), then they should stay at home until they are recovered as usual from their illness but can safely return thereafter. The only exception to return following a negative test result is where an individual is separately identified as a close contact of a confirmed case and must self-isolate in accordance with government and PHE advice.</li> <li>if someone with symptoms tests positive, they should follow the 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.9, 1B.10, 1B.11, 1B.12
12.7	<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 by the ESW Finance Director and Chief Operating Officer or CEO. 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 the ESW Finance Director and Chief Operating Officer and CEO in this situation to guide them through the actions they need to take.</li> </ul>	1A.7	1B.1, 1B.9, 1B.10, 1B.11, 1B.12

	Significant Hazard Section	Actions/Control Measures in Place	Ref to Opening Principles	Ref to Government Preventative Measures
		<ul style="list-style-type: none"> <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 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 travelling in a small vehicle, like a car, with an infected person</li> </ul> </li> <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. This includes teaching staff adhering to strict seating plans.</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> </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 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> <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>		
12.8	NHS COVID-19 app	<ul style="list-style-type: none"> <li>• The app is available to anyone aged 16 or over to download if they choose. For some young people, particularly some with special educational needs and disabilities (SEND), parents will need to decide whether or not their use of the app is appropriate.</li> <li>• This will mean that some students in year 11, and the majority of students in years 12 and above will be eligible to use the app and benefit from its features.</li> <li>• Staff members will also be able to use the app. The guidance for schools and further education colleges in England is intended to provide information to senior leaders in education settings about the app and how it works, and to set out guidance for its use within schools in England.</li> </ul>	1A.7	1B.10

	Significant Hazard Section	Actions/Control Measures in Place	Ref to Opening Principles	Ref to Government Preventative Measures
12.9	<b>Where necessary, wear appropriate personal protective equipment (PPE)</b>	<ul style="list-style-type: none"> <li>• In secondary schools, face coverings are worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained.</li> <li>• In addition, pupils must wear face coverings in classrooms or during activities unless social distancing can be maintained. This does not apply in situations where wearing a face covering would impact on the ability to take part in exercise or strenuous activity, for example in PE lessons.</li> <li>• Face coverings do not need to be worn by pupils when outdoors on the premises.</li> <li>• Face visors or shields should not be worn as an alternative to face coverings in the above circumstances.</li> <li>• Face visors or shields may protect against droplet spread in specific circumstances but are unlikely to be effective in reducing aerosol transmission when used without an additional face covering. They should only be used after carrying out a risk assessment for the specific situation and should always be cleaned appropriately</li> <li>• In line with government guidance, the additional precautionary measure are for a limited time during this period of high coronavirus (COVID-19) prevalence in the community. These measures will be in place until Easter</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, when moving around in corridors and communal areas. This will also apply to staff meetings and any other meetings held with adults</li> <li>• Primary school children will not need to wear a face covering.</li> <li>• Teachers and classroom based support staff are 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> </ul>	1A.7	1B.2, 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>• 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 as social distancing can be maintained.</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> <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 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>		



	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 in relation to the Rapid Testing centres within ESW secondary schools is readily available and used as per government guidelines and training.</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> </ul>	<b>1A.1, 1A.2</b>	<b>1B.1, 1B.10, 1B.11, 1B.12</b>
<b>13.2</b>	<b>Remote education expectations</b>	<ul style="list-style-type: none"> <li>Attendance is mandatory for all pupils of compulsory school age from 8 March.</li> <li>Schools affected by the Remote Education Temporary Continuity Direction are still required to provide remote education to pupils covered by the direction where their attendance would be contrary to government guidance or legislation around coronavirus (COVID-19).</li> <li>This includes, for example, where such guidance means that a class, group or small number of pupils need to self-isolate or that clinically extremely vulnerable children are to shield. All such pupils not physically unwell have access to remote education as soon as reasonably practicable, which may be the next school day.</li> </ul>	<b>1A.1, 1A.2, 1A.6</b>	<b>1B.1, 1B.10, 1B.11, 1B.12</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>• Secondary schools operating a phased return of pupils in the week commencing 8 March to allow for testing that week, will provide remote education for all pupils not yet expected to attend on-site.</li> <li>• All ESW schools have regard to the Direction and recognise that Ofsted inspection will consider the quality of schools' remote education in accordance with the expectations set out in this guidance.</li> <li>• The remote education provided is equivalent in length to the core teaching pupils would receive in school and includes both recorded or live direct teaching time, and time for pupils to complete tasks and assignments independently. The amount of remote education provided, as a minimum is: <ul style="list-style-type: none"> <li>○ Key Stage 1: 3 hours a day on average across the cohort, with less for younger children</li> <li>○ Key Stage 2: 4 hours a day</li> <li>○ Key Stages 3 and 4: 5 hours a day</li> </ul> </li> <li>• As part of our contingency plans, and in developing remote education, all schools: <ul style="list-style-type: none"> <li>○ teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject.</li> <li>○ use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations;</li> <li>○ give access to high quality remote education resources;</li> <li>○ select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use;</li> <li>○ Provide eligible pupils with access to IT in the form of laptops if access to IT is not available at home;</li> <li>○ provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access;</li> </ul> </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>○ recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools work with families to deliver a broad and ambitious curriculum.</li> <li>○ publish information for pupils, parents and carers about our remote education provision on each school's website by 25 January 2021.</li> <li>● When teaching pupils remotely, our expectations are to: <ul style="list-style-type: none"> <li>○ set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects;</li> <li>○ set work that is of equivalent length to the core teaching pupils would receive in school, and as a minimum: <ul style="list-style-type: none"> <li>▪ primary: 3 hours a day, on average, across the school cohort</li> <li>▪ secondary: 4 hours a day, with more for pupils working towards formal qualifications this year</li> </ul> </li> <li>○ provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos;</li> <li>○ have systems for checking, at least weekly, whether pupils are engaging with their work, and inform parents immediately where engagement is a concern</li> <li>○ gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work;</li> <li>○ enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding;</li> </ul> </li> <li>● At all times expectations with regards to remote education is assessed in relation to the pupils' age, stage of development or special educational</li> </ul>		

	Significant Hazard Section	Actions/Control Measures in Place	Ref to Opening Principles	Ref to Government Preventative Measures
		<p>needs, for example where this would place significant demands on parents' help or support schools will avoid an over-reliance on long-term projects or internet research activities.</p> <ul style="list-style-type: none"> <li>As part of the remote education offer, keeping children safe online is essential. The statutory guidance keeping children safe in education continues to be adhered to in order to protect all pupils online.</li> </ul>		
<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 are 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 are 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.10, 1B.11, 1B.12</b>
<b>14.2</b>	<b>Parents and carers are not fully informed of health and safety requirements</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.10, 1B.11, 1B.12</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.10, 1B.11, 1B.12</b>

	Significant Hazard Section	Actions/Control Measures in Place	Ref to Opening Principles	Ref to Government Preventative Measures
<b>15.0</b>	<b>Workforce</b>			
<b>15.1</b>	<b>Staff anxiety increases risk of continued operation of schools</b>	<ul style="list-style-type: none"> <li>• School and academy leaders support all staff with regards to work-life balance and wellbeing. This includes explaining to all staff the measures in place to ensure a safe and COVID secure school environment.</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 agreement with the Head of each individual school or the Trust Business Manager (for all shared services staff).</li> </ul>	<b>1A.1, 1A.2, 1A.7</b>	<b>1B.6</b>
<b>15.2</b>	<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>• Clinically Extremely Vulnerable (CEV) staff are advised not to attend the workplace. Staff who are CEV will previously have received a letter from the NHS or their GP telling them this (no new letter is required).</li> <li>• The current shielding guidance has been extended until 31 March and CEV staff are advised not to attend the workplace until that date.</li> <li>• CEV individuals should continue to shield even after they have been vaccinated.</li> <li>• CEV staff members can attend school at their own risk.</li> <li>• Those living with someone who is CEV can still attend work where home-working is not possible and should ensure they maintain good prevention practice in the workplace and home settings.</li> <li>• Clinically vulnerable staff can attend school. While in school, staff should always follow the specific measures in place to minimise the risks of transmission.</li> <li>• This includes taking particular care to observe good hand and respiratory hygiene, minimising contact and maintaining social distancing. This provides that ideally, adults should maintain 2-metre distance from others, and where this is not possible, avoid close face-to-face contact and minimise time spent within 1-metre of others.</li> <li>• While the risk of transmission between young children and adults is likely to be low, adults should continue to take care to socially distance from other adults, including older children/adolescents.</li> </ul>	<b>1A.1, 1A.2, 1A.7</b>	<b>1B.1, 1B.6</b>

	Significant Hazard Section	Actions/Control Measures in Place	Ref to Opening Principles	Ref to Government Preventative Measures
15.3	<p><b>Pregnant women increases risk of being able to fully open school in September</b></p>	<ul style="list-style-type: none"> <li>• Pregnant women are in the 'clinically vulnerable' category and are generally advised to follow the above advice, which applies to all staff in schools.</li> <li>• There is no evidence that pregnant women are more likely to get seriously ill from coronavirus but pregnant women have been included in the list of people at moderate risk (clinically vulnerable) as a precaution.</li> <li>• In some cases, pregnant women may also have other health conditions that mean they are considered CEV, where the advice for clinically extremely vulnerable staff will apply.</li> <li>• Pregnant women should follow the latest government guidance on staying alert and safe (social distancing) and avoid anyone who has symptoms suggestive of coronavirus.</li> <li>• All pregnant women should take particular care to practise frequent, thorough hand washing, and cleaning of frequently touched areas in their home or workspace.</li> <li>• Workplace risk assessments already consider any risks to new and expectant mothers (for example, from working conditions, or the use of physical, chemical or biological agents). Any COVID risks are identified and included and managed as part of the general workplace risk assessment process.</li> <li>• If a member of staff is in their third trimester (more than 28 weeks' pregnant) they should be particularly attentive to social distancing and take a more precautionary approach, including following active guidance on CEV and shielding (current shielding guidance ends on 31 March)</li> <li>• We recommend that schools follow the same principles for pregnant pupils, in line with their wider health and safety obligations.</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>	<p><b>1A.1, 1A.2, 1A.7</b></p>	<p><b>1B.1, 1B.2, 1B.3, 1B.4, 1B.6</b></p>

	Significant Hazard Section	Actions/Control Measures in Place	Ref to Opening Principles	Ref to Government Preventative Measures
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 and the wearing of face coverings in communal areas.</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> <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>	<b>1A.1, 1A.2, 1A.7</b>	<b>1B.1, 1B.6</b>
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</li> </ul> </li> </ul>	<b>1A.1, 1A.2, 1A.7</b>	<b>1B.1, 1B.2, 1B.6, 1B.9</b>

	Significant Hazard Section	Actions/Control Measures in Place	Ref to Opening Principles	Ref to Government Preventative Measures
		<p>of team collaboration, ongoing professional learning and reductions in workload</p> <ul style="list-style-type: none"> <li>ITT trainees have access to the twice weekly home testing programme the same as all members of staff.</li> </ul>		
15.6	<b>Volunteers compromises preventative measures increasing the risk of spreading the virus</b>	<ul style="list-style-type: none"> <li>The use of volunteers is taken on a case by case basis.</li> <li>Volunteers may be used to support the work of the school but this is kept to a minimum and must be approved by the ESW Finance Director and Chief Operating Officer or ESW Facilities and Compliance Manager.</li> <li>Volunteers, if used, are properly supported and given appropriate roles. The mixing of volunteers across groups is kept to a minimum, and they must not work across bubbles.</li> <li>Volunteers must always adhere to the COVID preventative measures in place and should remain 2 metres from pupils and staff where possible.</li> </ul>	1A.7	1B.1, 1B.2, 1B.3, 1B.6
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 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).</li> </ul>	1A.7	1B.1, 1B.2, 1B.3, 1B.6
15.8	<b>Staff wellbeing support is not in place increases risk of being able to operate schools fully.</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> </ul>	1A.1, 1A.2, 1A.7	1B.1, 1B.6, 1B.9



	Significant Hazard Section	Actions/Control Measures in Place	Ref to Opening Principles	Ref to Government Preventative Measures
		<ul style="list-style-type: none"> <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>		
15.9	<b>Recruitment processes increases risk of being able to operate schools fully.</b>	<ul style="list-style-type: none"> <li>Recruitment processes continue as usual</li> <li>When recruiting, schools adhere to the legal requirements regarding pre-appointment checks.</li> <li>Current guidance advises limiting the number of visitors to schools, therefore a flexible approach to interviews is considered, with alternative options to face-to-face interviews offered where possible.</li> <li>Where face-to-face meetings are arranged, schools make it clear to candidates that they must adhere to the system of controls that schools have in place, including the requirement to wear face coverings in communal areas and where social distancing cannot be managed safely.</li> </ul>	1A.1, 1A.2	1B.1, 1B.2, 1B.3, 1B.6
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> <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> </ul>	1A.7	1B.1, 1B.2, 1B.3, 1B.5, 1B.4, 1B.6, 1B.7

	Significant Hazard Section	Actions/Control Measures in Place	Ref to Opening Principles	Ref to Government Preventative Measures
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.6</b>
<b>16.0</b>	<b>Educational Visits</b>			
16.1	<b>Increasing the risk of spreading COVID-19 through education visits</b>	<ul style="list-style-type: none"> <li>All educational visits do not take place at this time. The government advice will be kept under review.</li> <li>This includes making use of outdoor spaces in the local area.</li> </ul>	<b>1A.1, 1A.2, 1A.7</b>	<b>1B.6</b>
<b>17.0</b>	<b>Operations premises management</b>			
17.1	<b>Ventilation is inadequate and may increase the spread of the virus</b>	<ul style="list-style-type: none"> <li>To ensure the safe operation of sites, it is important to ensure schools are well ventilated and a comfortable teaching environment is maintained.</li> <li>This is achieved by a variety of measures including: <ul style="list-style-type: none"> <li>mechanical ventilation systems – these have been adjusted to increase the ventilation rate wherever possible, and checked to confirm that normal operation meets current guidance (i.e. systems adjusted to full fresh air or, if not, then systems operate as normal as long as they are within a single room and supplemented by an outdoor air supply);</li> <li>natural ventilation – opening windows (in cooler weather windows are opened just enough to provide constant background ventilation, and opened more fully during breaks to purge the air in the space). Opening internal doors also takes place to assist with creating a throughput of air;</li> </ul> </li> </ul>	<b>1A.7</b>	<b>1B.7</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>○ natural ventilation – if necessary external opening doors are 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 continues to conform to the HSE guidance.</li> <li>● To balance the need for increased ventilation while maintaining a comfortable temperature, the following measures are also used as appropriate: <ul style="list-style-type: none"> <li>○ opening high level windows in preference to low level to reduce draughts</li> <li>○ increasing the ventilation while spaces are unoccupied (e.g. between classes, during break and lunch, when a room is unused)</li> <li>○ providing flexibility to allow additional, suitable indoor clothing. For more information see School uniform</li> <li>○ rearranging furniture where possible to avoid direct drafts</li> <li>○ Heating is used as necessary to ensure comfort levels are maintained particularly in occupied spaces.</li> </ul> </li> </ul>		
17.2	<b>Fire safety management</b>	<ul style="list-style-type: none"> <li>● Fire safety management plans are reviewed and checked in line with operational changes.</li> <li>● Facilities staff continue to check: <ul style="list-style-type: none"> <li>• all fire doors are operational at all times</li> <li>• fire alarm system and emergency lights have been tested and are fully operational.</li> </ul> </li> <li>● Emergency drills are carried out as normal (following social distancing as appropriate).</li> <li>● Adjustments to fire drill procedures have been made to allow for social distancing as appropriate.</li> </ul>	1A.7	1B.6
17.3	<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> <li>● Arrangements for each individual contractor with regards to entrance, movement around site, contractor facilities if required are pre-agreed prior to being let on site.</li> </ul>	1A.7	1B.2, 1B.3, 1B.6

	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>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 continues to review risk assessments on a regular basis.</li> <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>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, 1B.10, 1B.11, 1B.12</b>

	Significant Hazard Section	Actions/Control Measures in Place	Ref to Opening Principles	Ref to Government Preventative Measures
<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.</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.6, 1B.7, 1B.8, 1B.9, 1B.10, 1B.11, 1B.12</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.6, 1B.7, 1B.8, 1B.9, 1B.10, 1B.11, 1B.12</b>
<b>20.3</b>	<b>Elective Home Education (EHE)</b>	<ul style="list-style-type: none"> <li>Parents are encouraged to send their children to school, particularly those who are vulnerable.</li> <li>EHE does not automatically put children at greater risk of harm. Schools should consider whether a parent's decision to educate at home gives greater cause for concern compared to remaining in school.</li> <li>If there is additional cause for concern, schools should follow the organisation child safeguarding policy and refer this to the Designated Safeguarding Lead (DSL) who will then consider making a referral to the</li> </ul>	<b>1A.1, 1A.2, 1A.6, 1A.7</b>	<b>1B.1, 1B.6,</b>

	Significant Hazard Section	Actions/Control Measures in Place	Ref to Opening Principles	Ref to Government Preventative Measures
		<p>local authority in line with existing procedures. This should happen as soon as you become aware of a parent's intention, or decision, to home educate.</p> <ul style="list-style-type: none"> <li>• Schools work with local authorities and, where possible, coordinate meetings with parents to seek to ensure EHE is being provided in the best interests of the child.</li> <li>• Schools are not required to provide any support to parents that have withdrawn their child for EHE. Support provided by Local Authorities is discretionary, including support for a child's special educational needs.</li> <li>• If a parent wants a school to admit their child, normal processes for in-year admissions applications should be followed.</li> </ul>		
20.4	Delivering remote education safely	<ul style="list-style-type: none"> <li>• Keeping children safe online is essential. All ESW schools follow the statutory guidance keeping children safe in education which provides schools with information on what they should be doing to protect their pupils online.</li> </ul>	1A.1, 1A.2, 1A.6, 1A.7	1B.1, 1B.6, 1B.10, 1B.11, 1B.12
20.5	Safer Recruitment/Movement of staff	<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>	1A.1, 1A.2, 1A.6, 1A.7	1B.1, 1B.2, 1B.3, 1B.4, 1B.5, 1B.6, 1B.7, 1B.8, 1B.9, 1B.10, 1B.11, 1B.12