RISK ASSESSMENT FOR:	**Coronavirus (COVID-19)** with all students back in school		Assessment Number	**56**	**HOLYWELL SCHOOL**
Assessment by: MG Simpson **Signature:** *MG Simpson*		**Date of initial assessment: 09-07-2020**	**Date of review:** **01-03-2021** In line with government updates – last government update: **22-02-2021**		
Print name: MG Simpson		**Location of activity: Whole site**			

Latest amendments in LIGHT PURPLE. Highlighting is used to indicate Red-Amber-Green rating.

Key risks:
- Transmission of Covid-19
- Someone becomes unwell with Covid-19 symptoms
- There is a confirmed case of coronavirus
- Local outbreak of Covid-19
- Staffing: The school is in danger of closing because of low staffing levels
- Resources: Resources are running low so school at risk of closing
- Cleaning: Stocks/staffing are dangerously low putting school at risk of closure
- Health and Safety: Staff, parents, unions deem the health and safety measures in place inadequate resulting in low staffing or student attendance levels
- Site constraints: adaptations to make the site safe within Covid-19 guidelines are physically or financially prohibitive
- Workload: staff workload in terms of emergency curriculum planning and adaptation is prohibitive in terms of time and practicality
- Loss of Education (inc. Curriculum, behaviour and pastoral support; Assessment and accountability)
- Lack of daily routines increase the risk of transmission

1

Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Risk rating	Normal/DfE Control Measures	Are Normal Control Measures *Y/N/NA*	
					In Place	**Reviewed risk rating**
Transmission of Covid-19	Students Staff Visitors Drivers Cleaners

Vulnerable groups- Elderly, Pregnant workers, those with existing underlying health conditions

Anyone else who physically comes in contact with someone in relation to school | The symptoms of coronavirus are:
- a high temperature
- a new, continuous cough – this means coughing a lot, for more than an hour, or 3 or more coughing episodes in 24 hours
- loss or change to your sense of smell or taste – this means you've noticed you cannot smell or taste anything, or things smell or taste different to normal

What harm can be caused?

Catching COVID 19 which currently has around a 2% mortality rate.

It is unclear on the number of life changes that are in place for people that have had the virus, however the level of people surviving is high.

Harm caused by absence from school (minimum of 7 days). | 20 | Management of controlling the risk of Coronavirus transmission
- *All staff and students when not in setting to follow government guidelines and Stay alert (**NB** School has no control over this).*

- *Headteacher/ Business Manager/Site Manager are designated Covid-Operations Managers to oversee that compliance measures are in place.*
- *Leadership Team and school follow Public Health and DFE Guidance for Schools on Coronavirus.*
We know that the predominant new variant of coronavirus (COVID-19) is more transmissible however, PHE advice remains that the way to control this virus is with the system of controls, even with the current new variants.

"The Government has always said that returning face-to-face education in schools and colleges is a national priority. The decision to restrict face-to-face attendance in education and wraparound childcare settings has been taken only where it has been absolutely necessary to control the virus and save lives. The Government knows that being in face-to-face education is the best place for students and students. Returning children and young people to face-to-face education is, therefore, the first step in easing this lockdown.
There is clear evidence that time out of education can be detrimental to children's future prospects and earning potential, with implications also for long-term productivity. The Institute for Fiscal Studies (IFS) analysis also found that hours worked among all parents | School has no control over this and external behaviour could jeopardise the protective bubble approach

Y

Y

Return for all students on 8th March has been considered – phased return will be implemented to enable asymptomatic testing and re-introduction of students in a measured way. | 15 (3x5) |

2

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					In Place	**Reviewed risk rating**
				halved in May 2020 compared to 2014-15. Returning to face-to-face education in schools is therefore a priority of the Government, as it will minimise the substantial economic and social costs that have been associated with restricting face-to-face learning." https://www.gov.uk/government/publications/covid-19-response-spring-2021/covid-19-response-spring-2021		
				• *Guidance is checked **DAILY** as it is regularly updated with new practices.*	Y	
				• *SLT to discuss daily situation at school and what is happening nationally.*	Y	
				• *Review all activities to consider and manage risk of Coronavirus.*	Y Y	
				• *Maintain and update the school Pandemic Plan for dealing with second wave or loss of critical staff for example Headteacher, SENDCo, site agent.*	Y	
				• *COVID 19 is RIDDOR reportable and should be reviewed if member of staff dies*	Y	
				• *Consultation with Unions and communication with non-union staff on risk assessment and its control measures*	Extensive consultation with staff – Union planning checklists document completed and have informed risk assessment.	
				• PHE advice remains that the way to control this virus is with a system of controls. These controls are categorised under 'Prevention' and 'Response to any infection': • Prevention: You must always: ○ 1) Minimise contact with individuals who are required to self-isolate by ensuring they do not attend the school.	All PHE 'controls' are in place	

3

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					In Place	**Reviewed risk rating**
				o 2) Ensure face coverings are used in recommended circumstances. o 3) Ensure everyone is advised to clean their hands thoroughly and more often than usual. o 4) Ensure good respiratory hygiene for everyone by promoting the 'catch it, bin it, kill it' approach. o 5) Maintain enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents. o 6) Consider how to minimise contact across the site and maintain social distancing wherever possible. o 7) Keep occupied spaces well ventilated. In specific circumstances: o 8) Ensure individuals wear the appropriate personal protective equipment (PPE) where necessary. o 9) Promote and engage in asymptomatic testing, where available. • Response to any infection: You must always: o 10) Promote and engage with the NHS Test and Trace process. o 11) Manage and report confirmed cases of coronavirus (COVID-19) amongst the school community. o 12) Contain any outbreak by following local health protection team advice.		

4

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					In Place	Reviewed risk rating
				• Additional mitigation re: Face coverings: ○ From Monday 8th March, DfE recommend that face coverings should be worn by adults and students when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained. Face coverings do not need to be worn by students when outdoors on the premises. ○ In addition, DfE now also recommend that face coverings should be worn 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. ○ This is mandatory for Years 7, 8 and for adults on the school site. Although this is not mandatory in Primary schools, as we are operating a secondary curriculum model, we are asking all students (including Years 5 and 6) to wear a face covering in lessons and between lessons. Even though we are an open site, this further mitigation will further reduce the risk of transmission as students and staff move around the site. ○ We will have a small supply of emergency face coverings in school, however, students should	Y Y – amber rating as this is highly recommended and not mandatory for all students. We have recommended that Primary students wear face coverings too as an additional mitigation. We are taking this additional precautionary measure for a limited time during this period of high coronavirus (COVID-19) prevalence in the community. These measures will be in place until Easter. We will keep the wearing of face coverings under review.	

5

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					In Place	Reviewed risk rating
				have their own reusable face covering with them.		
				o It is optional as to whether students or staff wear a face covering during their recreation time (at break or at lunchtime) as students are outside and in their year group bubbles.		
				o Staff may wear face coverings/visors where social distancing is not possible.		
				o Some individuals are exempt from wearing face coverings and we expect adults and students to be sensitive to those needs.		
				o Teaching assistants working closely with students will need to wear visors/half visors as a further mitigating precaution.		
				o Face coverings should continue to be worn by students in Years 7 and 8 when travelling on dedicated school transport to secondary school. Our advice is that all students (inc. KS2) should wear face coverings unless they are medically exempt.		
				o Safe wearing and removal of face coverings.		
				o This involves:		
				▪ cleaning of hands before and after touching – including to remove or put them on		
				▪ safe storage of them in individual, sealable plastic bags between use		
				▪ Where a face covering becomes damp, it should not be worn, and the face		

6

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				covering should be replaced carefully. Staff and students may consider bringing a spare face covering to wear if their face covering becomes damp during the day. o Students must: ▪ not touch the front of their face covering during use or when removing it ▪ dispose of temporary face coverings in a 'black bag' waste bin (not recycling bin) ▪ place reusable face coverings in a plastic bag they can take home with them ▪ wash their hands again before heading to their classroom • Access to testing for staff and students to reduce the likelihood of asymptomatic cases in school: o Staff home-testing from w/c 1st March o KS3 (Secondary-age students) – implementation of lateral flow testing in school for students from 8th March (see separate LFT risk assessment) ▪ All schools with secondary-age students (including special schools and alternative provision) should offer 3 LFT tests for their students in School from week commencing 8 March 3 to 5 days apart).		

7

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				▪ Thereafter Secondary age students to be tested 2 times a week using home testing kits ▪ NB It is not a requirement to have had one as a condition of being allowed to return to school from 8th March 2021. ▪ NB. It is not a requirement for KS2 students to be tested. ▪ Parents to wear face coverings within school grounds when dropping off or picking up students. • *School remains open on the ability to maintain COVID-19 prevention and control measures within the school's setting and under direction of the UK Government.* • *Contingency planning is in place for managing outbreaks, higher tier local lockdown requiring a rota system and remote education plans are in place for individuals and groups needing to self-isolate*		
				Cleaning and hygiene • follow the COVID-19: cleaning of non-healthcare settings guidance • daily checklist and monitoring of controls for classroom and whole school • ensure that sufficient handwashing facilities are available. Where a sink is not nearby, provide hand sanitiser in classrooms and other learning environments • Regularly review activities and locations where high contact and likelihood of transmission of the virus is high and put in place enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach common touch points (inc. clean	Y Y N – inadequate hand-washing facilities – hand sanitisers provided Y	

8

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				surfaces that children and young people are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches), are more regularly cleaned than normal with Milton solution (or diluted bleach); additional cleaning through the day • robust hand and respiratory hygiene - ensure that all adults and children: o clean hands thoroughly more often than usual o frequently wash their hands with soap and water for 20 seconds and dry thoroughly. Hands sanitised at the start and end of each 'session'. Review the guidance on hand cleaning o clean their hands on arrival at the setting, before and after eating, and after sneezing or coughing o are encouraged not to touch their mouth, eyes and nose o ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach - use a tissue or elbow to cough or sneeze and use pedal bins for tissue waste o ensure that help is available for children and young people who have trouble cleaning their hands independently • encourage young children to learn and practise these habits through games, songs and repetition • ensure that pedal bins for tissues are emptied throughout the day • Keeping occupied spaces well-ventilated: Good ventilation reduces the concentration of the virus in the air, which reduces the risk from airborne transmission. This happens when people breathe in small particles (aerosols) in the air after someone with the virus has occupied and enclosed area.	Y Hand sanitisers in all classrooms and around school; hand sanitising embedded in school routine – ie. at the start and end of every lesson/session; posters displayed – pedal bins in all classrooms and key staff areas Y NHS song used Y Y Y In place, however, not all classrooms can be as well-ventilated as others.	

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					In Place	Reviewed risk rating
				o When school is in operation, it is important to ensure it is well ventilated and a comfortable teaching environment is maintained. ▪ These can be achieved by a variety of measures including: • mechanical ventilation systems – these should be adjusted to increase the ventilation rate wherever possible and checked to confirm that normal operation meets current guidance and that only fresh outside air is circulated. If possible, systems should be adjusted to full fresh air or, if not, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply • 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		

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				• natural ventilation – if necessary external opening doors may also be used (as long as they are not fire doors and where safe to do so)
				▪ To balance the need for increased ventilation while maintaining a comfortable temperature, consider:
				  • opening high level windows in colder weather in preference to low level to reduce draughts
				  • increasing the ventilation while spaces are unoccupied (for example, between classes, during break and lunch, when a room is unused)
				  • providing flexibility to allow additional, suitable indoor clothing – for more information see school uniform
				  • rearranging furniture where possible to avoid direct draughts
				▪ Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces.
				
				• get in touch with public sector buying organisation partners (for example ESPO, YPO, NEPO) about proportionate supplies of soap, anti-bacterial gel and cleaning products if needed		

					NB– no regular supplier found – variety being used	

11

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					In Place	**Reviewed risk rating**
				• Provide tissues for classrooms.	Y – part of hygiene kit for every classroom	
				• Ensure robust cleaning of high contact surfaces throughout the day. Throughout the day the cleaners or site team should be cleaning high contact surfaces • door handles into classrooms • key pad entry systems • corridor doors hand plates • toilet doors, hand plates • staffroom facilities (kettle/fridge/dishwasher/cupboards/sink/ etc • classroom desks	Y – for most aspects: NB. classroom desks can't be wiped down during the day as students are in lessons and cost of wipes is too prohibitive	
				• Obtain advice where required from H&S consultant, NHS 111 and DFE Helpline 0800 046 8687 or email DfE.coronavirushelpline@education.gov.uk	Y	
				• there is no need for anything other than normal personal hygiene and washing of clothes following a day in an educational or childcare setting	Y	
				• Ensure student and staff toilets are fully stocked with liquid hand soap and sinks are all operational. Different groups don't need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and students must be encouraged to clean their hands thoroughly after using the toilet. NB as a further mitigation, we have designated toilets for each year group.	N – limited toilet capacity – 5 toilet blocks, 1 staff block, 3 disabled toilets Y – students going to toilet will need to hand-sanitise on return to the classroom	
				• Access to toilets are monitored strictly and identify how many can enter at one time		
				• Consider same sex members of staff going into toilets regularly to ensure sinks are operational and not used as bag storage areas and social distancing is maintained.		

12

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				• Remove any fabric towels (multi use) and use hand dryers or single paper towels	Y	

				• Review carried out of activities and locations where high contact and likelihood of transmission of the virus is high. For example:
				  o Door keypads
				  o Door Handles (could classroom doors be kept open)
				  o Payment systems –students just bring in lunches and sit at their desks?
				  o Keypads entries (on release during the day) except main entrance not without compromising safeguarding
				  o Signing in electronic pads (book and visitors use own pen or wipe after each use)
				  o ICT equipment wiped between each use / Resources (rulers etc) students to have their own stationary packs.
				  o Staffroom kettle/fridge/dishwasher handle/cup cupboard, sink taps
					Y - extra cleaning routine in place
					
					Y
					
					Y	

				o Site team clean high contact surfaces with a hypochlorite solution such as Milton or Chlorine tablet solution or diluted bleach –Following guidance on cleaning in Non healthcare settings guidance: https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings	Y	
				• For bleach - as a general rule make up (10 teaspoons bleach) added to 450ml of cold water (1 spray bottle) – Check manufacturers dilution rates.	Y	
				• Refresh solution every 24hrs for continued effectiveness.	Y	
				• Spray onto a cloth onto high contact surfaces (see safe use of bleach guidance and COSHH Bleach template risk assessment – available to all staff)	Y	
				• Do not spray tables when students are seated at them.	Y	
				• Cleaning solution clearly labelled and also available for staff to use in their classrooms or dining hall.	Y	
				• Spray bottles must be kept out of reach of children and used with disposable gloves.	Y	

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					In Place	**Reviewed risk rating**
				• Appropriate PPE (Personal Protective Equipment) provided (disposable apron, gloves). • Also clean with this solution classroom sinks and taps (high volume contact surfaces). • Review high contact surfaces and equipment in your school • Ensure Safety Data sheet is available for cleaning solution and Template Bleach COSHH assessment completed. • School has an adequate and maintained supply of personal and domestic cleaning products available for school. • Cordon off any external play equipment (unless it can be cleaned between each group using it) • Limit resources taken home to school and school to home. • Do not share common resources between groups unless cleaned with a diluted bleach solution (for example maths counting blocks). • Signage displayed to remind staff and students to wash their hands	Y Y Y Y A number of different suppliers are being used to ensure regular supply Equipment limited to one 'bubble' and hand-sanitising after each use. Y Y all groups have own stationery and materials Y	
				• Minimising contacts and mixing between people reduces transmission of coronavirus (COVID-19). • This is important in all contexts. We must do everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum. • The overarching principle to apply is reducing the number of contacts between students and staff. This can be achieved through keeping groups separate (in 'bubbles') and through maintaining distance between individuals. These are not alternative options and both measures will help, but the balance between them will	Very challenging given our secondary curriculum model – limit number of groupings students are placed in and keep year groups apart Try to keep students and teachers consistent to groups – not possible for some subjects due to the limited number of specialist teachers	

14

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				change depending on the student's ability to distance • layout of the building • feasibility of keeping distinct groups separate while offering a broad curriculum • Consistent groups reduce the risk of transmission by limiting the number of students and staff in contact with each other to only those within the group. Maintaining distinct groups or 'bubbles' that do not mix makes it quicker and easier in the event of a positive case to identify those who may need to self-isolate and to keep that number as small as possible. When using larger groups, the other measures from the system of controls become even more important to minimise: transmission risks and the numbers of students and staff who need to self-isolate • Whatever the size of the group, they should be kept apart from other groups where possible. Encourage students to keep their distance within groups. Try to limit interaction, sharing of rooms and social spaces between groups as much as possible. • Both the approaches of separating groups and maintaining distance are not 'all or nothing' options and will still bring benefits, even if partially implemented. You may keep students in their class groups for most of the classroom time, but also allow mixing in wider groups for: specialist teaching; wraparound care; transport. Siblings may also be in different groups. • All teachers and other staff can operate across different classes and year groups to facilitate the delivery of the timetable and specialist provision. Where staff need to move between groups, they should try and keep their distance from students and other staff as much as they	and needed for some support/differentiation in English and Maths.	

15

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				can, ideally 2 metres from other adults. Try to minimise the number of interactions or changes wherever possible. • accessing rooms directly from outside where possible • limit the use of shared spaces • considering one-way circulation, or place a divider down the middle of the corridor to keep groups apart as they move through the setting where spaces are accessed by corridors • staggering breaks to ensure that any corridors or circulation routes used have a limited number of students using them at any time • staggering lunch breaks - children and young people should clean their hands beforehand and enter in the groups they are already in, groups should be kept apart as much as possible and tables should be cleaned between each group. If such measures are not possible, children should be brought their lunch in their classrooms. • Catering facilities are to re-open • ensuring that toilets do not become crowded by limiting the number of children or young people who use the toilet facilities at one time • noting that some children and young people will need additional support to follow these measures (for example, routes round school marked in braille or with other meaningful	Y Y One-way system introduced 8th June Very challenging – not optional any more – will need to have staggered breaks and use all available spaces – supervision will be a challenge Split lunchbreak; recreation areas/zones and eating zones identified AiP to conduct own risk assessment and liaise with school N - Limited bathroom facilities – toilets used on a need-to-use basis through the day rather than 'en masse' at breaktime Y	

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				symbols, and social stories to support them in understanding how to follow rules) • Visitors limited to school – try to hold meeting remotely where possible. • During and post national lockdown restrict all visits to those that are absolutely necessary. This means suspending parent and carer visits for new admissions, settling in children new and attending organised performances. • Visitors/contractors into school must be recorded (with contact details) and informed of school arrangements for COVID19. • Display QR code in Reception to assist with NHS Track and Trace. • All visitors to wear face coverings and to be screened with temperature check.	Y Y Y Y Y	
				Measures within the classroom • Maintain a distance between people whilst inside • Reduce the amount of time people are in face to face to contact • Teachers to maintain distance from their students, staying at the front of the class, and away from their colleagues where possible. • Adults should maintain 2 metre distance from each other, and from children. (NB. This is not always possible, but if adults can do this when circumstances allow that will help. In particular, they should avoid close face to face contact and minimise time spent within 1 metre of anyone. Similarly, it will not be possible when working with many students who have complex needs or who need close contact care. These students' educational and care support should be provided as normal. • Support students to maintain distance and not touch staff and their peers where possible. NB this may not be feasible in	Y – All measures introduced from September 2020	

17

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				some schools where space does not allow. Schools doing this where they can, and even doing this some of the time, will help.
				• Make small adaptations to the classroom to support distancing where possible.
				   o Seat students side by side and facing forwards, rather than face to face or side on
				   o Remove unnecessary furniture out of classrooms to make more space
				   o Teacher to remain at the front of the classroom is 'safe space'		

				Measures elsewhere • Avoid large gatherings (such as collective worship / assemblies) • Create additional staff spaces to help staff distance from each other. Minimise the use of staff rooms, whilst still ensuring staff have a break of a reasonable length during the day	Y - Assemblies will be pre-recorded and watched in tutor group base rooms Partly: alternative spaces offered to staff; increased duties at breaktime across the week, but still able to have a reasonable break	
				Use of outside space: • for exercise and breaks • for outdoor education, where possible, as this can limit transmission and more easily allow for distance between children and staff - outdoor equipment should ~~not be used unless the setting is able to ensure that it is appropriately cleaned between groups of children and young people using it, and that multiple groups do not use it simultaneously.~~ be more frequently cleaned. This includes resources to be used inside and outside for wraparound care providers (eg. Breakfast club).	Y – additional cleaning put in place in breakfast club	
				Management of shared rooms: • If class groups take staggered breaks between lessons, these areas can be shared as long as different groups do not mix (and especially do not play sports or games together) and adequate cleaning between groups between groups is in place, following the <u>COVID-19: cleaning of non-healthcare settings guidance</u>	N - Rooms will have to be shared to allow for full curriculum coverage. I	

18

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				• stagger the use of staff rooms and offices to limit occupancy	N - Additional temporary staff areas – limited office space	
				Management of resources / regular and meticulous cleaning of shared resources:		
				• Equipment and resources are integral to education in schools. During the summer term, their use was minimised, many were moved out of classrooms, and there was significant extra cleaning. Given the increasing knowledge we have of the virus, that position has now changed.	Y	
				• For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and students have their own items that are not shared.	Y	
				• Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces.	Y	
				• Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.	Partly – cleaning and rotation of materials will be done where possible. Practical lessons will be adapted to ensure equipment is available/not needed/cleaned.	
				• Limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats, books, stationery and mobile phones. Bags are allowed. Students and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to student education and development.	Y	
				• Similar rules on hand cleaning, cleaning of the resources and rotation should apply to these resources.	Y	

19

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				Transport arrangements Students and staff may use public transport where necessary, but we encourage them to walk, cycle or scoot to and from school wherever it is possible and safe to do so. Where students and staff need to use public transport, they should follow the safer travel guidance for passengers.	Y	
				Travel to school patterns differ greatly between schools. If those patterns allow, schools should consider staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave school. Staggered start and finish times should not reduce the amount of overall teaching time. A staggered start may, for example, include condensing / staggering free periods or break time but retaining the same amount of teaching time, or keeping the length of the day the same but starting and finishing later to avoid rush hour. Schools should consider how to communicate this to parents and remind them about the process that has been agreed for drop off and collection, including that gathering at the school gates and otherwise coming onto the site without an appointment is not allowed.	N For us at Holywell, this is NOT possible.	

				We will have the following mitigating precautions:
				• have a process and routine for arrival at school to include
				   o staggered, stepped and supervised disembarking from each bus
				   o hands santitised on entry to the site
				• making sure schools, parents and young people follow the Coronavirus (COVID-19): safer travel guidance for passengers when planning their travel
				• ensuring that transport arrangements cater for any changes to start and finish times
				• making sure transport providers do not work if they or a member of their household are displaying any symptoms of coronavirus
				• transport providers to supply copy of risk assessments and hygiene/cleaning regime
				• making sure transport providers, as far as possible, follow hygiene rules (inc. thorough clean between cohorts of students
					Y
					
					Y
					Y
					
					Y
					
					Y
					
					Provided to BCB/CBC
					
					Y	

20

Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Risk rating	Normal/DfE Control Measures	Are Normal Control Measures *Y/N/NA*	
					In Place	Reviewed risk rating
				using the vehicle) and try to keep distance from their passengers • taking appropriate actions to reduce risk if hygiene rules and social distancing is not possible, for example when transporting children and young people with complex needs who need support to access the vehicle or fasten seatbelts Local authorities or transport providers could consider the following: • guidance or training for school transport colleagues • substituting smaller vehicles with larger ones, or running 2 vehicles rather than one, where possible, to reduce the number of passengers per vehicle and increase the amount of space between passengers • cordoning off seats and eliminating face-to-face seating, where vehicle capacity allows, to help passengers spread out • communicating revised travel plans clearly to contractors, local authorities and parents where appropriate (for instance, to agree pick-up and drop-off times) The approach to dedicated transport should align as far as possible with the principles underpinning the system of controls set out in the DfE Guidance and with the approach being adopted at school. It is important to consider: • how students are grouped together on transport, where possible this should reflect the bubbles that are adopted within school • use of hand sanitiser upon boarding and/or disembarking • additional cleaning of vehicles • organised queuing and boarding where possible • distancing within vehicles wherever possible • the use of face coverings for children over the age of 11, where appropriate, for example, if they are likely to come into very close contact with people outside of their group or who they do not normally meet	Y Can provide guidance but we cannot guarantee compliance N/A BBC and CBC have mitigations in place and have written to parents.	

21

Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Risk rating	Normal/DfE Control Measures	Are Normal Control Measures *Y/N/NA*	
					In Place	**Reviewed risk rating**
				Attendance		

				• School attendance will be mandatory for all students from 8 March. The usual rules on school attendance apply, including:
				  o parents' duty to secure their child's regular attendance at school (where the child is a registered student at school and they are of compulsory school age)
				  o the ability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct
					Y	

				• As usual, we are responsible for recording attendance, following up absence and reporting children missing education to the local authority.	Y	
				• During the week commencing 8 March, students will be offered asymptomatic testing on site in secondary schools. Students who consent to testing should return to face-to-face education following their first negative test result. Students not undergoing testing should attend school in line with your phased return arrangements.	Not mandatory for all	
				• Vulnerable children and children of critical workers in secondary schools should continue to attend school throughout, unless they receive a positive test result.	Y	
				• Testing is voluntary, but strongly encouraged.	N	
				• Rotas will not be used as there is no requirement to reduce occupancy in schools.	Y	
				• Everyone must follow the system of controls.	Y	
				• Those children whose doctors have confirmed they are still clinically extremely vulnerable are advised not to attend	Y	

22

Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Risk rating	Normal/DfE Control Measures	Are Normal Control Measures Y/N/NA	
					In Place	**Reviewed risk rating**
				education whilst the national restrictions are in place. Schools will need to make appropriate arrangements to enable them to continue their education at home. • Children who live with someone who is clinically extremely vulnerable, but who are not clinically extremely vulnerable themselves, should still attend education. Clinically extremely vulnerable staff • Review workforce to identify staff in **clinically vulnerable category** as this has changed as per guidance Clinically Vulnerable • Complete individual risk assessment for staff who are clinically vulnerable and have requested a RA. • It is recommended that the school carries out risk assessment for returning to the workplace and actions taken to manage the risks of transmission in line with this guidance or upon request. • Staff who are clinically vulnerable may continue to attend school in line with current guidance. • Pregnant staff review working arrangements and carry out or update pregnancy risk assessment following the Royal College of Obstetrics and Gynaecology (RCOG) occupational health advice for employers and pregnant women and Government advice. • Follow advice for women from 28 weeks gestation or with underlying health conditions at any gestation who may be at greater risk. Employers and pregnant women should follow this advice and to continue to monitor for future updates to it. Social distancing measures must be	N – Special circumstances granted to students in this position and parents informed that this is not government / LA policy.	

Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Risk rating	Normal/DfE Control Measures	Are Normal Control Measures Y/N/NA	
					In Place	Reviewed risk rating
				in place – In early Years and Primary schools this may result in them working from home. • In some cases pregnant where women may also have other health conditions that mean they are considered CEV, where the advice for clinically extremely vulnerable staff will apply		

24

Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Risk rating	Normal Control Measures	Are Normal Control Measures Y/N/NA	
					In Place	Reviewed risk rating
Someone becomes unwell with Covid-19 symptoms	Students Staff Visitors Drivers Cleaners Vulnerable groups- Elderly, Pregnant workers, those with existing underlying health conditions Anyone else who physically comes in contact with someone in relation to school	Infect other people What harm can be caused? Catching COVID 19 which currently has around a 1.5% mortality rate. It is unclear on the number of life changes that are in place for people that have had the virus, however the level of people surviving is high. Harm caused by absence from school (minimum of 7 days).	15	If anyone in school develops a new and continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), we: • must send them home to begin isolation - the isolation period includes the day the symptoms started and the next 10 full days • advise them to follow the guidance for households with possible or confirmed coronavirus (COVID-19) infection • advise them to arrange to have a test as soon as possible to see if they have coronavirus (COVID-19) • other members of their household (including any siblings and members of their support or childcare bubble if they have one) should self-isolate. Their isolation period includes the day symptoms started for the first person in their household, or the day their test was taken if they did not have symptoms, whether this was a Lateral Flow Device (LFD) or Polymerase Chain Reaction (PCR) test), and the next 10 full days. If a member of the household starts to display symptoms while self-isolating they will need to restart the 10 day isolation period and book a test. If anyone tests positive whilst not experiencing symptoms but develop symptoms during the isolation period, they must restart the 10 day isolation period from the day they developed symptoms. If a student is awaiting collection: • they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age and needs of the student, with appropriate adult supervision if required (medical room) • a window should be opened for fresh air ventilation if it is safe to do so	Y Y Y Y Y	10 (2x5)

25

Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Risk rating	Normal Control Measures	Are Normal Control Measures *Y/N/NA*	
					In Place	**Reviewed risk rating**
				- if it is not possible to isolate them, move them to an area which is at least 2 metres away from other people	Y	
				- if they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible - the bathroom must be cleaned and disinfected using standard cleaning products before being used by anyone else	Y	
				- personal protective equipment (PPE) must be worn by staff caring for the student while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs) - more information on PPE use can be found in the safe working in education, childcare and children's social care settings guidance	Non-clinical PPE sourced and available -inc visor/mask, apron and gloves are in stock and in the room	
				In an emergency, we will call 999 if someone is seriously ill or injured or their life is at risk. Anyone with coronavirus (COVID-19) symptoms should not visit the GP, pharmacy, urgent care centre or a hospital, unless advised to.	Y	
				We ask parents and staff to inform us immediately of the results of a test. If someone tests negative, if they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating. They could still have another virus, such as a cold or flu – in which case DfE/PHE advise it is still best to avoid contact with other people until they are better. Other members of their household can stop self-isolating. In addition, staff have completed online training on PPE	Y	
				In an emergency, call 999 if they are seriously ill or injured or their life is at risk. Do not visit the GP, pharmacy, urgent care centre or a hospital.	Y	

26

Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Risk rating	Normal Control Measures	Are Normal Control Measures *Y/N/NA*	
					In Place	Reviewed risk rating
				If a member of staff has helped someone who was unwell with a new, continuous cough or a high temperature, they do not need to go home unless they develop symptoms themselves (and in which case, a test is available) or the child subsequently tests positive. They should wash their hands thoroughly for 20 seconds after any contact with someone who is unwell. Cleaning the affected area with normal household disinfectant after someone with symptoms has left will reduce the risk of passing the infection on to other people. See the COVID-19: cleaning of non-healthcare settings guidance.	Y	
				This information is displayed on school website and in letter to parents.	Y	

Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Risk rating	Normal Control Measures	Are Normal Control Measures *Y/N/NA*	
					In Place	Reviewed risk rating
There is a confirmed case of coronavirus	Students Staff Visitors Drivers Cleaners Vulnerable groups- Elderly, Pregnant workers, those with existing underlying health conditions Anyone else who physically comes in contact with someone in relation to school	Threat to heath / life Infect other people What harm can be caused? Catching COVID 19 which currently has around a 1.5% mortality rate. It is unclear on the number of life changes that are in place for people that have had the virus, however the level of people surviving is high. Harm caused by absence from school (minimum of 7 days).	15	Students, staff and other adults must not come into the school if: - they have one or more coronavirus (COVID-19) symptoms - a member of their household (including someone in their support bubble or childcare bubble if they have one) has coronavirus (COVID-19) symptoms - they are required to quarantine having recently visited countries outside the Common Travel Area - they have had a positive test They must immediately cease to attend and not attend for at least 10 days from the day after: - the start of their symptoms - the test date if they did not have any symptoms but have had a positive test (whether this was a Lateral Flow Device (LFD) or Polymerase Chain Reaction (PCR) test) Everyone must follow this process and ensure everyone onsite or visiting is aware of it. Anyone told to isolate by NHS Test and Trace or by their public health protection team has a legal obligation to self-isolate, but they may leave home to avoid injury or illness or to escape risk of harm. More information can be found on NHS Test and Trace: how it works. Children, parents, carers and visitors such as contractors are informed not to visit the setting if they are displaying any symptoms of Coronavirus (COVID-19) and limit visitors/contractors to school We will provide wellbeing and pastoral support for both staff and students where Covid-19 is confirmed and where outcomes are serious: ie. Life-threatening and life-taking. Staff and Parents made aware of the Bereavement Policy. This information is displayed on school website and in letter to parents.	Y Y Y Y Y Y Y	10 (2x5)

28

Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Risk rating	Normal Control Measures	Are Normal Control Measures Y/N/NA	
					In Place	Reviewed risk rating
Staffing: The school is in danger of closing because of low staffing levels	Students Staff Visitors Drivers Cleaners Vulnerable groups- Elderly, Pregnant workers, those with existing underlying health conditions Anyone else who physically comes in contact with someone in relation to school	Dangerous levels of supervision for students Inadequate support for students and staff Inadequate first aid provision	16	Staffing levels are monitored and are sufficient to ensure there are enough members of staff to supervise students in school. School must be deemed 'a safe working environment'. NB. Section 44 of the employment rights act 1996 states that employees have the right "not to be subjected to any detriment" if they leave or refuse to return to work because they believe it is dangerous. There is a register of staff under the following headings: • staff who have/had Covid-19 • staff whose family members have Covid-19 • staff who are/were shielding • staff who have family members who are/were shielding Where staffing levels are below what is required, cover supervisors and agency supply staff can cover the shortfall. Provision is in place should members of the leadership team are ill with Covid-19. Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. They should ensure they minimise contact and maintain as much distance as possible from other staff. School Policy and practice to be reviewed. Specialists, therapists, clinicians and other support staff for students with SEND should provide interventions as usual. We will manage other visitors to the site, such as contractors, and ensure site guidance on physical distancing and hygiene is explained to visitors on or before arrival. Where visits can happen outside of school hours, they should. A record will be kept of all visitors. Support and Site staff levels are monitored to ensure there are enough members of staff to provide support and site maintenance/cleaning.	Y Y Y Y Reviewed and working with peripatetic /supply staff to enable attendanc e where possible and where required. Y Y Y	6 (2 x 3)

29

Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Risk rating	Normal Control Measures	Are Normal Control Measures *Y/N/NA*	
					In Place	Reviewed risk rating
				Staff are informed of the symptoms of possible coronavirus infection, e.g. a cough, difficulty in breathing, high temperature, loss of sense of small and/or taste and are kept up-to-date with national guidance about the signs, symptoms, transmission of coronavirus, what to do if symptoms develop, what to do in class if students develop symptoms, and how Test and Trace works.

Review workforce to identify staff with continuing health issues who are more prone to contracting Covid-19:

Clinically extremely vulnerable

• Review workforce to identify staff in clinically vulnerable category as per guidance. Until 31st March these staff should work from home and should not be in school. Staff in this group should be supported to work from home if they can.

Clinically Vulnerable
• Complete individual risk assessment for staff who are clinically vulnerable and have requested a RA.
• Review workforce to identify staff in clinically vulnerable category Shielding for this group in place until at least 31st March. It is recommended that the school carries out risk assessment for returning to the workplace and actions taken to manage the risks of transmission in line with this guidance or upon request.

Pregnant staff
• Review working arrangements and carry out or update pregnancy risk assessment following the Royal College of Obstetrics and Gynaecology (RCOG) occupational health advice for employers and pregnant women.
• Follow advice for women from 28 weeks gestation or with underlying health conditions who may be at greater risk. Employers and pregnant women should follow this advice and to continue to monitor for future updates to it. Social distancing measures must be in place – In early Years and primary this may result in them working from home.

People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace. | Y

Y – staff invited to complete personal risk assessment

Y

Not all are able to return

Y

Y | |

Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Risk rating	Normal Control Measures	Are Normal Control Measures *Y/N/NA*	
					In Place	Reviewed risk rating
				Individual members of staff can request / submit an individual risk assessment and adjustments will be made according to their personal and/or medical circumstances	Y	
				Staff ensure that any unwell members of staff who are waiting to go home are moved to a quieter area of the school, away from others. Areas used by unwell members of staff who need to go home are appropriately cleaned once vacated. If staff are waiting to go home, they are instructed to use different toilets to the rest of the school to minimise the spread of infection.	Y	
				Spillages of bodily fluids, e.g. respiratory and nasal discharges, are cleaned up immediately in line with the Health and Safety Policy, using PPE at all times.	Y	
				Staff are encouraged to transfer information digitally, e.g. via email, and to avoid transferring information in paper format.	Y	
				Staff are informed via email that they must not enter the school premises if they show signs of being unwell and believe they have been exposed to coronavirus.	Y	
				Staff do not return to school before the minimum recommended exclusion period (or the 'self-isolation' period) has passed, in line with local and national guidance. Staff inform the headteacher when they plan to return to work after having coronavirus.	Y	
				Staff notify the headteacher if they have an impaired immune system or a medical condition that means they are more vulnerable to infections – alternate working arrangements are put in place where required. Any additional provisions for staff who are more vulnerable to infections are put in place by the headteacher.	Y	
				Everyone is instructed to monitor themselves and others and look out for similar symptoms if somebody has been sent home with suspected coronavirus. Staff are vigilant and report concerns about their own, a colleague's or a student's symptoms to the headteacher.	Y	
				Communication channels are available to all staff.	Y	

Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Risk rating	Normal Control Measures	Are Normal Control Measures *Y/N/NA*	
					In Place	**Reviewed risk rating**
				Staff are informed via email about who they can talk to if they have concerns, e.g. about their commitments, health, workload and mental wellbeing.	Y Most done by email and zoom	
				Staffing allocations are designed to minimise staff exposure to coronavirus, group sizes, and any additional workload.	Y	
				Staff are encouraged to communicate remotely, where possible, and to minimise close-proximity interaction.	Y	
				Staff are encouraged to discuss how to manage their workload and balance their commitments, e.g. caring for dependants.	Y	
				Staff are aware of how to report sickness and how they will be paid during their absence.	Y	
				All staff members' emergency contact details are up-to-date, including alternative emergency contact details, where required. Staff members' alternative contacts are contacted where their primary emergency contact cannot be reached.	Y	
				The First Aid Policy is up-to-date and outlines the management of medical emergencies – medical emergencies are managed in line with this policy.	Y	
				Staff and volunteers avoid contact with people who show symptoms of coronavirus, both in and out of school.	Y	
				Where a member of staff must accompany or supervise a student showing symptoms of coronavirus, infection control procedures and social distancing arrangements are adhered to at all times.	Y	
				Staff and volunteers avoid non-essential work-related travel, where practicable	Y	
				Where practicable, staff always keep at least two metres apart and avoid close proximity interaction. Where close proximity interaction (being less than two metres apart) cannot be avoided, staff and volunteers are instructed to: • Identify beforehand which tasks must be done in close proximity to others and which tasks can be carried out at a distance or remotely. • Work facing away from each other or side-by-side, where possible, instead of face-to-face.	Y	

32

Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Risk rating	Normal Control Measures	Are Normal Control Measures *Y/N/NA*	
					In Place	Reviewed risk rating
				• Where face-to-face interaction is essential, minimise the frequency and duration of the interaction. • Limit close proximity interaction to 15 minutes at a time. • Limit the number of people in close proximity interactions to no more than two people.		
				The size and frequency of essential group gatherings is limited to no more than five people, and this is communicated to staff and volunteers via email.	Y	
				Where staff must work in teams to carry out their role or perform a task, teams are arranged beforehand and, where possible, team mixing is minimised.	Y	
				Where group gatherings must occur in larger numbers or higher frequency, alternative arrangements are put in place and enforced by the headteacher, e.g. remote meetings are arranged.	Y	
				The use of communal areas, e.g. the staff room, is limited to avoid unnecessary group gatherings – staggered times, queues, or rotas are implemented where required.	Y additional facilities created	
				Floor markings or signs are used, where necessary, to indicate any two-metre spacing, e.g. where queues are likely to form.	Partly – markings will be used where necessary	
				Contact with parents is minimised and alternative arrangements are in place – where contact with parents must occur face-to-face, infection control procedures and social distancing arrangements are communicated to parents. Visitors must be temperature-checked and must wear face coverings whilst on site.	Y	
				Where staff cannot follow social distancing arrangements for a particular activity, the headteacher assesses whether the activity needs to continue – mitigating actions are put in place if continuing the activity is essential.	Y	
				Staff experiencing anxiety or staff who have concerns are supported to ensure they are comfortable coming into school and to ensure maximum staff availability / attendance.	Y Relies on staff communic ating feelings	

33

Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Risk rating	Normal Control Measures	Are Normal Control Measures *Y/N/NA*	
					In Place	**Reviewed risk rating**
				Staff are responsible when booking holidays and take into account any requirements to self-isolate on return so as not to impact negatively on staffing levels. Unexpected absences due to self-isolation impositions or local lockdowns to be dealt with through supply teachers. Regular review of travel corridor guidance.	Y Relies on staff communication and integrity	

Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Risk rating	Normal Control Measures	Are Normal Control Measures Y/N/NA	
					In Place	Reviewed risk rating
Resources: Resources are running low so school at risk of closing	Students Staff Visitors Drivers Cleaners Vulnerable groups- Elderly, Pregnant workers, those with existing underlying health conditions Anyone else who physically comes in contact with someone in relation to school	Inadequate level of resources to support student learning and curriculum delivery Inadequate resources to keep students safe	6	Sound financial management Weekly review of resources Increased costs are recorded and monitored: • Increased related costs associated with additional cleaning and resources.	Y Y Y	4 (2 x 2)

35

Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Risk rating	Normal Control Measures	Are Normal Control Measures *Y/N/NA*	
					In Place	Reviewed risk rating
Cleaning: Stocks / staffing are dangerously low putting school at risk of closure	Students Staff Visitors Drivers Cleaners Vulnerable groups- Elderly, Pregnant workers, those with existing underlying health conditions Anyone else who physically comes in contact with someone in relation to school	Critical levels of cleaning products lead to an inability to secure clean working environments which will lead to an increased risk of infection or spreading of the virus Inadequate support for students and staff	16	A good supply and stock of soap and alcohol-based hand sanitiser; adequate hand-washing facilities to enable staff, students and visitors to clean hands more often than usual - washing hands thoroughly for 20 seconds with running water and soap and drying them thoroughly or using alcohol hand rub or sanitiser ensuring that all parts of the hands are covered Good respiratory hygiene is promoted through the 'catch it, bin it, kill it' approach; plus readily available tissues. A good supply and stock of standard cleaning products, such as detergents and bleach to ensure that frequently touched surfaces are cleaned often.	Y/N Sanitiser used instead of hand washing Y Y	6 (2x3)

Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Risk rating	Normal Control Measures	Are Normal Control Measures *Y/N/NA*	
					In Place	Reviewed risk rating
Health and Safety: Staff, parents, unions deem the health and safety measures in place inadequate resulting in low staffing or student attendance levels	Students Staff Visitors Drivers Cleaners Vulnerable groups- Elderly, Pregnant workers, those with existing underlying health conditions Anyone else who physically comes in contact with someone in relation to school	Dangerous levels of supervision for students Inadequate first aid provision Inadequate support for students and staff	20	Add to and adapt the Health and Safety Policy to include aspects linked to Covid-19. Unions deem school a 'safe working environment. Agree procedures for staff to return safely to school and to prepare classrooms for the phased return of students. Where necessary, wear appropriate personal protective equipment (PPE) (02-07-2020). DfE guidance states: The majority of staff in education settings will not require PPE beyond what they would normally need for their work. PPE is only needed in a very small number of cases, including: • where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at schools, and only then if a distance of 2 metres cannot be maintained • 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 • staff to read the guidance on safe working in education, childcare and children's social care for more information about preventing and controlling infection, including when, how PPE should be used, what type of PPE to use, and how to source it: https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care Review lunchtime and breaktime arrangements to ensure distancing measures. Split Key Stage lunchtime: 30 minutes 'lunch'; 30 minutes 'recreation'. Separate areas for packed lunch and hot lunch; no mixing of year groups; students in dining room sit facing one way and students clear away own plates/cutlery; kitchen staff to wear PPE in line with AiP Policy. Each year group to be allocated a zone of the site. No ball games initially; other equipment to be wiped down after use.	Y N Y Planning and procedures agreed – constant revision due to Government updates Y Y + To be reviewed in practice Y + To be reviewed	10 (2 x 5)

Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Risk rating	Normal Control Measures	Are Normal Control Measures *Y/N/NA*	
					In Place	**Reviewed risk rating**
				Review drop off and collection protocols for parents and review the school travel plan. Ensure 'normal' health and safety / PPM checks continue.	Y	
				All trips abroad trips cancelled.	Y	
				No UK trips to take place until changes in national restrictions.	No educational visits until it is deemed safe by all to proceed.	

38

Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Risk rating	Normal Control Measures	Are Normal Control Measures *Y/N/NA*	
					In Place	Reviewed risk rating
Site constraints: adaptations to make the site safe within Covid-19 guidelines are physically or financially prohibitive	Students Staff Visitors Drivers Cleaners Vulnerable groups- Elderly, Pregnant workers, those with existing underlying health conditions Anyone else who physically comes in contact with someone in relation to school	Dangerous levels of supervision for students Inadequate first aid provision Inadequate support for students and staff	16	Review what physical changes and adaptions will need to be made to the site – both in terms of a safe entry/exit to the school for all and safety around the site during lessons and recreation times.	Y Adaptations trialled in the Summer Term to be scaled up for whole-school – challenges: arrival and departure; unstructured times	8 (2 x 4)
				Groups access classrooms straight from outside rather than coming through an entrance and corridor	Y	
				Clearly marked areas where students and parents in their groups can line up maintaining social distancing when coming into school.	Y	
				Only one parent/carer per child to arrive and collect children.	Y	
				No parent/carer standing at the gate (creating a bottle neck)	Y	
				No parent to come into classroom.	Y	
				Bikes and scooters stored safely apart not thrown on floor (students only use their own scooter/bike)	Y	
				Measure the school (in particular, classrooms) to ascertain the maximum capacity/proportion of students that can be physically in school at any one time with social distancing applied.	N analysis done around – social distancing not possible in classrooms or around site. Allocation of zones for recreation.	
				Rearrange classrooms to ensure all students can follow social distancing effectively; classrooms re-arranged to provide some mitigation of transmission;	Y	

39

Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Risk rating	Normal Control Measures	Are Normal Control Measures *Y/N/NA*	
					In Place	**Reviewed risk rating**
				desks should be spaced as far apart as possible, all desks facing the front, extraneous furniture removed.		
				Reduce movement around the site.	N movement around site is necessary in order to deliver the curriculum and specialist teaching	
				Students to use their own stationery and not share pens/pencils or other equipment with each other in the group.	Y	
				Maintaining a distance between people whilst inside and reducing the amount of time they are in face to face to contact lowers the risk of transmission.	Y	
				Staff maintain distance from their students, staying at the front of the class, and away from their colleagues where possible. Ideally, adults should maintain 2 metre distance from each other, and from children.	Y	
				Avoid face to face contact and minimise time spent within 1 metre of anyone. (NB. This may not be possible when working with many students who have complex needs or who need close contact care. These students' educational and care support should be provided as normal.)	Y	
				Limit sharing of resources between "groups" unless thoroughly cleaned using a diluted bleach solution.	Y	
				Equipment and resources are integral to education in schools. For individual and very frequently used equipment, such as pencils and pens, staff and students should have their own items. Classroom based resources, such as books and games, can be used and shared within the bubble. These should be cleaned regularly, along with all frequently touched surfaces. Resources that are shared between classes or bubbles, such as sports, arts, and science equipment should be cleaned frequently. When sharing equipment between different bubbles, we will either: clean it before it is	Y	

40

Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Risk rating	Normal Control Measures	Are Normal Control Measures *Y/N/NA*	
					In Place	**Reviewed risk rating**
				moved between bubbles OR allow them to be left unused for a period of 48 hours (72 hours for plastics) Where cleaning or disinfecting is not possible or practical, resources will have to be either: restricted to one user: left unused for a period of 48 hours (72 hours for plastics) between use by different individuals.	Y	
				Outdoor playground equipment should be more frequently cleaned than normal. This also applies to resources used inside and outside by wraparound care and out-of school settings providers.	Y	
				Students should limit the amount of equipment they bring into school each day, including essentials such as: lunch boxes; hats and coats; books; stationery. Bags are allowed.	Y	
				Students and teachers can take books and other shared resources home, although unnecessary sharing should be avoided. Similar rules on hand cleaning, cleaning of the resources and rotation should apply to these resources.	Y	
				Where possible students sit at the same desk every day.	Y	
				Students outdoor coats and bags to be placed under their own desk to prevent going into corridors to hang up on pegs or mixing clothing with other students. No initial use of lockers.	Y	
				Pre-planning lessons so not physically sitting together for example moderating group work.	Y	
				Where possible hold lessons outside within the school grounds in their "groups" maintaining social distancing. 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.	Y	

41

Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Risk rating	Normal Control Measures	Are Normal Control Measures *Y/N/NA*	
					In Place	**Reviewed risk rating**
				Provide talks to children on "social distancing".	Y	
				Where possible keep a window open for ventilation. Where possible keep door open to corridor to avoid touching handles (when leaving room door should be closed for fire safety	Y	
				Review Pandemic Plan in terms of how the site will be secured if any cases of Covid-19 occur.	Y	
				Review Lettings and make decisions as to when these may be re-started.	Y	

42

Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Risk rating	Normal Control Measures	Are Normal Control Measures *Y/N/NA*	
					In Place	**Reviewed risk rating**
Workload: staff workload in terms of emergency curriculum planning and adaptation is prohibitive in terms of time and practicality	Students Staff Visitors Drivers Cleaners Vulnerable groups-Elderly, Pregnant workers, those with existing underlying health conditions Anyone else who physically comes in contact with someone in relation to school	Excessive staff workload Staff stress and anxiety; poor levels of wellbeing Dissatisfaction Inability to teach effectively Staff absence	12	Review the workload associated with key expectations from DfE re: curriculum provision in 2020-2021: ➤ Teach an ambitious and broad curriculum in all subjects. Where appropriate, teaching time should be prioritised to address the most significant gaps in students' knowledge. You should ensure that curriculum planning is informed both by an assessment of students' starting points and gaps in their knowledge, and an understanding of what is the most critical content for progression. To achieve this, you may need to make substantial modifications to your curriculum and should make effective use of regular formative assessment while avoiding the introduction of unnecessary tracking systems. You can use existing flexibilities to create time to cover the most important content in which students are not yet secure. ➤ You may consider it appropriate to suspend some subjects for some students in exceptional circumstances. Up to and including Key Stage 3, prioritisation within subjects of the most important components for progression is likely to be more effective than removing subjects, which may deprive students of the knowledge and cultural capital they need to succeed in life. If you choose to suspend some subjects for some students (where the subject is not one that is statutorily mandated) you should be able to show that this is in the best interests of these students and this should be subject to discussion with parents. ➤ For students in Key Stage 2, you are expected to prioritise identifying gaps and re-establishing good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary. You should ensure your curriculum offer remains broad, so that the majority of students are taught a full range of	Y	9 (3 x 3)

43

Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Risk rating	Normal Control Measures	Are Normal Control Measures *Y/N/NA*	
					In Place	Reviewed risk rating

				subjects over the year, including sciences, humanities, music and the arts, physical education and sport, religious education and, at Key Stage 2, languages.
				 ➢ For students in Key Stage 3 you are expected to consider whether any modification to your curriculum offer is needed to address the most significant gaps in English and mathematics. You should ensure the curriculum remains broad from year 7 to year 9 so that the majority of students are taught a full range of subjects over the year, including sciences, languages, humanities, music and the arts, physical education and sport, religious education, and citizenship.
				
				 Measures to mitigate the risk of increased workload:
				 • Review curriculum provision and adaptations necessary with staff for both students in school and for emergency home-learning tasks. Curriculum planning should not exceed normal school planning expectations and should be planned around staff expertise and specialism.
				 • Eliminate any unnecessary workload around marking and feedback.
				 • Ensure that technology enhances learning and that time is provided for staff to learn how to use new technologies.
				 • Ensure that emergency remote-learning is managed well so that feedback workload does not increase.
				 • Follow Cleapps guidance GL344 Guide for doing practical work in DT, Food and Art, ICT suites
				 • Additional guidance for specific subjects:
				   o Music: Music/Dance/Drama
				     ▪ Social distancing between students required for music, dance and drama
				     ▪ Refer to DCMS guidance
				     ▪ Using back-to-back or side-to-side positioning (rather than face-to-face) whenever possible.
				     ▪ Playing outdoors wherever possible.
					Y
					
					 Y
					
					 Y
					 Y
					
					 Y
					
					 Y
					
					 Y	

44

Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Risk rating	Normal Control Measures	Are Normal Control Measures *Y/N/NA*	
					In Place	Reviewed risk rating
				▪ If playing indoors, limiting the numbers to account for ventilation of the space and the ability to social distance.		
				▪ Singing, wind and brass playing should not take place in larger groups such as choirs and ensembles, or assemblies unless significant space, natural airflow (at least 10l/s/person for all present, including audiences) and strict social distancing and mitigation as described below can be maintained.		
				▪ In the smaller groups where these activities can take place, schools should observe strict social distancing between each singer and player, and between singers and players, and any other people such as conductors, other musicians, or accompanists. Current guidance is that if the activity is face-to-face and without mitigating actions, 2 metres is appropriate.		
				▪ Seating positions -Students should be positioned back-to-back or side-to-side when playing or singing (rather than face-to-face) whenever possible. Position wind and brass players so that the air from their instrument does not blow into another player		
				▪ Microphones - Use microphones where possible or encourage singing quietly.		
				▪ Handling equipment and instruments		
				▪ Regular handwashing.		
				▪ Avoid sharing equipment unless disinfected (includes packing cases, handles, props , chairs, microphones, headphones and music stands)		
				▪ Students should clean the instruments they are playing on.		
				▪ Equipment such as keyboards etc should be cleaned between use.		
				▪ Curriculum risk assessment should be in place for all lessons.		
				▪ 1:1 music lesson to continue remotely or held in a large space where teacher can be socially distanced.		
				▪ Peripatetic music teachers can deliver lessons in school and they should wear a face covering and		

45

Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Risk rating	Normal Control Measures	Are Normal Control Measures *Y/N/NA*	
					In Place	Reviewed risk rating
				maintain 2m social distancing – complete a separate risk assessment.		
				o PE: ▪ Students should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided. ▪ Outdoor sports will be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between students and paying attention to cleaning and hygiene. ▪ Consider team sports that have been approved by the government ▪ list available at grassroots sports guidance. ▪ External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities ▪ Resources that are shared between classes or bubbles, such as sports, art and science equipment 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. ▪ Outdoor playground equipment will be cleaned more frequently. ▪ No fixtures between other schools until wider grassroots sports for U18's is permitted. ▪ Schools are able to work with external coaches, clubs and organisations for curricular activities where they are satisfied that it is safe to do so ▪ No face coverings to be worn in PE. ▪ Advice from organisations such as the Association for Physical Education and the Youth Sport Trust ▪ Schools are able to work with external coaches, clubs and organisations for curricular and extra-curricular activities where they are satisfied that this is safe to do so. Schools should consider carefully how such	Y	

Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Risk rating	Normal Control Measures	Are Normal Control Measures *Y/N/NA*	
					In Place	**Reviewed risk rating**
				arrangements can operate within their wider protective measures.		
				• Activities such as active miles, making break times and lessons active and encouraging active travel help enable students to be physically active while encouraging physical distancing.		
				• Laptops/ipads – these should be cleaned before use and between each "group use" using wipes.	Y	
				• Review data management and ensure that expectations are reasonable and within normal expectations.	Y	
				• Review communications and ensure that staff, students and parents are kept up-to-date and 'in touch'. Use remote communication strategies for meetings (Microsoft Teams, Google Meet and Zoom) and for keeping in touch. Address social needs as well as organisational needs.	Y	
				• Adapt appraisal processes to online reviews.	Y	
				• Staff working from home – guidance provided on working from home and secure information complying with GDPR. Share HSE guidance on working from home. Staff should follow good practice and work from a table.	Y	
				• Staff provided with laptop and separate mouse- DSE assessment not required for working at home.	Y	
				• School to consider staff mental health and review communication arrangements with staff. Rather than emails consider a meeting via a platform like Zoom. Think about ways to improve mental health from working at home as it can be difficult to separate work from home life. Continue virtual coffee mornings using technology so staff can still feel part of a team. Wellbeing calls for all staff.	Y	
				• Pregnant staff working from home – update their pregnancy risk assessment to include home working.		
				• Encourage staff to speak to colleagues daily		
				• Identify staff that are unable to attend work and ring them regularly to make sure they are okay		

47

Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Risk rating	Normal Control Measures	Are Normal Control Measures *Y/N/NA*	
					In Place	**Reviewed risk rating**

				Remote Learning
				The Remote Education Temporary Continuity Direction means that we are still required to provide remote education to students covered by the direction where their attendance would be contrary to government guidance or legislation around coronavirus (COVID-19). This includes, for example, where such guidance means that a class, group or small number of students need to self-isolate or that clinically extremely vulnerable children are to shield. All such students not physically unwell should have access to remote education as soon as reasonably practicable, which may be the next school day.
				
				In developing these contingency plans, we have followed DfE guidance to make sure that we:
				    o 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.
				    o give access to high quality remote education resources.
				    o 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.
				    o provide printed resources, such as textbooks and workbooks, for students who do not have suitable online access.
				    o recognise that younger students and some students with SEND may not be able to access remote education without adult support, and so schools should work with families to deliver a broad and ambitious curriculum.
					Y –
					Plan is on website
					
					Y	

48

Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Risk rating	Normal Control Measures	Are Normal Control Measures *Y/N/NA*	
					In Place	**Reviewed risk rating**
				When teaching students remotely, we follow DfE expectations to: • set assignments so that students have meaningful and ambitious work each day in a number of different subjects, • 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, • provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos, • gauge how well students are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work, • 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 students' understanding, • plan a programme that is of equivalent length to the core teaching students would receive in school, ideally including daily contact with teachers. DfE expects schools to consider these expectations in relation to the students' age, stage of development and/or special educational needs, for example where this would place significant demands on parents' help or support. DfE expects schools to avoid an over-reliance on long-term projects or internet research activities.	Y	

49

Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Risk rating	Normal Control Measures	Are Normal Control Measures *Y/N/NA*	
					In Place	Reviewed risk rating
Loss of education Stress and mental health Parents and students anxious Staff working long hours delivering face to face as well as setting work for those students at home	Students	Widening of learning, attainment, experience gaps Stress and anxiety leading to loss of sleep and changes in behaviour. Resulting in time of work/school Increase in absenteeism	16	Returning to school is vital for children's education and for their wellbeing. Time out of school is detrimental for children's cognitive and academic development, particularly for disadvantaged children. This impact can affect both current levels of learning and children's future ability to learn. There will obviously be some gaps in leaning. This is how we mitigate those gaps: • Work provided during lockdown was planned to ensure gaps were not exacerbated whilst still providing students with challenging, meaningful and relevant tasks to complete – fully accepting that every student's experience will have been different. • Induction planned for first days of return along with ongoing wellbeing support for students as part of Tutor/Community time. • Students may be experiencing a variety of emotions in response to the coronavirus (COVID-19) outbreak, such as anxiety, stress or low mood. This may particularly be the case for vulnerable children, including those with a social worker and young carers. We will mitigate this by contextualising these feelings as normal responses to an abnormal situation and by providing support to re-adjust to school; others may have enjoyed being at home and be reluctant to return; a few may be showing signs of more severe anxiety or depression; we will provide tailored support where required. We will use a tiered approach to support with some support being for whole groups, some support for specific groups and some support for individuals. Other students will not be experiencing any challenges and will be keen and ready to return to school. • Formative assessment and diagnosis of gaps by staff as students are being taught (no additional baseline testing to be used) and adaptations to the curriculum • Additional support, tutoring and catch-up put in place for students who demonstrate significantly greater loss of learning than peers • Following Government advice on EHCP students https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people. Those with an EHC plan should be **risk-assessed** - https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance Share risk assessment with staff working with student with EHCP	Y Y Y Y Y Y Y	9 (3 x 3)

Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Risk rating	Normal Control Measures	Are Normal Control Measures *Y/N/NA*	
					In Place	**Reviewed risk rating**
				• Clear communication to parents on returning to school and how this will be managed.	Y	
				• Additional pastoral support provided. It is likely that adverse experiences and/or lack of routines of regular attendance and classroom discipline may contribute to disengagement with education upon return to school, resulting in increased incidence of poor behaviour. We will work with those students who may struggle to reengage in school and are at risk of being absent and/or persistently disruptive, including providing support for overcoming barriers to attendance and behaviour and to help them reintegrate back into school life.	Y	
				• Regular updates to parents on safety measures in place	Y	

51

Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Risk rating	Normal Control Measures	Are Normal Control Measures Y/N/NA	
					In Place	Reviewed risk rating
Lack of daily routines increase the risk of transmission of the virus	Students Staff Visitors Drivers Cleaners Vulnerable groups- Elderly, Pregnant workers, those with existing underlying health conditions Anyone else who physically comes in contact with someone in relation to school	Routines result in large numbers of staff and students mixing and potentially spreading the virus. Excessive staff workload in terms of re-modelling the routines and practices of the school. Staff stress and anxiety; poor levels of wellbeing. Dissatisfaction. Inability to teach effectively. Staff absence. Not scalable.	12	Revise and establish new routines through Behaviour for Learning framework: • Our Behaviour for Learning Policy and Covid-19 addendum will be updated with revised rules/policies, and will be communicated clearly and consistently to staff, students and parents, setting clear, reasonable and proportionate expectations of student behaviour. This will include rewards and sanctions – especially for expectations related to movement within school and new hygiene rules. • Each room will be supplied with a hygiene kit (hand-sanitiser, anti-bacterial wipes, disinfectant spray, protective gloves, tissues), stationery for students and a pedal bin. • Government Guidelines if students become ill at school will be followed. • Staff (teachers, TA's MDDS) must inform Cover Supervisor before 7.00 am if they are going to be absent for COVID or NON COVID reason. • Staff in school will be expected to adhere to strict social distancing rules. • Safeguarding team will coordinate safeguarding, pastoral work and transition arrangements.	Y Y Y Y Y Y	6 (2 x 3)

RISK RATING

Likelihood (L) x Severity (S) = Risk Value (RV) = Risk Rating (RR) = Action Priority (AP)

Likelihood	
1	Unlikely to happen at all
2	Could happen but rarely
3	Likely to happen
4	Highly likely to happen
5	Almost certainly happen

Severity	
1	Minor Injury e.g. bruise, graze /No impact
2	Requiring medical attention / Low impact
3	Temporary disability / Partial school closure / Medium impact
4	Serious injury / long term illness / School closure / Significant impact
5	Death or permanent disability/School closed permanently/Dangerous

Risk Value	Risk Rating	Action Priority
16 - 25	Very High	Stop activity until risk is controlled
10 - 15	High	Take action straight away to control risk
6 - 9	Medium	Identify improvements to controls & a plan to implement them
3 - 5	Low	Low priority but consider possible action
1 - 2	Very Low	Further action may not be reasonably practicable

RISK ASSESSMENT REVIEW:

Where changes are identified at review the original risk assessment should be updated and saved as a new version (a copy of the original risk assessment should be retained). If no changes are required, this should be noted below.

Date of Review:	Assessor's Name:	Assessor's Signature:	Outcome of review: (Risk assessment reviewed & re-issued / No changes identified)	Senior Manager's Name:	Senior Manager's Signature:	Date signed:	Next Review Due:
04-06-20	MGSimpson	MGS	Changes identified	MGSimpson	MGS	04-06-00	
06-07-20	MGSimpson	MGS	Changes identified – all changes highlighted by the use of a different font: Bahnschrift SemiBold	MGSimpson	MGS	06-07-20	
05-08-20	MGSimpson	MGS	Changes made – additional changes highlighted by the use of a different font: Bahnschrift SemiBold	MGSimpson	MGS	05-08-20	

Date of Review:	Assessor's Name:	Assessor's Signature:	Outcome of review: (Risk assessment reviewed & re-issued / No changes identified)	Senior Manager's Name:	Senior Manager's Signature:	Date signed:	Next Review Due:
09-11-20	MGSimpson	MGS	Changes made – additional changes highlighted by the use of a different colour and highlighting	MGSimpson	MGS	09-11-20	
29-11-20	MGSimpson	MGS	Changes made – additional changes highlighted by the use of a different colour and highlighting	MGSimpson	MGS	29-11-20	
03-01-21	MGSimpson	MGS	Changes made – additional changes highlighted by the use of a different colour and highlighting	MGSimpson	MGS	03-01-21	
01-03-21	MGSimpson	MGS	Changes made – additional changes highlighted by the use of a different colour and highlighting	MGSimpson	MGS	01-03-21	

Guidance

Coronavirus what you need to know https://www.gov.uk/coronavirus

Schools coronavirus (COVID-19) Operational Guidance
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/964351/Schools_coronavirus_operational_guidance.pdf

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

Education and Childcare https://www.gov.uk/coronavirus/education-and-childcare

AfPE Guidance for PE https://www.afpe.org.uk/physical-education/wp-content/uploads/afPE-Covid-19-FAQs-February-2021.pdf

Coronavirus (COVID-19): grassroots sports guidance for safe provision including team sport, contact combat sport and organised sport events
https://www.gov.uk/guidance/coronavirus-covid-19-grassroots-sports-guidance-for-safe-provision-including-team-sport-contact-combat-sport-and-organised-sport-events

Guidance for people who work in performing arts, including arts organisations, venue operators and participants.
https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/performing-arts#arts-6-4

HSE Guidance on Ventilation https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm

Safer travel guidance for passengers https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers

Getting Tested https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested

Information for the public: https://www.gov.uk/guidance/coronavirus-covid-19-information-for-the-public

Blog and frequently asked questions: https://publichealthmatters.blog.gov.uk/category/coronavirus-covid-19/

Catch it Bin it Kill it poster https://www.england.nhs.uk/south/wp-content/uploads/sites/6/2017/09/catch-bin-kill.pdf

NHS 111 online https://111.nhs.uk/covid-19/

COVID-19: guidance for households with possible coronavirus infection https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance

Clinically vulnerable people https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19

Local Public Health Protection Team https://www.gov.uk/health-protection-team

Travel corridors https://www.gov.uk/guidance/coronavirus-covid-19-travel-corridors#countries-territories-and-regions-on-the-travel-corridor-list

Coronavirus (COVID-19): red list travel ban countries
https://www.gov.uk/guidance/transport-measures-to-protect-the-uk-from-variant-strains-of-covid-19#travel-bans-to-the-uk---banned-countries

Local restrictions and Tiers https://www.gov.uk/guidance/local-restriction-tiers-what-you-need-to-know

The coronavirus (COVID-19) asymptomatic testing in schools and colleges https://www.gov.uk/government/publications/coronavirus-covid-19-asymptomatic-testing-in-schools-and-colleges

Face coverings in education https://www.gov.uk/government/publications/face-coverings-in-education/face-coverings-in-education

Guidance and advice on coronavirus (COVID-19) and pregnancy from the Royal College of Gynaecologists. https://www.rcog.org.uk/en/guidelines-research-services/guidelines/coronavirus-pregnancy/covid-19-virus-infection-and-pregnancy/

Coronavirus (COVID-19): advice for pregnant employees
https://www.gov.uk/government/publications/coronavirus-covid-19-advice-for-pregnant-employees/coronavirus-covid-19-advice-for-pregnant-employees

COVID-19 vaccination: a guide for women of childbearing age, pregnant or breastfeeding
https://www.gov.uk/government/publications/covid-19-vaccination-women-of-childbearing-age-currently-pregnant-planning-a-pregnancy-or-breastfeeding/covid-19-vaccination-a-guide-for-women-of-childbearing-age-pregnant-planning-a-pregnancy-or-breastfeeding

Further guidance on RIDDOR reporting of COVID-19
https://www.hse.gov.uk/coronavirus/riddor/riddor-reporting-further-guidance.htm

COVID-19: cleaning in non-healthcare settings outside the home https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings

Protective measures for holiday and after-school clubs, and other out-of-school settings during the coronavirus (COVID-19) outbreak
https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak/protective-measures-for-out-of-school-settings-during-the-coronavirus-covid-19-outbreak

Guidance for food businesses on coronavirus

56

Other resources:
http://schoolwell.co.uk/coronavirus-resources-for-wellbeing-and-mental-health/