

Stratford-sub-Castle Primary School

C-19 Risk Mitigation Statement/ Outbreak Management Plan & C-19 Risk Assessment

Term 3: Version #2 (January/February 2022)

Our overall rationale is to follow the guidance set out by the DFE:

Actions for schools during the coronavirus outbreak (updated 19.01.22)

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

Contingency framework: education and childcare settings (updated 07.01.22)

<https://www.gov.uk/government/publications/coronavirus-covid-19-local-restrictions-in-education-and-childcare-settings/contingency-framework-education-and-childcare-settings>

Ventilation of indoor spaces to stop the spread of coronavirus (updated 15.09.21)

<https://www.gov.uk/government/publications/covid-19-ventilation-of-indoor-spaces-to-stop-the-spread-of-coronavirus/ventilation-of-indoor-spaces-to-stop-the-spread-of-coronavirus-covid-19>

This document should be read in conjunction with these publications.

C-19 Risk Mitigation Statement

In order to mitigate risks the school takes note of the document '*Factors contributing to risk of SARS-CoV2 transmission associated with various settings*' published by PHE Transmission group.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/945978/S0921_Factors_contributing_to_risk_of_SARS_18122020.pdf

This information has been used to assess the risk of different activities in school and to identify higher risk activities. The document states that there are 3 major factors that influence risk of transmission:

- a. contact pattern (proximity and duration of contact, the number of contacts, contact frequency, configuration of network of contacts)**
- b. environmental factors (occupant density, ventilation, hygiene practice, likelihood of the activity generating droplets and aerosols). The highest risks occur when multiple risk factors exist together.**
- c. These dynamics are greatly influenced by the consequences of socioeconomic inequalities (i.e. individuals working in public facing jobs, crowded housing, job insecurity, poverty). Socio-economic factors act on all other factors and are mechanistically related to contact pattern, host-related factors and environment.**

At Stratford-sub-Castle Primary School our overarching objective is to maximise the number of children in face-to face education and minimise any disruption, in a way that best manages the COVID-19 risk. We recognise that the negative effects of having missed face-to-face education during the pandemic are severe for children. However, measures affecting education may be necessary in some circumstances, for example:

- to help manage a COVID-19 outbreak within a setting
- as part of a package of measures responding to a Variant of Concern (VoC) or to extremely high prevalence of COVID-19 in the community
- to prevent unsustainable pressure on the NHS

Our school has contingency plans (sometimes called outbreak management plans) in place to ensure continuity of education if pupils or staff test positive for COVID-19 and the school would operate if advised to reintroduce any measures described in the *Contingency Framework* document, to help break chains of transmission. (See the school's website: *Business Continuity* section)

At Stratford-sub-Castle Primary School our approach is to balance the risk of transmission against any educational drawbacks, keeping any measures to the minimum number of groups possible, and for the shortest amount of time possible. All measures are kept under regular review and lifted as soon as the evidence supports doing so.

At Stratford-sub-Castle Primary School we recognise and comply with health and safety law by putting in place proportionate control measures. Risk assessments and subsequent plans are reviewed and updated regularly. These are 'living documents' and are adapted, as the circumstances in our school and the public health advice changes. This includes having active arrangements in place to monitor whether the controls are effective and working as planned.

Stratford-sub-Castle Primary School implements *The Operational Guidance*, which sets out the measures that all education settings should have in place to manage transmission of COVID-19 day to day. Standard control measures include:

1. Ensuring good hygiene for everyone.
2. Maintaining appropriate cleaning regimes.
3. Keeping occupied spaces well ventilated.
4. Following public health advice on testing, self-isolation and managing confirmed cases of COVID-19.

Baseline measures

The *Operational Guidance* sets out the measures that all education settings should have in place to manage transmission of COVID-19. Those relevant to Stratford-sub-Castle Primary include:

- staff in primary schools, should test themselves using LFD twice a week at home until the end of September, when this will be reviewed
- all early years and wraparound childcare staff should also continue to test twice weekly
- those who test positive should isolate, take a confirmatory polymerase chain reaction (PCR) test, and continue to isolate if the result is positive
- the implementation of high-quality blended learning arrangements so that any child who is well enough to learn from home can do so
- under-18s, irrespective of their vaccination status, and double vaccinated adults will not need to self-isolate if they are a close contact of a positive case. They will be strongly advised to take a PCR test and, if positive, will need to isolate.

'Stepping up' measures

Stratford-sub-Castle Primary School will consider taking extra action if the number of positive cases substantially increases. This is because it could indicate transmission is happening in the setting. The thresholds, detailed below will be used as an indication of when to seek public health advice. Public health advice will be sought when either of these thresholds is reached first:

- **5 children, pupils, students or staff, who are likely to have mixed closely, test positive for COVID-19 within a 10-day period; or**
- **10% of children, pupils, students or staff who are likely to have mixed closely test positive for COVID-19 within a 10-day period**

If the above thresholds are reached, the school reviews and reinforces the testing, hygiene and ventilation measures already in place in response to any advice received from outside agencies.

All settings should seek public health advice if a pupil, student, child or staff member is admitted to hospital with COVID-19. They can do this by phoning the DfE helpline (0800 046 8687, option 1), or in line with other local arrangements. Hospitalisation could indicate increased severity of illness or a new variant of concern. Settings may be offered public health support in managing risk assessments and communicating with staff and parents.

For all cases relating to staff, please also see the guidance for workplaces:

[NHS Test and Trace in the workplace](#)

Employers should call the Self-Isolation Service Hub on 020 3743 6715 as soon as they are made aware that any of their workers have tested positive.

If cases amongst staff mean a setting meets the threshold, described above, employers will need to provide the 8-digit NHS Test and Trace Account ID (sometimes referred to as a CTAS number) of the person who tested positive, alongside the names of co-workers identified as close contacts. This will ensure that all workplace contacts are registered with NHS Test and Trace and can receive the necessary public health advice, including the support available to help people to self-isolate. Further guidance is available [here](#)

Outbreak Management Plan

When implementing additional risk mitigation measures, the school follows the advice of the Local Authority, the Department for Education and Public Health. In the event of a local or school outbreak, Stratford-sub-Castle Primary School will limit movement around the school, limit visitors to the school and revert to the Risk Assessment and C-19 Management Plan prevention measures used in 2020/2021 academic year.

Shielding: Shielding can only be introduced by the National government.

School trips: In the event of a local outbreak, the school will postpone all school trips involving the use of transport. If the risk assessment allows; then local visits to outside locations may still be permissible (as long as it is within a sensible walking distance of the school). If a trip cannot be postponed, then it will be cancelled and parents refunded any contributions that they have made.

Transition events: These will be altered to reflect the local guidance at the time of the planned event.

Attendance restrictions: These will only be considered as a last resort and in consultation with the local authority and Public Health. If we are advised to limit attendance due to Covid cases our remote learning plans will be reintroduced. If a local lockdown is implemented, all children will attend unless advised otherwise.

Staffing: Issues will be considered on a class- by- class basis and with well-being and the smooth and effective operation of the school in mind. All decisions will endeavour to minimise disruption to the maximum number of children.

Safeguarding: The Headteacher, DHT/SENDco and Support Teacher will meet regularly to ensure that all children are monitored every three days. This may also focus on those pupils that are not attending and not accessing remote learning. Appropriate steps will then be determined and actions agreed and implemented. A designated safeguarding lead (DSL) or deputy DSL will be onsite during the school day to ensure that any safeguarding concerns are addressed. In the extremely unlikely event that this is not possible then the school will work with Woodford Valley School to provide reciprocal cover.

Remote learning: Should events result in the need to restrict attendance then remote learning will be used for all pupils who are not attending the onsite provision. See Remote Learning Offer (September 2021) on the school website in the 'Business Continuity' section.

Vulnerable pupils: Where vulnerable pupils are absent, the school will:

- follow up with a parent or carer, working with the local authority and social worker to establish the reasons for absence and discuss concerns
- encourage the child to attend educational provision and discuss benefits with parents or carers
- focus discussions on the welfare of the child, ensuring that they can access appropriate education and support whilst they are at home
- if a vulnerable child is not attending school and is not engaging with remote learning then the senior leadership team will contact parents/carers daily in order to welfare check the children.

C-19 Risk Assessment: (For operational details see Staff Handbook and Appendices)

School Covid 19 Risk Assessment – January/ February 2022



Name of School	Stratford-sub-Castle Primary school
Name of Headteacher	Kay Bridson
Assessment completed by	Kay Bridson
Assessment date	30.01.22.

This risk assessment template sets out the measures that may be used to maintain a safe environment for all occupants and visitors to the school/setting and to reduce the transmission risk of covid-19 coronavirus as far as is reasonably practicable. Particular attention must be given to those at greatest risk including vulnerable groups, pregnant women, and those with underlying health conditions; and to new staff, visitors and pupils who may be unfamiliar with the site.

Use the template to prepare a bespoke risk assessment for your school/setting. It must be kept under review and updated accordingly.

Useful links:

Government guidance for full opening of schools can be found [here](#)

Government guidance for after school clubs and other out of school settings can be found [here](#)

Right Choice Coronavirus Resources are available [here](#).

Science teaching Coronavirus advice is available from CLEAPSS [here](#)

Design Technology Coronavirus advice is available from CLEAPSS [here](#)

Physical Education Coronavirus advice is available from AfPE [here](#)

This, and other separate risk assessments required for specialist situations as set out in the template below, do not need to be submitted to the local authority but should be available for scrutiny from the local authority or HSE enforcement officers.

Abbreviations and Terms used in this document

Specifically named people in the Risk Assessment:

Initials	Name	Initials	Name	Initials	Name
JW	Jodie Waters maternity leave	JH	Jeanette Hardiman	AS	Ali Smith
KS	Kat Smith	MM	Mel Munt	JF	Jeanette Ford
JR	Jenny Rudman maternity leave	WD	Wendy Davidson	CW	Caroline Webb
JEW	Jane Wilson	AT	Avril Thornton	RD	Rachel Diserens
HC	Hannah Crook	CD	Caroline Dugwell	NS	Nic Sims
ER	Emily Richards	JE	Jayne Ellis	LR	Lucy Ray
JMW	Justine Watkins	KB	Kay Bridson	NW	Nicky Watson
LDB	Lou De Bens	LB	Lisa Bell	HD	Helen Deroches

Other names appear in full.

Terms and Definition:

Abbreviation	Term	Term:	Definition
PPE	Personal Protective Equipment.		
EB	Early Birds	Dynamic Risk Assessment	Dynamic risk assessment is the practice of mentally observing, assessing and analysing an environment while we work, to identify and remove risk . The process allows individuals to identify a hazard on the spot and make quick decisions in regards to their own safety.
NO	Night Owls		
ELSA	Emotional Literacy Support Assistant		
SEN	Special Educational Needs		
HT	Headteacher		
DHT	Deputy Headteacher		

RISK FACTORS	CONTROL MEASURES TO CONSIDER	LOCAL APPLICATION OF MEASURES
Symptomatic or other high-risk personnel attending school site		
	<p>Staff, pupils, contractors and visitors must not attend the school site if they have any of the Covid-19 symptoms as below or are required to be in self-isolation or travel quarantine.</p> <ul style="list-style-type: none"> • a high temperature • a new, continuous cough • a loss of, or change to, your sense of smell or taste <p>All eligible adults and pupils are strongly encouraged to take up the double vaccine available unless advised otherwise by their medical practitioners.</p> <p>Any person who develops COVID-19 symptoms during the school day should be sent home as soon as possible and should arrange to have a PCR test.</p> <p>An individual risk assessment will be completed for all staff that have characteristics that increase their potential risk from coronavirus (COVID-19).</p> <p>Remote/distance learning contingency arrangements for all pupils should be maintained in line with any local Covid-19 outbreak.</p> <p>Testing regimes are operating for staff and pupils in line with national guidance.</p>	<p><i>Procedures shared with all stakeholders at the beginning of each term and weekly updates or more regular as required.</i></p> <p>Staff, pupils, contractors and visitors must not attend the school site if they have any of the Covid-19 symptoms as below or are required to be in self-isolation or travel quarantine.</p> <ul style="list-style-type: none"> • a high temperature • a new, continuous cough • a loss of, or change to, your sense of smell or taste <p>All eligible adults and pupils are strongly encouraged to take up the double vaccine available unless advised otherwise by their medical practitioners.</p> <p>Any person who develops COVID-19 symptoms during the school day is sent home as soon as possible and should arrange to have a PCR test. The Nest is used to isolate any person before they go home. (Outdoors to be used if possible). Adults should wear a mask and all areas cleaned following use.</p> <p>An individual risk assessment is completed for all staff that have characteristics that increase their potential risk from coronavirus (COVID-19).</p> <p>Testing regimes are operating for staff and pupils in line with national guidance. New tests from HT office and signed for on pick-up. See Testing Risk Assessment.</p>

RISK FACTORS	CONTROL MEASURES TO CONSIDER	LOCAL APPLICATION OF MEASURES
1. Maintaining distancing and reducing contact – entrance and exit routes		
Numbers arriving simultaneously on school transport impede the means to distance or reduce contact, and impede effectiveness of staggered start/finish times of school day	<ul style="list-style-type: none"> • Encourage parents to make other arrangements for travel to/from school other than school transport. • Staff on duty to supervise 	A small number of pupils normally use the public service bus. These pupils filter into the staggered start.
Numbers of parents and children at entrances and exits impede social distancing.	<ul style="list-style-type: none"> • Instructions for parents/carers on distancing rules on site. • Staggered start/finish times for different groups. • Ensure markings do not create slip/trip hazard • Use of different entrances/exits for different groups. • Staff on duty to supervise. • Signage. 	Parents informed by Parent-mail of safety procedures regarding drop-off and pick up times in advance of 06/01/22 and also the evening before. (KB) Procedures available on the front page of school website. (HC) Procedures sent to staff for comment and training via e-mail before/during summer holiday and TD Day 01/09/21 (KB). Reminder/ refresh with all staff 04/01/22. Procedures to be established by Parent-mail, SLT support and regular reminders by text messages. (KB/ JMW) Staggered start and finish times by surname. All pupils to be in school between 08:40 - 09:00. The time of arrival may need to be altered for individual pupils due to extenuating circumstances. Staff supervision duties - See Staff Handbook Request to wear a mask at beginning and end of day from 22.11.21 (Stepping up measures as advised by Public Health) Continue during January 2022.
Changes to school routine cause vehicular and pedestrian traffic management issues.	<ul style="list-style-type: none"> • Encourage parents to walk/cycle to school with children. • Stagger drop off / pick up times. • Minimise vehicles on site • Review traffic management risk assessment where changes to start/end of day apply. • Staff on duty to supervise. 	<p>Families encouraged to walk/cycle to school with children or allow walking independently if children are older.</p> <p>Staggered drop off / pick up times.</p> <p>Vehicles on site minimised to create more room for circulation.</p> <p>Staff on duty to supervise.</p> <p>Signage, cones and tape used to direct pedestrians to follow one-way system and to leave as soon as possible.</p> <p>No staff parking on site. Entry of vehicles with express permission of the headteacher/ DHT.</p> <p>Daily dynamic risk assessment.</p>

RISK FACTORS	CONTROL MEASURES TO CONSIDER	LOCAL APPLICATION OF MEASURES
<p>2. Maintaining distancing and reducing contact – internal areas and play areas</p>		
<p>Pupil numbers and room sizes impede the means to reduce contact</p>	<ul style="list-style-type: none"> • Where practical, arrangements will aim to reduce contact and maximise distancing between pupils and staff; and between staff themselves. • Pupils can reduce contact by being grouped together. For primary schools this is likely to be in class sized groups. • Record the names of pupils in each group, and any close contact that takes places between children and staff in different groups. • Remove excess furniture to safe storage areas to increase space. • Desks to be spaced out as far as possible but do not impede fire escape routes and exits. • All desks to face forward with pupils sat side by side. • Floor markings to illustrate 2m areas around teaching positions. • Children to remain at their desks when in the room. • Children to use the same desk each day. • Distancing and reducing contact to be explained to children with regular reminders. • Signage/Posters in each classroom. • Consider the use of school grounds / local environment to extend the range of teaching spaces available • The wearing of any PPE is not considered a necessary control measure except where set out specifically in this risk assessment for first aid or medical attention needs. 	<p><i>The broad strategy is that classes may mix outside but inside mixing is kept to a minimum. School split into two groups to mingle in the hall – lower and upper school.</i></p> <p>Register kept when pupils in each group mix. (EB, NO) and when any close contact that takes places between children and staff in different groups.</p> <p>Children to remain at their desks when in the room – when possible.</p> <p>Reducing contact to be explained to children with regular reminders.</p> <p>Signage/Posters in each classroom.</p> <p>The use of school grounds / local environment to extend the range of teaching spaces available when possible.</p> <p><i>‘Factors contributing to risk of SARS-CoV2 transmission associated with various settings’ published by PHE Transmission group used to identify higher risk activities and balance contact patterns with environmental factors.</i></p> <p>Activities deemed to lead to a higher risk of transmission are: singing (for 15 minutes +) and P.E activities due to the increased likelihood of the activities generating droplets and aerosols. Mitigation measures include:</p> <ul style="list-style-type: none"> • Size of groups • Age of pupils • Length of activity time • Teaching outside whenever possible • Increase levels of ventilation <p>See Appendix 10 for operational guidance</p>
<p>Number of pupils and staff moving around the school impede the means</p>	<ul style="list-style-type: none"> • Minimise movements of whole groups and individuals outside of the classroom. • Use of a one-way system around the school. 	<p>Floor markings to illustrate 2m areas in corridor areas.</p> <p>All classes exit building to outside via separate doors to minimise in door mixing of groups.</p>

RISK FACTORS	CONTROL MEASURES TO CONSIDER	LOCAL APPLICATION OF MEASURES
to distance and reduce contact in corridors and other communal spaces	<ul style="list-style-type: none"> • A 'walk on the left' policy if one-way not practicable. • Consider using the pathways around the perimeter of the building to assist with circulation (weather and site layout dependent). • Lane markings on floor and distancing markings in areas where queuing is likely. • Areas not in use to be closed off (not escape routes). • Children to keep coats, bags, lunchboxes etc with them in the classroom (under desks) or in suitable storage area. • Signage. • School assemblies to be completed electronically • Acts of worship and other typically communal events to take place in groups (not whole school) • Face coverings to be worn by adults in Primary schools in areas where distancing cannot be maintained indoors but outside of the classroom. 	<p>Minimise children walking around the school unnecessarily. Acts of worship and other typically communal events to take place in groups (not whole school). Size of groups reduced during January 2022</p> <p>Face coverings to be worn by adults in in areas where distancing cannot be maintained indoors but outside of the classroom during January 2022</p>
Number of pupils and size of space impede the means to distance and reduce contact when using toilets	<ul style="list-style-type: none"> • Apply a maximum number of pupils in toilet rule to maintain distancing and reduce contact. • Where practicable avoid different groups using the same facilities at the same time. • Distance markings on floor in queuing area 	1 pupil per class at a time (Lower school) Unless an emergency and risk of an accident.
Number of pupils and available space impede the means to distance and reduce contact at breaktime and lunchtime	<ul style="list-style-type: none"> • Staggered break and lunch times. • Allocated play areas for each group. • Consider zoning of play areas using markings / cones to reinforce distancing. • Limit use of outdoor play equipment to designated groups at fixed periods • Games which encourage distancing and reduce contact. • Staff supervision to maintain standards. • Catering contractors and other food provision has been subject to specific risk assessment. 	<p>Overlapping lunchtimes with minimal mixing of groups in the dinner hall. Lower school allocated tables. Minimise mixing of upper and lower school during January 2022</p> <p>Pupils reminded about non-touching games.</p>

RISK FACTORS	CONTROL MEASURES TO CONSIDER	LOCAL APPLICATION OF MEASURES
Number of staff and size of staff rest spaces impede the means to distance and reduce contact	<ul style="list-style-type: none"> • Removal of furniture to create more space. • Removal of communal equipment (mugs etc) • Staggered break times for staff. • Repurpose unused spaces for additional staff rooms. • Staff toilets to enforce 2m distancing. 	Staff to make own drinks in staffroom to ensure fewest people in the staffroom possible. Stagger getting refreshments. Staffroom – capacity 6 people at any one time. Communal equipment reduced. Staff to bring own mugs from home daily or place in dishwasher. Teaspoons single use – then place in dishwasher. When on duty make drinks when convenient to your staff team. Staff encouraged to use outdoor spaces for break and lunch time. Break – outdoor classroom area and small playground. weather the. Staffroom capacity – 4 sitting and 2 in kitchen area.
Other	<ul style="list-style-type: none"> • All teachers and other staff can operate across different groups but must continue to maintain distance from pupils and other staff as much as possible. 	All staff can operate across different groups but must continue to maintain distance from other staff as much as possible.
3. Hygiene and Cleaning		
Cleaning staff levels are insufficient to deliver enhanced cleaning regime.	<p>A regular cleaning schedule should be maintained. This should include daily cleaning of frequently touched surfaces (using detergent and hot water followed by a chlorine based disinfectant solution):</p> <ul style="list-style-type: none"> • Toilets • Door Handles/ Access Buttons • Kitchen areas and associated equipment • Water dispensers/ coolers • Printers/ Photocopiers • White Boards • Play Equipment • Shared resources • PPE to be worn by cleaning staff as dictated by risk assessment. 	Regular cleaning schedule maintained in each classroom and communal areas. Water fountain closed. Each adult / child to have their own water bottle. (Named) Cleaning levels agreed with Clearsprings July 2021. Cleaning conducted by staff following play and lunchtimes – as deemed appropriate by each class and at least once a day by classroom staff and by Clearsprings after school.
Insufficient handwashing and hygiene facilities increase the risk of transmission.	<ul style="list-style-type: none"> • Children to handwash on entry to school, before and after each break and lunch, on changing classrooms, leaving school and after using toilet. 	Children to hand gel on entry to school, before and after each break and lunch and after using toilet. Use hand-gel if limited hand basins are not available. Extra signage to encourage washing hands.

RISK FACTORS	CONTROL MEASURES TO CONSIDER	LOCAL APPLICATION OF MEASURES
	<ul style="list-style-type: none"> • Ensure supplies of suitable soap. Skin friendly cleaning wipes can be used as an alternative • Extra signage to encourage washing hands. • Ensure help is available for children who cannot clean their hands independently. • Hand gel dispensers at strategic locations around the site to complement handwashing facilities. • Supplies of tissues and lidded bins in each teaching space and classroom. • Promotion of the 'Catch it, Bin it, Kill it' campaign to pupils and staff. 	<p>Help available for children who cannot clean their hands independently. Hand gel dispensers at strategic locations around the site to complement handwashing facilities. Supplies of tissues and lidded bins in each teaching space and classroom.</p> <p>Promotion of the 'Catch it, Bin it, Kill it' campaign to pupils and staff. (Promotion before summer break in Community Newsletters to ask adults to teach their children to use a tissue and also at Induction Session 25/07/21) Lessons for pupils – September 2021. Reminder January 2022</p> <p>Hand gel provided to each classroom. Allocated/ named to individual staff members. (WD) Stocks of hand gel, soap, paper towels, toilet roll and anti-bacterial spray checked and adequate for short term. Continue to monitor. (WD)</p>
Exposure to new hazardous substances (products)	<ul style="list-style-type: none"> • COSHH assessment to be carried out for any new cleaning/sanitising products in use. • Additional cleaning staff to be made aware of the COSHH risk assessments. • Appropriate storage of hazardous substances. • Material data sheets to be made available for new and existing products. 	<p>COSHH assessment completed. Obtained data sheets. (KB) Posted on staffroom notice board for staff reference. Refer to should there be an incident/ accident with the cleaning or sanitising products.</p> <p>During the school day staff must appropriate PPE when completing cleaning tasks (gloves and disposable apron) Use anti-bacterial cleaner provided. It must be stored out of the reach of children.</p>
4. Site and Buildings		
Visitors/contractors/suppliers on site increase the risk of transmission.	<ul style="list-style-type: none"> • Site visits only by pre-arrangement. • A record of some visitors must be kept for 21 days specific guidance • Zones/markings in Reception areas. • Information/signage for visitors informing them of the infection control procedures. • Deliveries and visits outside of school opening hours where possible. • Provision of hand sanitiser at main school entrance. 	<p>Office to encourage phone call before knocking on the door. If this does not occur office staff to meet visitors to site outside where possible. Sign by gate directing people to phone the office. Signage explains control measures.</p> <p>Site visits by pre-arrangement where possible</p> <p>Provide hand-gel at main entrance and all entrances to school.</p> <p>Deliveries and visits outside of school opening hours where possible.</p>

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	<ul style="list-style-type: none"> • Process for the acceptance of deliveries required i.e., area where deliveries can be safely left. • Adult visitors to be encouraged to wear face covering unless exempt. 	
Changes affect normal emergency procedures.	<p>Fire safety management plans should be reviewed and checked in line with operational changes. Schools should check:</p> <ul style="list-style-type: none"> • All fire doors are operational at all times • Fire alarm system and emergency lights have been tested and are fully operational. • Review of fire assembly points to accommodate reduced contact and distancing where practicable. • Fire drill practice to train new arrangements. • Other contingency emergency plans to be reviewed including lockdown procedures, major disruption through loss of services, gas leak etc. 	<p>All emergency procedures as usual. Muster point at top of school field where there is good ventilation and opportunities for social distancing.</p> <p>(Updated Critical Incident Plan September 2021 with all new contact details.) KB and MM</p>
Site security is compromised by new arrangements.	<ul style="list-style-type: none"> • Normal security standards will apply and careful consideration given to the balance for security and the need for enhanced ventilation. 	Ensure all 'unknown' people are challenged by staff in compliance with existing Security Policy. (KB)
Building checks not taken place	<ul style="list-style-type: none"> • All usual building checks are to be undertaken as normal including flushing of water outlets, schedules of preventative maintenance, portable appliance testing and asbestos monitoring. 	Maintenance schedule is up to date and continues to be implemented as usual. (KB, MM and Premises Committee)
Inadequate ventilation increases the risk of transmission of Covid 19	<ul style="list-style-type: none"> • Make use of existing mechanical ventilation systems preferably drawing on fresh air. • Make use of natural ventilation – opening windows (in cooler weather windows should be opened just enough to provide constant background ventilation and opened more fully during breaks to purge the air in the space). • Opening internal doors can also assist with creating a throughput of air (but not fire doors in unoccupied parts) • Opening external doors may also be used provided security is not unduly compromised 	<p>Windows open (not always wide open) at all times in all shared areas. Ensure windows opened wider to increase ventilation while spaces are unoccupied.</p> <p>Increase ventilation / exit room when air feels stuffy.</p> <p>Allow for flexibility in clothing – should pupils be cold. (Keep under review daily)</p> <p>Limit indoor PE, Music and drama (shouting) to half class.</p> <p>Aim to use outdoors whenever conducive/ possible but take into account possibility of thunder and lightning, sunburn or hay fever as factors which may limit some pupils' or adults' ability to be outside for prolonged periods of time.</p>

RISK FACTORS	CONTROL MEASURES TO CONSIDER	LOCAL APPLICATION OF MEASURES
	<ul style="list-style-type: none"> Additional ventilation via open doors and windows should not occur in unoccupied parts of the site. Carbon di-oxide monitors are to be provided by central government to help identify poorly ventilated areas 	<p>Teachers responsible for the 'Dynamic Risk Assessment' of classroom. All staff responsible for the 'Dynamic Risk Assessment' in any given situation or activity.</p> <p>Aim to use all available space to 'break-out' when safe to do so. Visual risk assessment of the indoor break-out space to take place by teacher – are ventilation measures appropriate for room/ size of group?</p> <p>Staff may wear a face mask if they make a personal decision to do so.</p> <p>Ensure windows are open and ventilation is given a high priority.</p> <p>Shared break without hall being used for snacks.</p> <p>Overlapping lunch – with minimal mixing in the hall.</p> <p>Water fountains decommissioned to reduce cross-contamination risk. Water bottles to be filled from classroom/ staffroom taps.</p> <p>Hand gel before and after play times. Play Equipment to be cleaned daily.</p> <p>Good ratio of staff to pupil to allow appropriate supervision and maintain standards.</p> <p>Carbon di-oxide monitors – have arrived, have plugs.. but can't be placed near windows, therefore unable to use.</p>
5. Equipment and furniture		
<p>Shared play equipment increases the risk of transmission.</p>	<ul style="list-style-type: none"> Outdoor equipment should be cleaned more frequently than normal. Resources are rotated or left to de-contaminate for 48 hours (or 72 hours if plastic) if being used by different groups. Resources that are shared between groups, such as sports, art and science equipment should be cleaned frequently. 	<p>Hand wash / gel regime in place. Unnecessary furniture/ items removed to staffroom.</p> <p>All lunch boxes, bottles etc named. Pupils encouraged to have pencil cases. Shared resources kept to a minimum.</p> <p>Class Cleaning regime x 2 per day</p> <p>Named member of staff to perform the task (Split the tasks amongst the team – suggest same person does the same task each day if possible) Each Class to have own record of when</p>

RISK FACTORS	CONTROL MEASURES TO CONSIDER	LOCAL APPLICATION OF MEASURES
		<p>cleaning tasks completed – completed sheets to be given to the HT at the end of the week for monitoring.</p> <p>Shared Areas Cleaning regime.</p>
<p>Shared equipment, fittings and resources increase the risk of transmission.</p>	<ul style="list-style-type: none"> • Remove unnecessary items from the classrooms and store elsewhere. • Children asked to bring in own stationery or have allocated, named, packs of stationery per child. • Resources and surfaces to be cleaned each night. • Lessons planned so sharing of resources in minimised. • Any crockery/cutlery used must be cleaned thoroughly. 	<p>Regular cleaning schedule maintained in each classroom and communal areas. Deep clean to take place during summer holiday w/c 27/07/21 and in kitchen prior to reinstatement of hot dinner service. Confirmed by Clearsprings and Kier. (Contract cleaners) Cleaning levels agreed with Clearsprings July 2021.</p> <p>Cleaning conducted by staff following play and lunchtimes – as deemed appropriate by each class and at least once a day by classroom staff and by Clearsprings after school.</p> <p><i>Crockery is not shared and washed in the dishwasher.</i></p>
6. Health and Wellbeing		
<p>Inadequate staffing levels create supervision or safeguarding issues.</p>	<ul style="list-style-type: none"> • Carry out an audit of all staff availability and review it regularly. • Introduce a process for staff to inform you if their health situation changes. • If there is a shortage of teachers consider use of suitably qualified TAs to lead a group and maintain ratios. 	<p>All staff informed that they may request a new risk assessment should their health situation change. See Headteacher in person or e-mail.</p> <p>Staffing levels good.</p>
<p>Person becomes unwell with Covid-19 symptoms in school</p>	<ul style="list-style-type: none"> • Move to a pre-designated room where person can be isolated, with adult supervision if a child. • Ventilate the room if possible. • PPE should be worn if contact is required. • Inform parent/carer to arrange collection. • Cleaning regime after each usage of the space. • Follow the advice from health protection team 	<p>Each classroom has its own supply of gloves, aprons and bags. All staff should acquaint themselves with their location. Emergency PPE Packs containing: disposable gloves, a disposable apron and a fluid-resistant surgical face mask and eye protection are situated in (New building – Maths cupboard, Staffroom) and (Old School – School Office) Non-contact thermometer (first aid trolley) should anyone become ill during the school day.</p> <p>Move person to outdoors where possible. If not use the Hive.</p>
<p>Absence of measures to address localised enhanced covid transmission chain</p>	<ul style="list-style-type: none"> • Senior leaders to produce contingency plans (sometimes called outbreak management plans) detailing additional measures regarding: <ul style="list-style-type: none"> ○ Good hygiene ○ Appropriate cleaning regimes 	<p>C-19 Mitigation Statement and Outbreak Plan in place. Staff are aware of the plans.</p> <p>Remote education plans in place – see school website</p> <p>School engages fully with Public Health</p>

RISK FACTORS	CONTROL MEASURES TO CONSIDER	LOCAL APPLICATION OF MEASURES
	<ul style="list-style-type: none"> ○ Keeping occupied spaces well ventilated ○ Following Public Health advice on testing, self-isolation and managing confirmed cases of Covid-19. ● Local school management plan is in place and relevant staff have been made aware ● Remote education plans in place ● Engage fully with NHS Test & Trace ● Schools should make themselves familiar with the Contingency Framework document. 	<p>SLT and H&S Governor familiar with the Contingency Framework document.</p> <p>Due to vulnerable staff and pupils all persons whether a child or adult are required to test daily if living with a person with C-19.</p>
<p>Staff wellbeing affected by the working experience.</p>	<ul style="list-style-type: none"> ● Staff risk assessment tool being used to assess those in higher risk groups. ● Staff aware of risk assessment process and able to contribute. ● Staff meetings and communication. ● Defined wellbeing support measures for staff. ● Designated staff rest areas. 	<p>Staff risk assessment tool used to assess those in higher risk groups. Copy provided to staff in higher risk groups. National guidance shared with staff and applied. Staff feedback to Risk Assessment (formal at TD Day – 04.01.22) Staff meetings to be decided – dynamic risk assessment on weekly basis.</p> <p>Staff rest areas – staffroom, outdoor classroom. Staff must take individual responsibility to minimise risk.</p> <p>Well-being support measures;</p> <p>If a staff member is feeling unwell or for any reason is unable to carry out her duties, the HT must be informed immediately. Communication will be through staff e-mails/ classroom trays. Feedback from dynamic risk assessments and alterations to procedures will be communicated via e-mail. <u>Staff must check e-mail regularly.</u></p> <p>Any ideas for improving the running of the school and safety of all involved should be e-mailed to the HT immediately. Any concerns regarding staff well-being may be directed to HT, DHT or staff governor (HC).</p>
<p>Volunteer wellbeing affected by the working experience</p>	<ul style="list-style-type: none"> ● Volunteers will be treated in the same way as school staff and provided with the same information, instruction, training and equipment. ● Volunteers will be included in regular communications and be given the opportunity to feedback any concerns. 	<p>The risk of each volunteer on the school and on their personal well-being is considered on a case-by-case basis. Where are they working? Indoors/ outdoors, age etc.</p>

RISK FACTORS	CONTROL MEASURES TO CONSIDER	LOCAL APPLICATION OF MEASURES
Pupil wellbeing is impacted by the current situation causing physical and mental ill health.	<ul style="list-style-type: none"> • Children to have allocated teacher and TA where possible. • Curriculum to support children’s well-being. • Provide opportunities to talk about their experiences/concerns. • Pastoral activities • School Effectiveness guidance on Right Choice 	<p>The school has an ethos and curriculum in place which supports each child’s all- round well-being. Staff are trained in trauma -based approaches – Thrive and Timpson Trust.</p> <p>Allow use of ‘transition object’ to support anxious pupils. (Carrying a transition object can lessen stress during a transition. Encourage a child to choose something to bring from home and something they carry with them throughout the day.)- Small !!!!!</p>
First aid provision	<ul style="list-style-type: none"> • Ensure all staff know First Aiders on site if less coverage than normal. • If provision is less than usual, minimise hazardous activities which may result in injury. • Ensure a supply of PPE is available for provision of first aid and use and dispose of accordingly. • Paediatric First Aid provision is available for under 5’s. 	<p>SLT monitor first aid provision on daily dynamic risk assessment.</p> <p>A supply of PPE is available for provision of first aid and use and dispose of accordingly.</p> <p>Paediatric First Aid provision is available for under 5’s.</p>
Pupils with special medical needs (administering medication)	<ul style="list-style-type: none"> • Required number of competent staff on site • Staff training up to date • Alternative arrangements in place if staff training/competence has lapsed. 	<p>SLT monitor first aid provision on daily dynamic risk assessment.</p> <p>A supply of PPE is available for provision of first aid and use and dispose of accordingly.</p> <p>Paediatric First Aid provision is available for under 5’s.</p>
1:1 teaching, physical restraint and children with SEND or EHC plans are adversely affected by the current situation.	<ul style="list-style-type: none"> • Individual risk assessments of children with behavioural difficulties. • Ensure a supply of PPE is available based on need. • Reduced timetable or consideration of other solutions if child’s behaviour puts staff at risk. • 1:1 teaching to be done with reduced contact. 	<p>SLT monitor SEN and behaviour - daily dynamic risk assessment.</p>
7. Risk assessments and Policies		
Standard risk assessments do not take account of additional covid-19 risks	<ul style="list-style-type: none"> • Ensure all work environments and teaching/learning activities have been subjected to risk assessments in line with conventional H&S requirements. • Review and where necessary update all risk assessments with additional control measures to counter any significant covid-19 infection transmission risk. 	<p>All work environments and teaching/learning activities have been subjected to risk assessments in line with conventional H&S requirements.</p> <p>Constant review of additional control measures to counter any significant covid-19 infection transmission risk.</p>

RISK FACTORS	CONTROL MEASURES TO CONSIDER	LOCAL APPLICATION OF MEASURES
	<ul style="list-style-type: none"> • One -off activities such as PTA and other fundraising events, firework displays etc will be subject to separate risk assessment. • Lettings of facilities will be subject to separate risk assessment. • School clubs, Breakfast clubs and after-school provision will be subject to a separate risk assessment. • Behaviour policy amended to reflect covid-19 protocols. • Off-site learning outside of the classroom activities will be subject to a separate risk assessment. 	<p>One -off activities such as FOSS and other fundraising events, are subject to separate risk assessment.</p> <p>School clubs and before/ after-school provision is subject to a separate risk assessment.</p> <p>Behaviour for Life and Learning policy amended to reflect covid-19 protocols.</p> <p>Off-site learning /outside of the classroom activities are subject to a separate risk assessment.</p>
8. Monitoring		
<p>Control measures set out in this risk assessment do not prove effective</p> <p>Levels of compliance are inadequate</p>	<ul style="list-style-type: none"> • Named school staff will monitor the application and effectiveness of the control measures set out within this risk assessment, and the level of compliance by staff, visitors and pupils • Non-compliance will be addressed immediately • Regular communication with staff on the outcomes of the monitoring • LA H&S Advisers are able to visit the school site to assess compliance 	<p>Kay Bridson (HT), Justine Watkins(DHT) and Hannah Crook (staff Governor) monitor the application and effectiveness of the control measures set out within this risk assessment, and the level of compliance by staff, visitors and pupils.</p> <p>Non-compliance is addressed immediately</p> <p>Regular communication with staff on the outcomes of the monitoring is made via e-mail by the HT.</p>

I confirm that the above is a suitable and sufficient risk assessment based on current information. The risk assessment will be reviewed on a regular basis and whenever anything significant changes. All relevant parties will be informed of the outcomes of this risk assessment.

Name of Headteacher	Kay Bridson	
Signature of Headteacher		Date: 30.01.22
Name of Chair of Governors	Angela Britten	
Signature of Chair of Governors		Date: 30.01.22
Date of review #1	30.01.22	

Appendix 1: Operational details

Arrival time	Groupings for staggered start	Families asked to use discretion when anomalies arise. E.G when travelling with another family. System to be kept under close review.
08:40	Surname A-G	
08:45	Surname H-N	
08:50	Surname O-Z	
08:50 – 09:00	Pupils arriving by bus	

Departure time	Groupings for staggered departure	Use discretion when anomalies arise. E.G when pupil travelling with another family. Conduct dynamic risk assessment. System to be kept under close review.
15:00	Surname A-L	
15:05	Surname M-Z	
15:00 - 15:10	Pupils leaving by bus	

Supervised by KB and WD at gates. Teachers on duty in classrooms.

Class	Door	WAITING AREA FOR ADULT (PICKING-UP)
Butterfly	HALL DOOR NEAR GAZEBO	Bottom of big playground – not in narrow pathway. (Walk in main gate and exit main gate – using one-way system)
Owl	GATE NEAR OUTDOOR CLASSROOM	Area on small playground or outdoor classroom – back from the gate. (Walk in small gate and exit in front of HT office and out the big gate)
Woodpecker	HALL DOOR ONTO LARGE PLAYGROUND	Middle of large playground. (Walk in main gate and exit main gate – using one- way system)
Fox	FOX SIDE DOOR (DOWN STEPS)	Outside school or small playground. (Walk in small gate and exit in front of HT office and out the big gate)
Robin	GLASS HOUSE DOOR	Outside school or large playground near carparking area. (Walk in main gate and exit main gate – using one- way system)

Appendix 2

Operational details: Safety Equipment / Hygiene class checklist – items and safety issues

Item / Safety issue	Notes	✓
Plastic bags	Double bag – clinical waste and tissues	
Disposable gloves		
Disposable aprons		
Hand gel (named for each member of staff)	Staff member to allocate to children	
Spare soap		
Spare toilet rolls		
Spare hand towels		
Wipes for computers etc		
Disposable cloths		
Anti-bacterial/ viral spray		
Box of tissues		
Pedal bin with lid (Catch it, Bin it, Kill it)		
Safe place for staff to store anti-bacterial spray and cleaning materials		
Safe place for staff to store all spare items		

Appendix 3

Operational details: Cleaning during school hours (In Classroom).

- All staff to wash hands / use hand gel on entering the school site
- Named member of staff to perform the task (Split the tasks amongst the team – suggest same person does the same task each day if possible)
- Each Class to have own record of when cleaning tasks completed – completed sheets to be given to the HT at the end of the week for monitoring.
- Wear gloves and disposable apron

Day / TASK	EARLY CLEAN (AM) (Initial when completed)											
	TABLES / SURFACES	CHAIRS (TOP/ BACKS)	DOOR HANDLES (Both sides)	TAPS	BASINS/ SINKS	TOILET FLUSHES	LIGHT SWITCHES	TECHNOLOGY	GATE LATCH			TEACHER SIGNATURE /CHECK when completed.
Monday												
Tuesday												
Wednesday												
Thursday												
Friday												

Day / TASK	LATE CLEAN (PM) (Initial when completed)											
	TABLES / SURFACES	CHAIRS (TOP/ BACKS)	DOOR HANDLES (Both sides)	TAPS	BASINS/ SINKS	TOILET FLUSHES	LIGHT SWITCHES	HALL	TECHNOLOGY	GATE LATCH		TEACHER SIGNATURE /CHECK when completed.
Monday												
Tuesday												
Wednesday												
Thursday												
Friday												

Hand to HT at the end of the week.

Weekly monitoring completed by HT: _____(signed) _____(date)

Appendix 4

Operational details: Cleaning during school hours (Shared Areas)

Day / TASK	AFTER ALL PUPILS IN SCHOOL (Initial when completed) Approximately 09:30 – 09:40										
	Corridor Partition	Corridor Handrails	Main door push in and out	Green door release X2	Light switches	Staffroom Taps/surfaces/Boiler handle	Staff toilet Taps/flush/handles	Glass-house Door/switches	Wet room – door handles, switches, taps etc.	Gate Latches (front of school).	TEAM LEADER SIGNATURE /CHECK when completed.
Monday											
Tuesday											
Wednesday											
Thursday											
Friday											

Day / TASK	AFTER BREAK (Initial when completed) Approximately 11:00										
	Corridor Partition	Corridor Handrails	Main door push in and out	Green door release X2	Light switches	Staffroom Taps/surfaces/Boiler handle	Staff toilet Taps/flush/handles	Glass-house Door/switches	Wet room – door handles, switches, taps etc.	Gate Latches (front of school).	TEAM LEADER SIGNATURE /CHECK when completed.
Monday											
Tuesday											
Wednesday											
Thursday											
Friday											

(Continued on next page)

Appendix 4 (continued)

Day / TASK	AFTER LUNCH (Initial when completed) Approximately 13:05										
	Corridor Partition	Corridor Handrails	Main door push in and out	Green door release X2	Light switches	Staffroom Taps/ surfaces/ Boiler handle	Staff toilet Taps/ flush/ handles	Glass-house Door/ switches	Wet room – door handles, switches, taps etc.	Gate Latches (front of school).	TEAM LEADER SIGNATURE /CHECK when completed.
Monday											
Tuesday											
Wednesday											
Thursday											
Friday											

Hand to HT at the end of the week.

Weekly monitoring completed by HT: _____ (Signed) _____ (DATE)

- All staff to wash hands / use hand gel on entering the school site
- Named member of staff to perform the task (Split the tasks amongst the team – suggest same person does the same task each day if possible)
- Wear gloves and disposable apron

Appendix 5

Operational details: Cleaning during school hours (Offices)

- All staff to wash hands / use hand gel on entering the school site
- Named member of staff to perform the task (Split the tasks amongst the team – suggest same person does the same task each day if possible)
- Each Class to have own record of when cleaning tasks completed – completed sheets to be given to the HT at the end of the week for monitoring.
- Wear gloves and disposable apron
- 'Support Bubble' to clean, as required, following entry of new adult into the office space.

Day / TASK	AFTER ALL PUPILS IN SCHOOL (Initial when completed) Approximately 09:30 – 09:40											
	Desks	Door handles	Phone	Key boards	Light switches	Photocopier						TEAM LEADER SIGNATURE /CHECK when completed.
Monday												
Tuesday												
Wednesday												
Thursday												
Friday												

Day / TASK	AFTER ALL PUPILS IN SCHOOL (Initial when completed) Approximately 12:00											
	Desks	Door handles	Phone	Key boards	Light switches	Photocopier						TEAM LEADER SIGNATURE /CHECK when completed.
Monday												
Tuesday												
Wednesday												
Thursday												
Friday												

Hand to HT at the end of the week.

Weekly monitoring completed by HT: _____ (Signed) _____ (DATE)

Appendix 6

Operational details: Cleaning Guidance (General)

Guidance on cleaning non-healthcare settings

The best way to protect yourself and others is through rigorous cleaning, personal hygiene and regular hand hygiene. An increased frequency of cleaning and disinfection of all surfaces and equipment, using standard household cleaning and disinfection products, is recommended.

After contact with any member of the public, clean your hands thoroughly with soap and water or alcohol hand sanitiser at the earliest opportunity. This advice is applicable to all situations, regardless of whether there was close contact or the minimum 2 metre social distancing was maintained.

Avoid touching your mouth, eyes and nose.

There are no additional precautions to be taken in relation to cleaning your clothing or uniform other than what is usual practice.

When cleaning, the wearing of **disposable gloves and a disposable apron is recommended**

If you have used any shared area please give it a clean afterwards.

Appendix 7

Operational details: First Aid and use of PPE. (Non- Covid Outbreak)

First Aid Procedures <https://www.gov.uk/government/publications/novel-coronavirus-2019-ncov-interim-guidance-for-first-responders>

- Deal with first aid within each Class if possible – do not hesitate to call for help in an emergency
- Remember bump notes
- Record incidents in Class's own First Aid / Intimate Care Record Book.
- E-mail HT and DHT to inform of any head injuries

Where it is not possible to maintain a 2 metre or more distance away from an individual, **disposable gloves and a disposable plastic apron** are recommended. Disposable gloves should be worn if physical contact is likely to be made with potentially contaminated areas or items.

The use of a fluid repellent surgical face mask is recommended and additional use of disposable eye protection (such as face visor or goggles) should be **risk assessed** when there is an anticipated risk of contamination with splashes, droplets of blood or body fluids.

When using a fluid repellent surgical face mask, you should mould the metal strap of the mask over the bridge of the nose and make sure the mask fits snugly under the chin, around or across any facial hair if present.

Clean your hands thoroughly with soap and water or alcohol sanitiser before putting on and after taking off PPE. In all circumstances where some form of PPE is used, the safe removal of the PPE is a critical consideration to avoid self-contamination. Guidance on putting on and taking off PPE is available. Use and dispose of all PPE according to the instructions.

Each Class has its own supply of gloves, aprons and bags. All staff should acquaint themselves with their location.

Emergency PPE Packs containing: **disposable gloves, a disposable apron and a fluid-resistant surgical face mask and eye protection** are situated in (New building – Maths cupboard, Staffroom) and (Old School – School Office)

Appendix 8

Operational details: Cleaning during a suspected case of COVID 19 including PPE advice and procedures.

1. COVID-19: cleaning of non-healthcare settings

(Public Health England) If a child, young person or other learner becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home. A fluid-resistant surgical face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then **disposable gloves, a disposable apron and a fluid-resistant surgical face mask** should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then **eye protection** should also be worn

ACTIONS:

- cleaning an area with normal household disinfectant after someone with suspected coronavirus (COVID-19) has left will reduce the risk of passing the infection on to other people
- wear disposable or washing-up gloves and aprons for cleaning. These should be **double-bagged**, then stored securely for 72 hours then thrown away in the regular rubbish after cleaning is finished
- using a disposable cloth, first clean hard surfaces with warm soapy water. Then disinfect these surfaces with the cleaning products you normally use. Pay particular attention to frequently touched areas and surfaces, such as bathrooms, grab-rails in corridors and stairwells and door handles
- if an area has been heavily contaminated, such as with visible bodily fluids, from a person with coronavirus (COVID-19), use protection for the eyes, mouth and nose, as well as wearing gloves and an apron
- wash hands regularly with soap and water for 20 seconds, and after removing gloves, aprons and other protection used while cleaning

Isolate pupil (outside if possible) – Isolate pupil in the shade and well away from other people. Ensure all other children are confined to the classroom. If weather does not permit outside isolation, isolate the pupil Hive (new building) or DHT office (old school)

Instructions giving the specific order and method of putting on PPE is displayed in staff toilet areas and with the PPE Packs.

Appendix 9

Operational details: Miscellaneous Safety/Well-being Considerations for staff

- On arrival touch use hand gel.
- Maintain social distancing around staff lockers. Take as much as possible with you to your classroom.
- Open windows when you arrive. Maintain good ventilation. Close windows and blinds when you leave.
- Ensure the school's Security Policy is rigorously implemented and challenge any 'stranger' immediately
- Minimise pupils walking around the school (in doors)
- Check e-mails regularly (all staff).
- Use class trays- check them regularly.
- Photocopying – please try to do this in the morning before the children begin to arrive or after school when the children have left.
- Maximum number of staff in the school office = 4 members of staff to ensure social distancing.
- Should a child or adult require 'touching' wear disposable gloves (keep some in your pocket all the time)
- Non-contact thermometer available (first aid trolley) should anyone become ill during the school day.
- Minimise contact with adults from other classes. Remain 2m from all adults.

Appendix 10

Risk Mitigation for Individual activities

In order to mitigate risks the school takes note of the document 'Factors contributing to risk of SARS-CoV2 transmission associated with various settings' published by PHE Transmission group.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/945978/S0921_Factors_contributing_to_risk_of_SARS_18122020.pdf

This information has been used to assess the risk of different activities in school and to identify higher risk activities. The document states that there are major factors that influence risk of transmission:

a. contact pattern (proximity and duration of contact, the number of contacts, contact frequency, configuration of network of contacts)

b. environmental factors (occupant density, ventilation, hygiene practice, likelihood of the activity generating droplets and aerosols). The highest risks occur when multiple risk factors exist together.

This table details extra measures to INCREASED VENTILATION, CLEANING and HAND-GEL USAGE. Mitigation measures may change according to the number and pattern of cases of C-19 across the school.

	Butterfly Class	Owl Class	Woodpecker Class	Fox Class	Robin Class	Lower School	Upper School
Age	YR and Y1	Y1 and Y2	Y3 and Y4	Y4 and Y5	Y5 and Y6	YR to Y2	Y3 and Y6
Number of pupils	31	31	29	27	31	62	88
Classroom	Limit time on carpet (whole class) to less than 15 minutes.	Limit chair / table use.	Limit chair / table use.	Limit chair / table use.	Limit chair / table use.		
Singing Please talk through your dynamic risk assessment with KB.	Whole class for no more than 30 minutes.	Whole class for no more than 30 minutes.	Half class for no more than 30 minutes.	Half class for no more than 30 minutes.	Half class for no more than 30 minutes.		
P.E. Please talk through your risk assessment with KB if you wish to take the whole class into the hall for PE.	Outdoor if possible. Half class if activity involves heavy breathing.	Outdoor if possible. Half class if activity involves heavy breathing.	Outdoor if possible. Half class if activity involves heavy breathing.	Outdoor if possible. Half class if activity involves heavy breathing.	Outdoor if possible. Half class if activity involves heavy breathing.		
Collective Worship	Sing 'Peace like a River' (quietly).	Sing 'Peace like a River' (quietly).	Sing 'Peace like a River' (quietly).	Sing 'Peace like a River' (quietly).	Sing 'Peace like a River' (quietly).	Sing 'Peace like a River' (quietly). Hall	Sing 'Peace like a River' (quietly). Hall
Whole school collective worship						Sing 'Peace like a River' (quietly). Hall. Staff to socially distance.	

Please note for PE and singing a dynamic risk assessment should take place with KB so that the daily/weekly case rates can be allowed for when deciding on group sizes.

