

This document is integral to the schools Covid-19 Initial Planning Framework. The content of this document is being produced in consultation with staff, parents, governors union representatives, with PHE and the Health and Safety Executive (HSE) and will be finalised 4th September 2020. It will be kept under review and may change. Version 31st August 2020 – 3rd December 2020. Version 6 – 4th – 14th January 2021. Version 7 – 20th January 2021 Version 8 - 8th March 2021 onwards



RGS Covid-19 risk assessment

Guidance for schools completing risk assessment

The government announced that all children should return to school in September 2020. The prevalence of coronavirus (COVID-19) has decreased, the NHS Test and Trace system is up and running, and it is clearer what measures need to be in place to create safer environments within schools.

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, and therefore it is necessary to ensure all pupils can return to school sooner rather than later. [The Scientific Advisory Group for Emergencies \(SAGE\) has published a paper: benefits of remaining in education - evidence and considerations 4 November 2020](#) which outlines the benefits to children and young people remaining in education.

Most people who become infected with COVID-19 will experience mild symptoms, such as fever and cough and are unlikely to become severely unwell. The risk to children themselves of becoming severely ill from coronavirus (COVID-19) is very low and there are negative health impacts of being out of school. School is also a vital point of contact for public health and safeguarding services that are critical to the wellbeing of children and families. Lower academic achievement also translates into long-term economic costs due to having a less well-qualified workforce. This affects the standard of living that today's pupils will have over the course of their entire life.

In relation to working in schools, whilst it is not possible to ensure a totally risk-free environment, the Office of National Statistics analysis on [coronavirus \(COVID-19\) related deaths linked to occupations](#) suggest that staff in educational settings tend not to be at any greater risk from the disease than many other occupations. There is no evidence that children transmit the disease any more than adults. Given the improved position, the balance of risk is now overwhelmingly in favour of children returning to school. For the vast majority of children, the benefits of being back in school far outweigh the very low risk from coronavirus (COVID-19).

On 30th December 2020, due to an increase in the rate of transmission of a new variant of the virus, the Secretary of State for Education, Gavin Williamson, [announced plans to protect education and fight the virus](#). This announcement stated that in a small number of areas, where the infection rates are highest, the government will implement their existing contingency framework such that only vulnerable children and [children of critical workers](#), will attend school face to face. The London Borough of Hillingdon is on the published list of areas needing to implement these measures. Plans were put in place for school to be closed from 4th - 15th January, and only reopen for children of Critical Workers and vulnerable children with a reduced staff in place. The government published guidance for education and childcare settings on [the implementation on the contingency framework](#). For schools in areas under the contingency framework, only vulnerable children, the children of critical workers and students taking external exams this year should attend school. High-quality remote education should be provided for all other pupils.

4th January 2021: the government announced that a [new national lockdown](#) will come into force at 00:01 on Wednesday 6 January. During the period of national lockdown, schools will remain open to vulnerable children and the children of [critical workers](#) only. All other children and students will learn remotely until February half term.

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20th January 2021: Government released Guidance for primary, schools-based nursery and maintained nursery school staff testing 'On 13 January we confirmed that primary schools, including school-based nurseries and maintained nursery schools, should expect to receive a delivery of home testing kits beginning this week. We have now published guidance for [testing primary, school-based nursery and maintained nursery school staff](#) to support you with this. Further information, guidance and resources to support rapid testing will be available shortly on the [primary schools document sharing platform](#). School took delivery of the tests on 22nd January 2021.

27th January 2021: Government announced that it will not be possible to resume face-to-face learning immediately after the February half-term and instead hopes it will be safe to commence the reopening of schools and colleges from Monday 8 March. This is in response to the national public health data and pressure on NHS capacity. Education settings, as well as students, parents and carers will be given at least two weeks notice to prepare for a return to face-to-face education. Schools and colleges will remain open to vulnerable children and young people and the children of critical workers after February half-term, as they are now. All other pupils will continue to receive high quality remote education at home. This is in line with the wider national lockdown measures to help minimise the spread of the virus and respond quickly to the new variant. Early Years provision should continue to remain open throughout and should continue to allow all children to attend full time or their usual timetabled hours. This includes Ofsted registered nurseries and childminders, maintained nursery schools, as well as nursery classes in schools and other pre-reception provision on school sites.

2nd February 2021 Government our [guidance for schools on restricting attendance during the national lockdown](#) to reflect the announcement made by the Prime Minister on 27 January that most pupils will continue to learn remotely after the February half-term with a return to school with at least 2 weeks' notice, not before 8th March 2021. This daily update referred to feedback from HSE spot checks and inspections in schools. Reference is made to inspectors advising on 'fire doors being propped open to aid ventilation and links to further guidance were given in [being COVID-secure](#) and information on [spot checks and inspections](#) is available on the HSE website. Following this the schools risk assessment was updated and staff advised that fire doors must not be propped open and snips of the guidance were shared from the Natural Ventilation section of HSE's guidance.

Schools and colleges return to full opening from Monday 8 March

The Prime Minister has announced today (Monday 22 February) that the Government has set out its plan for the return of all pupils to schools and colleges, as part of the [roadmap for leaving lockdown](#), which was published today. All schools will return to face-to-face education on Monday 8 March. All primary school pupils will return on Monday 8 March. Primary school staff will continue to take two rapid coronavirus (COVID-19) tests each week at home to identify positive cases more quickly and break the chains of transmission. The government also published an [evidence summary](#) which sets out the evidence relevant to, and in support of, the government's decision to lift restrictions on education from Monday 8 March. The government's wider decision-making is set out in the government's [COVID-19 Response – Spring 2021](#) and [supporting scientific evidence](#). The evidence summary states 'The overwhelming evidence is that the risk to children and young people from SARS-CoV-2 (the coronavirus that causes COVID-19) is low, but the risks to children and young people of being out of school and college are high and increase the longer restrictions on education are in force. Whilst education settings can be places where transmission occurs, there is no strong evidence of them driving largescale community transmission. Rather, case rates within education settings have been shown to reflect those in the local community, and risks are reduced further in such a controlled environment by having appropriate mitigations and systems of control in place. Based on the recent data from the Office for National Statistics (ONS), the risks to education staff are similar to those for most other occupations.'

The school is following recommendations from the operational guidance (applies from 8 March) document contained in government guidance: [actions for schools during the coronavirus outbreak](#)

While coronavirus (COVID-19) remains in the community, this means making judgments at a school level about how to balance and minimise any risks from coronavirus (COVID-19) with providing a full educational experience for children and young people. Schools will also need to plan for the possibility of school closure as a last resort and how they will ensure continuity of education should the situation change.

The following actions for staff and pupils contribute to reducing the likelihood of COVID-19 transmission, and the severity of the impact:

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System of controls

This is the set of actions schools must take. They are grouped into 'prevention' and 'response to any infection':

Prevention

- 1) Minimise contact with individuals who are required to self-isolate by ensuring they do not attend school.
- 2) Ensure face coverings are used in recommended circumstances.
- 3) Ensure everyone is advised to clean their hands thoroughly and more often than usual.
- 4) Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach.
- 5) Maintain enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents
- 6) Consider how to minimise contact across the site and maintain social distancing wherever possible.
- 7) Keep occupied spaces well ventilated.

In specific circumstances

- 8) Ensure individuals wear the appropriate personal protective equipment (PPE) where necessary.
- 9) Promote and engage in asymptomatic testing, where available

Response to any infection

You must always:

- 10) Promote and engage with the NHS Test and Trace process.
- 11) Manage and report confirmed cases of coronavirus (COVID-19) amongst the school community.
- 12) Contain any outbreak by following local health protection team advice.

Further government guidance can be found at:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/963541/Schools_coronavirus_operational_guidance.pdf

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools> which was published by GOV.UK and provided to schools by the DfE on 2nd July 2020 and updated 7th & 28th August 2020 through to the latest update of 3rd December 2020. The main updates give guidance on:

- clinically extremely vulnerable pupils
- inspections

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- primary assessments
- examinations
- schools accountability
- remote education minimum expectations

We have also added a link to the [contingency framework for education and childcare settings](#) which sets out how restrictions would work in the rare circumstances they are needed.

This will now be read in conjunction with updated guidance regarding alert levels [Local-covid-alert-levels-what-you-need-to-know?](#) and Annex 3: tiers of national restriction for education and childcare [Containing-and-managing-local-coronavirus-covid-19-outbreaks annex 3](#). December 2020: we are currently in Tier 2

This risk assessment has been updated in line with the updated guidance in respect of [New national restrictions from 5th November 2020](#) to include [Education-and-childcare-settings-new-national-restrictions-from-5-november-2020](#) and [updated guidance to reflect the end of National Restrictions on 2 December for schools](#) updates reflect the end of National Restrictions and how education, childcare and children's social care settings should operate under the local restriction tiers. There are no substantive changes for settings to act on.

For schools we have clarified the position under the local restriction tiers for:

- face coverings
- transport
- educational visits
- music, dance, drama – performances
- physical activity in schools


- and for [early years providers](#) the main changes updated refer to:
 - [local restriction tiers](#) section and included a link to the contingency framework
 - [parent and child groups](#) section
 - [resuming Ofsted inspections](#) section

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This Risk Assessment has been completed in line with [Guidance for full opening: schools.](#)

DRAFT

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School: Ruislip Gardens Primary School		School address: Stafford Road, Ruislip Gardens, HA4 6PD		Review date: (This is a working document and it will be reviewed and updated if there are any changes)					
Assessment Date: 20th January 2021 onwards		What/who is being assessed? Biological hazard- Covid-19 within educational settings. (This risk assessment signposts to the relevant Government guidance as well any internal specific requirements)							
Name of Assessor: Rachel Nash				Responsible person for actions: Nicky Bulpett or person deputising: Acting Headteacher, Mrs Mari Basson					
Task / Activity Area	Hazard	Who might be harmed and how?	What are your existing controls? <i>SLT to write what is being done now and then refer to Recommended controls: Possible controls for consideration to be adapted or deleted as necessary</i>	Recommended Control Measures <i>SLT to move Recommended Controls into Existing Controls once they have been implemented:</i>	Action by who/when?	Likelihood of occurrence after recommended controls added (L) 1-Very Unlikely 2- Unlikely 3- Possible 4- Likely 5- Very Likely Likelihood = Probability of occurrence based on specific activity being assessed	Impact (I) 1-Negligible 2- Minor 3- Moderate 4- Major 5- Extreme Impact = Estimate of harm based on specific activity being assessed	Overall Risk (L X I) + I <i><10 = Low 10-19 = Medium 20-30 = High</i>	

Task / Activity Area	Hazard	Who might be harmed and how?	What are your existing controls?	Recommended Control Measures	Action by who/when?	Likelihood of occurrence after recommended controls (L)	Impact (I)	Overall Risk (L X I) + I
<p>Prepare to welcome all children back at full capacity this autumn; agree required staffing, resources, approach and liaise with the local authority on your plans.</p> <p>Or</p> <p>Prepare to welcome back for partial opening as defined/required by current government guidance agree required staffing, resources, approach and liaise with the local authority on your plans as required.</p> <p>Or</p> <p>Prepare to welcome all children back at full capacity from 8th March for</p>	Biological hazard – Covid-19	Staff, pupils and parents could become infected with COVID-19. If so, they are likely to experience mild symptoms such as fever or cough or anosmia. In severe cases, this could lead to acute respiratory syndrome respiratory symptoms, and, in rare cases, even death	<p>Following government guidance and updates for education settings.</p> <p>School attendance will be mandatory again from the beginning of the autumn term. This means from that point, the usual rules on school attendance will apply, including:</p> <ul style="list-style-type: none"> parents' duty to secure that their child attends regularly at school where the child is a registered pupil at school and they are of compulsory school age; schools' responsibilities to record attendance and follow up absence the availability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct <p>Clean hands thoroughly at the beginning of the day, before and after break/lunch times, PE lessons and at the end of</p>	<p>Ensure all staff, parents, contractors and visitors know not to come to school if they have Covid 19 symptoms.</p> <p>The welfare staff (pupils) and Business Manager (staff) will be vigilant in checking the information of symptomatic or those living with a symptomatic or positive case, making sure they know their responsibilities, and following up with them before they return to school/work.</p> <p>Active engagement with NHS Test & Trace.</p> <p>Detailed letter to parents including answering their queries regarding full re-opening, (staggered start, collection and drop off arrangements, larger 'bubble' groups of a year group size, hygiene measures, minimising contact, not allowing parents on-site) including updated links to guidance for parents and carers: https://www.gov.uk/government/publications/closure-of-educational-settings-information-for-parents-and-carers and hand washing to be practised before returning to school: https://e-bug.eu/</p> <p>From 20 July, early years settings are no longer required to keep children in small, consistent groups within settings.</p> <p>Settings should still consider how they can minimise mixing within settings. In addition, early years settings are on average much smaller than schools, allowing a less restrictive approach</p>	<p>Website, returning to school letter & code of practice detailing expectations</p> <p>Welfare and Business Manger ongoing</p> <p>Headteacher letter sent 28.08.20</p> <p>Year group & Early years bubbles to be kept separated as much as reasonably possible</p> <p>All</p>	2	3	(2X3) +3 = 9 (Low)

face-to-face education; agree required staffing, resources, approach and liaise with the local authority on your plans.

the day.

Planning staffing to accommodate staggered start, end and breaks and to minimise the number of contacts that pupils and staff have during the school day.

Staff room re configured to incorporate social distancing with chairs 2 metres apart. Continue to use 2nd staff room in the Cloud Room and staff kitchen in adjoining DT kitchen for use during staggered break and lunches.

Minimise contact between individuals and maintain social distancing wherever possible.

to mixing within settings than schools

People with significant risk factors should make SLT aware if they require specific measures, beyond those in this risk assessment, to be put in place.

Ensure there are enough handwashing stations to ensure hands can be cleaned thoroughly and more often than usual – handwashing stations are available in each classroom.

Timetables and staffing schedule to be shared in meeting by email and on board in staffroom.

Ask parents to provide each child with stationery in a labelled pencil case, which cannot be shared and should stay in school. Pupils limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats, books, stationery, bag.

Year group bubbles will have their own PE and play equipment, which must not be shared outside their bubble.

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. That position has now changed for the autumn term, because prevalence of coronavirus (COVID-19) has decreased and because they are so important for the delivery

Staff & children in classrooms

HT meeting with teachers
13.07.20

AHT sent letter to parents
07.07.20

PE coordinator by 04.07.20

Class based staff & cleaning staff

Teachers

		<p>Promote good respiratory hygiene i.e. catch it, bin it, kill it approach</p> <p>Contingency to keep in touch with staff and families and remote learning provision in event of partial or full closure due to an outbreak of Covid 19.</p> <p>Keeping detailed records regarding staff who are symptomatic and self-isolating to ensure they do not attend school until it is safe to do so.</p>	<p>of education. For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared. 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. Children may share resources within pairs.</p> <p>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. Resources manager to provide dated schedule and keep records – Staff to email resources manager a week in advance to book equipment</p> <p>Liaise with Breakfast Club and after School Club provider regarding reopening the provision from the autumn term (Smarty's) They will use Room 7 exclusively. Parents to pick up from Gate 3. Staff may use the DT kitchen to prepare food, but must sanitise area before and after use.</p> <p>Wraparound care and extra-curricular activity: From 8 March, work to resume all your before and after-school educational activities and wraparound childcare for your pupils, where this provision is necessary to support parents to work, attend education and access medical care, and is as part of pupil's wider education and training.</p> <p>Assemblies to take place in classrooms. ICT suite</p>	<p>Teachers</p> <p>Resource manager</p> <p>Business manager</p> <p>Class based staff 7th Sept onwards</p> <p>BM liaising with SMARTY's and club providers: SMARTY@s recommended 15th March, Some clubs from w/c 26th April</p>			
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			<p>out of use (teachers will teach online safety element of curriculum in class).</p> <p>Teachers to consider how to minimise contact between individuals and use of resources as part of planning lessons & classroom layout.</p> <p>Use the one way system wherever possible and when a class or bubble is being led by a staff member. When this is not possible (e.g. to access a stair case or toilet) right of way should be given to those following the one way. Children should move around the building in silence to limit the risk of droplets being in the atmosphere when they are outside their bubble.</p> <p>SLT to consider how to minimise risk for staff moving between bubbles 'Where staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults'.</p> <p>Where supply are required the HT will liaise with known supply agency to source suitable cover and ensure Covid-19 procedures are followed in line with Government guidance. To minimise the numbers of temporary staff entering the school premises, we will attempt to use longer assignments for supply teachers.</p> <p>From 8th March 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</p>	<p>Teachers</p> <p>All staff</p> <p>AHT for EYFS & KS1 to limit work within EYFS & KS1 bubbles where possible. AHT for KS2 to limit work within KS2 bubbles where possible. HLTA to limit work within KS2 bubbles where possible.</p> <p>Headteacher</p> <p>Staff informed via email from BM on 3rd March</p>		
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distance from pupils and other staff as much as they can, ideally 2 metres from other adults.

Supporting pupils with SEND: Schools must continue to deploy staff as required to support pupils with SEND.

Supply Staff: Can be used and must follow school's arrangements for managing the risk. As always, we will try to minimise the number of interactions or changes wherever possible in line with the needs of the school.

The guidance for full opening: schools states 'All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable. This will be particularly important for secondary schools. Where staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults. Again, we recognise this is not likely to be possible with younger children and teachers in primary schools can still work across groups if that is needed to enable a full educational offer.'

If supply or internal staff members need to work with children or classes across the school, they must wash their hands between sessions/groups, they will be encouraged to wear a visor and records of which classes/bubbles/children they work with must be kept to be referred to if required in the event of a positive Covid-19 case. Agency staff working in more than one bubble will be given a personal hand sanitiser.

The Forces Premium Mentor will work with groups of not more than 4 children from KS1 and KS2 alternately on different weeks to minimise the mixing between bubbles. Records of which

children she works with are kept to be referred to in the event of a positive case.

The school's risk assessment will be on the school website and shared with relevant supply agencies and other curriculum visitors working in the school e.g. workshop providers.

Ensure enough tissues and bins available.

Premises and welfare

Consider needs of any children with complex needs who will need support with respiratory hygiene – separate risk assessment to be carried out for these children.

Inclusion Leader

Some pupils with SEND (whether with education, health and care plans or on SEN support) will need specific help and preparation for the changes to routine that this will involve, so teachers and special educational needs coordinators should plan to meet these needs, for example using social stories.

Inclusion Leader

Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual.

Supply teachers, peripatetic teachers and/or other temporary staff can move between schools.

Schools should consider how to 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 should be kept of all visitors. Visitors to complete an electronic health declaration on arrival & record

Office staff to oversee

contact details for [NHS Test & Trace](#). Visitors will wear a printed sticker with photo instead of lanyard.

Where social distancing is not possible, (e.g. when working with a small group of children, 1:1 etc) staff will be given the option of wearing a face visor (so that communication is not impaired). After use the visor should be cleaned with disinfectant wipes and kept in a tray. Staff must wash hands before donning and doffing the face visor and must avoid touching it whilst wearing.

Additional visors to be purchased

Windows to be opened in rooms and corridors so that they can be well ventilated.

All staff

Health and Safety advice for weather conditions and school ventilation during Covid-19

Governors have questioned how schools should manage ventilation during the colder months. The LA's Health and Safety Manager confirmed that when temperatures drop below minimal levels in the classroom due to windows being open to ventilate rooms, schools will need to take a pragmatic approach. If it is not appropriate to have windows open then you should shut them, and try to arrange for adequate ventilation as and when possible to reduce the risk of transmission. 18°C is a reasonable minimum temperature for classrooms in order for staff to teach and children to learn. If the temperature is such that it starts to affect the health, safety or welfare of those in the area, schools would not be meeting the requirements of the law i.e. this would not be reasonable. The main risk controls for Covid are social distancing, regular handwashing etc. and ensuring adequate ventilation is one of many others. Ensuring adequate ventilation can be achieved in many ways, opening windows is one of them. Schools should speak to whoever

maintains their heating and ventilation systems for further advice.

Following the implementation of the contingency framework, parents were contacted and asked to identify themselves as 'Critical Workers', the Inclusion lead contacted vulnerable families to offer them a place, clinically extremely vulnerable staff were contacted and advised to shield.

New National Guidance states' This decision does not suggest that schools and colleges are no longer safe places for young people. Instead, limiting attendance is about reducing the number of contacts that all of us have with people in other households. We have resisted closing schools until now, but in the face of the rapidly rising numbers of cases across the country and intense pressure on the NHS, we now need to use every lever at our disposal to reduce all contacts outside households wherever possible.'

While it is not possible to ensure that any working environment is totally risk-free, there is reassuring evidence that staff working in childcare and education settings are not at higher risk than workers in other sectors. Considering risks to teachers and school staff, [ONS analysis](#) shows no evidence of differences in the positivity rate between primary and secondary school teachers, other key workers and other professions.

Year group bubbles were established and staff were put onto rotas to minimise mixing of bubbles and ensure provision both in school and remote learning.

SLT to ensure all measures in place as required and review as required and in line with updated government guidance as it is published

Business Manager contacted CEV staff to advise them to shield. SLT produced rotas to introduce teams in year, groups, kitchen, SMSAs, welfare, cleaning and office staff

Communication with parents to include phone calls home, monitor access to Google Classroom and survey parents regarding remote learning and any support required.

together with working from home wherever possible.

Apply for devices from DfE to support families with difficulties accessing remote learning. Liaise with teachers and establish scoring system for allocation of devices

Teachers called home. Home learning update and survey sent to all parents.

Remote learning rota established for each year group, expectations shared with staff ;briefed on 4th January and informed of the additional measures and importance of maintaining social distancing, not mixing bubbles. Staffing levels were reduced with separate gates and staggered times for entry for the children of critical workers and vulnerable children. Vouchers were provided to FSM families.

Acting Headteacher applied for DfE devices. AHT established scoring spreadsheet.

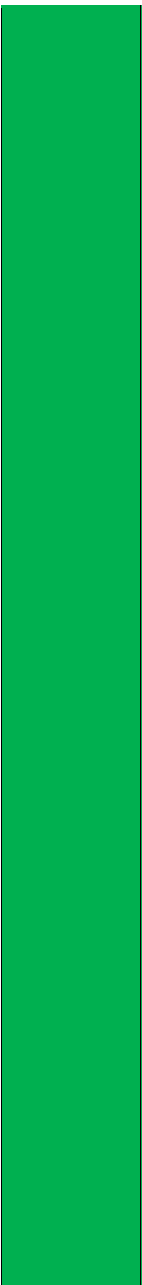
Consultation with staff, parents, governors and external providers was established to minimise the risk of transmission and reduce visitors to school.

SMARTY's Breakfast & After School Club consulted parents and remained closed w/c 4th January due to the increased transmission rate. SMARTY's continue to assess the risk and consult with parents on a weekly/fortnightly basis as required.

School clubs and lettings remain closed to reduce the risk of transmission

Prepare to welcome back Early Years (Nursery) pupils in line with government guidance by identifying attendees and establishing staffing, rotas etc. to correct ratios and to minimise

<p>mixing of bubbles. Maintain remote provision for those Nursey children not attending</p>	<p>SLT Letter and survey to parents of Nursery children.</p>
<p>Share details of Testing for Hillingdon school staff (lateral flow testing) – share locations and booking link for asymptomatic Covid testing.</p>	
<p>Inform all families, (those accessing remote learning and the children of critical workers and vulnerable children group attending face to face learning in school) by email that Hillingdon</p>	<p>BM Shared via email 05.01.2021</p>
<p>residents can book slots for a Lateral Flow Test (LFT) if they wish to, at the Beck Theatre, to test all those without any COVID-19 symptoms (asymptomatic).</p>	<p>Office staff emailed all families 05.01.2021</p>
<p>Due to the increased and continued rate of transmission we have 'capped' our bubble size at 15 children in order to further protect staff, children and the wider community.</p>	<p>Acting Headteacher letter to yr 5 parents/carers end Jan 2021.</p>
<p>Clinically Extremely Vulnerable (CEV) staff still need to shield until 31 March 2021 so we will not be able to welcome them back until after Easter.</p>	<p>Business Manager to contact CEV staff.</p>
<p>C8 March: guidance that educational visits currently advised against</p>	<p>Business Manager email to all staff on 3rd March and ongoing reminders</p>
<p>Schools are being asked to Promote and engage in asymptomatic testing: Therefore we will be encouraging parents to use local asymptomatic testing and likewise we would encourage staff who have not yet opted into the LFD home testing, to do so.</p>	<p>HT reopening letter to parents 8th March and Covid update</p>



			<p>From Monday 1 March, households with primary school, secondary school and college age children, including childcare and support bubbles, can test themselves twice every week at home as schools return from Monday 8 March. Households, childcare and support bubbles of primary, secondary and college staff can also be tested. Schools will not be giving out test kits to parents, carers or household members and should not order more test kits for this purpose</p> <p>The ICT suite will be being used from w/c 19th April with measures in place where all children must wash hands before entering the ICT suite.</p>	<p>letter 22nd March</p> <p>KS2 Phase Leader informed teachers, shared schedule and reminded staff re handwashing before entering.</p>		
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Task / Activity Area	Hazard	Who might be harmed and how?	What are your existing controls?	Recommended Control Measures	Action by who/when?	Likelihood of occurrence after recommended controls (L)	Impact (I)	Overall Risk (L X I) + I
Entering the school	Biological hazard- Covid-19	Staff, parents and pupils could become infected with COVID-19. If so, they are likely to experience mild symptoms such as fever or cough or anosmia. In severe cases, this could lead to acute respiratory syndrome respiratory symptoms, and, in rare cases, even death	<p>Minimising contact with individuals who are unwell by ensuring that those who have coronavirus symptoms, or who have someone in their household who does, do not attend childcare settings or schools.</p> <p>Stay at Home guidance to be followed.</p> <p>On entry to school pupils to wash their hands with soap and water for at least 20 seconds and hands dried</p> <p>Staff to do the same or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered.</p> <p>Parents not to enter school grounds</p> <p>Pupil to be accompanied by only one parent to an allocated school gate</p> <p>Staff will direct children to their class whilst</p>	<p>Stagger drop-off and collection times :</p> <p>Timetable to be agreed and shared with staff and parents</p> <p>Parents to queue 2 metres apart on Stafford Road.</p> <p>Parents have also been asked to wear face coverings/masks when social distancing cannot be maintained when dropping off and collecting their children.</p> <p>Updated staggered start rota, with use of multiple gates and minimum required staffing to reduce the direct, close and proximity contacts.</p> <p>Parents written to with new rotas and expectations given the rise in transmission rates.</p> <p>Parents asked to wear face coverings whilst queuing and reminded to communicate via email</p> <p>Markings will be on the ground to indicate social distancing (2metres) or where queuing is required. Gates entrances and pathways to be supervised per rota that will be shared with all staff</p> <p>Entry into school should be direct into classrooms where possible</p> <p>8th March reopening: Parents to be reminded not to gather at gates or come onto site without an appointment.</p> <p>Procedure in place for safely doffing and</p>	<p>Headteacher preparing rota</p> <p>HT meeting with teachers 13.07.20</p> <p>HT letter to parents by mid August</p> <p>Nov 2020, Communicate with staff and parents/carers via email and newsletters</p> <p>Jan 2021 Acting Headteacher communicate with staff/parents/carers via email and letters</p> <p>Reopening from 8th March letter from HT to parents with reminder of gates and staggered start and finish times</p> <p>AHT to liaise with site staff</p> <p>All staff to follow new procedures</p>	2	3	(2X3) +3 = 9 (Low)

		<p>reminding children to maintain social distancing</p> <p>No non-essential visitors; by appointment only. Visitor lanyards not to be used. Stickers only</p>	<p>donning face masks/coverings and storing them in sealed plastic wallets.</p> <p>In primary schools, where social distancing is not possible, headteachers will have the discretion to decide whether to ask staff or visitors to wear, or agree to them wearing face coverings in these circumstances. They are not required in primary schools as pupils and staff are mixing in consistent groups, and because misuse may inadvertently increase the risk of transmission.</p> <p>Staff have been given the option of wearing face coverings/ masks at the school gates and visors/use of Perspex screens where social distancing cannot be maintained in school since the national restrictions came into effect in November 2020.</p> <p>There may also be negative effects on communication and thus education. Year 6 pupils, who come to school alone on public transport, must be instructed not to touch the front of their face covering during use or when removing them. They must wash their hands immediately on arrival (as is the case for all pupils), place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before touching anything in the classroom. Younger children who wear a face covering to school must leave their face covering with parents before entering the school gates.</p> <p>Staff to use contactless ID badge with Inventory system to sign in and out.</p> <p>HSE advised fire doors should not be propped open. In order to minimise the risk of transmission. All staff, pupils and essential visitors must wash hands/sanitise hands upon entering the school, sanitiser is available at the sign in desk and on the wall in the reception</p>	<p>shared at induction days and on risk assessment 2.09.20 – 4.09.20</p> <p>Face coverings info: add to parent agreement (DH) and letter to parents(HT) – google form (Office)</p> <p>SLT communicated with staff</p> <p>Child's face mask should be taken off by the parent and taken home.</p> <p>Teachers/ Attendance Officer</p> <p>Admin Team to organise and liaise with Head Chef/Teachers</p> <p>Office and teachers</p>		
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			<p>area, a toilet with handwashing facilities is also available in the schools reception area. Staff also reminded about the importance of frequent handwashing/sanitising and to take responsibility for opening doors when leading children, in order to minimise children the amount of people touching door handles. Staff notified by email that doors must not be propped open and reminded about ventilation by sharing the HSE Natural ventilation advice. Staff also reminded about importance of frequent handwashing/sanitising and to take responsibility for opening doors when leading children, in order to minimise children the amount of people touching door handles.</p> <p>Manual/dinner registers not to be collected by class staff. SIMs electronic system to be used only. Usual absence procedures followed for attending children.</p> <p>Dinner registers will not be taken in class – Teachers will be provided with an electronic copy of the pre-ordered lunches, filtered to show who is having meat, veg, jacket potato or packed lunch from home. Teachers to check child who has indicated they will bring a packed lunch from home, does have that packed lunch. Teacher to email officeemail@ruislipgardensschool.co.uk if any child has not brought their lunch.</p> <p>Parents must order via a google form the week before or provide child with packed lunch which should be stored on their peg. Lunch trolleys for years 3 and 5 are to be put under the white canopy. Lunch trolleys for Years 1 & 2 to be put under the white canopy for their lunch boxes to be put on after they've eaten. Teachers to remind children to collect lunchboxes at the end of lunchtime.</p>	<p>Business Manager shared updated guidance/advice and information on natural ventilation via email 3rd February 2021</p> <p>Class based staff to supervise children</p> <p>All staff to action with immediate effect and on an ongoing basis</p> <p>Parents</p> <p>Office and teachers</p> <p>SMSAs</p> <p>Teachers to oversee</p>			
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			<p>SMSAs to put out and put away the lunch trolleys.</p> <p>Upon entering the class children will collect their named tray of belongings and place it under their chair for the day, this will be replaced in the storage unit at the end of the day. All exercise books for individual children to be stored in their trays.</p> <p>Some doors will be propped open to minimise touching of handles using door stops, the fire evacuation plan will be updated to indicate staff members should close fire doors behind them as they evacuate (Smoke detection in the building is up-to-date and would alert us to a fire. Evacuation can take place within 4 minutes. (Risk of infection due to Covid-19 takes precedence over risk of fire)</p> <p>Fire drill to take place within 3 weeks of new term starting and ongoing on a termly basis</p> <p>Face coverings update from 8 March: Guidance has been updated in respect of staff wearing face coverings in communal areas and in that visors are not considered as an alternative:</p> <p>In primary schools, we recommend that face coverings should be worn by staff and adult visitors in situations where social distancing between adults is not possible (for example, when moving around in corridors and communal areas). Children in primary school do not need to wear a face covering. 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. As with all measures, we will keep it under review and update guidance at that point. Transparent face coverings, which may assist communication with someone who relies on lip reading, clear sound</p>	<p>Fire evacuation amendments plan to be updated by BM and emergency plan for new locations and responsibilities before Sept reopening</p> <p>On google calendar for SLT</p> <p>BM shared with staff via email 3rd March 2021</p>			
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				<p>or facial expression to communicate, can also be worn. There is currently very limited evidence regarding the effectiveness or safety of transparent face coverings, but they may be effective in reducing the spread of coronavirus (COVID-19). Those who rely on visual signals for communication, or communicate with or provide support to such individuals, are currently exempt from any requirement to wear face coverings in schools or in public places. Face visors or shields should not be worn as an alternative to face coverings. They may protect against droplet spread in specific circumstances but are unlikely to be effective in reducing aerosol transmission when used without an additional face covering. They should only be used after carrying out a risk assessment for the specific situation and should always be cleaned appropriately.</p> <p>Email info for essential visitors prior to arrival. They will be required to:</p> <ul style="list-style-type: none"> • Wash hands /sanitise upon arrival (the WC at the reception area can be used/sanitizer on the wall opposite the sign in) • Wear face covering where social distancing between adults is not possible (e.g. corridors and communal areas) • Sign in on the Inventory system to confirm they've not had Covid-19 symptoms or contact with a positive case. • Use the Inventory system to sign in and give a contact email address for Test and Trace purposes (in the event that we get a positive case on site.) • Be accompanied by a member of staff as required 	<p>Shared by staff having essential visitors</p>			
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				<ul style="list-style-type: none">• From 8th March guidance is recommending all school staff also wear a face covering when in corridors and communal areas					
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Task / Activity Area	Hazard	Who might be harmed and how?	What are your existing controls?	Recommended Control Measures	Action by who/when?	Likelihood of occurrence after recommended controls (L)	Impact (I)	Overall Risk (L X I) + I
Social distancing (Nursery and Reception) where social distancing may be difficult to maintain	Biological hazard- Covid-19	Staff, parents and pupils could become infected with COVID-19. If so, they are likely to experience mild symptoms such as fever or cough or anosmia. In severe cases, this could lead to acute respiratory syndrome respiratory symptoms, and, in rare cases, even death	Avoiding contact with anyone with symptoms Minimising contact and mixing of bubbles Tables/activity tables should be spaced as far apart as possible	<p>Government Guidance for full reopening of schools should be followed in conjunction with Actions for Early Years .</p> <p>Updated guidance regarding clinically extremely vulnerable CEV children and staff followed and implemented for national restrictions which came into effect from 5th November until 2nd December 2020</p> <p>Communicate with staff, parents and children with updates regarding Local Restriction Tiers. The school is currently in: Tier 2 high alert</p> <p>Communicate with staff and parents regarding updated guidance for contingency framework and new national lockdown.</p> <p>Updates regarding zoning of the playground to prevent bubbles mixing, updated staggered lunchtimes rota established.</p> <p>This guidance includes systems of controls for the Early Years/Reception setting. The government recognises that younger children will not be able to maintain social distancing, and it is acceptable for them not to distance within their group. From 20 July, early years settings will no longer be required to keep children in small, consistent groups within settings. Settings should still consider how they can minimise mixing within settings, for example where they use different rooms for different age groups, keeping those groups apart as much as</p>	<p>HT and welfare communicate with parents by email and newsletters.</p> <p>Business Manager to carry out risk assessments for CEV staff as required.</p> <p>HT/SLT communicate with staff and parents via email</p> <p>Update letters to parents on 4th and 12th January</p> <p>Early Years staff September 2020</p>	2	3	(2X3) +3 = 9 (Low)

			<p>possible. In addition, early years settings are on average much smaller than schools, allowing a less restrictive approach to mixing within settings than schools.</p> <p>Early years to regularly clean the EYFS resources using steam cleaner, anti bac wipes as appropriate (some things will need to be cleaned daily, some weekly etc).</p> <p>The staff to child ratios within Early Years Foundation Stage (EYFS) continue to apply.</p> <p>The Early Year bubble will predominately use the Early years environment, including using their outside space at lunchtimes. They will access the dining hall for eating and PE, when they will have exclusive access to these areas at their allotted time.</p> <p>The majority of staff in early years settings will not require PPE beyond what they would normally need for their work. PPE is only needed for a very small number of cases, including:</p> <ul style="list-style-type: none"> • Where a child already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used <p>Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach</p> <ul style="list-style-type: none"> • Ensure that sufficient number of tissues and bins are available • Ensure that younger children and those with complex needs are helped to get this right • Embed this as part of the new school culture <p>Complete individual risk assessments for</p>	<p>Early Years staff to create schedule by 04.09.20</p> <p>EYFS staff</p> <p>Inclusion Team with class teacher as</p>			
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				<p>children for whom we have concerns regarding their health needs or safeguarding risks</p> <p>Parents and carers should be encouraged to limit the number of settings their child attends, ideally ensuring their child only attends the same setting consistently. The same applies for staff.</p> <p>Where possible, settings are encouraged to avoid visitors entering the premises. Where professionals such as social workers, speech and language therapists or counselors are required, virtual appointments should be considered in the first instance. If they do need to attend in person, they need to closely follow the protective measures of the setting. The number of attendees should be kept to a minimum and social distancing should be maintained where possible.</p>	<p>required</p> <p>Inclusion Team</p>			
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Task / Activity Area	Hazard	Who might be harmed and how?	What are your existing controls?	Recommended Control Measures	Action by who/when?	Likelihood of occurrence after recommended controls (L)	Impact (I)	Overall Risk (L X I) + I
Social distancing (KS1)	Biological hazard- Covid-19	Staff, parents and pupils could become infected with COVID-19. If so, they are likely to experience mild symptoms such as fever or cough or anosmia. In severe cases, this could lead to acute respiratory syndrome respiratory symptoms, and, in rare cases, even	Avoiding contact with anyone with symptoms Minimising contact and mixing of bubbles	<p>Government Guidance for full reopening of schools should be followed. This guidance includes systems of controls for the reopening of schools from the Autumn Term 2020.</p> <p>Updated guidance regarding clinically extremely vulnerable CEV children and staff followed and implemented for national restrictions which came into effect from 5th November until 2nd December 2020</p> <p>Communicate with staff, parents</p>	<p>Leadership team</p> <p>HT and welfare communicate with parents by email and newsletters. Business Manager to carry out risk assessments for CEV staff as required.</p>	2	3	(2X3) +3 = 9 (Low)

		death		<p>and children with updates regarding Local Restriction Tiers. The school is currently in: Tier 2 high alert</p> <p>Communicate with staff and parents regarding updated guidance for contingency framework and new national lockdown.</p> <p>Updates regarding zoning of the playground to prevent bubbles mixing, updated staggered lunchtimes rota established.</p> <p>The government recognises that younger children will not be able to maintain social distancing, and it is acceptable for them not to distance within their group.</p> <p>This guidance sets out the public health advice schools must follow to minimise the risks of coronavirus (COVID-19) transmission.</p> <p>Class/year groups should be in a larger 'bubble' group of a year group size. School will:</p> <ul style="list-style-type: none"> • avoiding contact between groups • reduce the amount of face to face contact to reduce the risk of transmission • arranging classrooms with forward facing desks whenever practical • staff maintaining distance from pupils and other staff as much as possible (ideally maintaining 	<p>HT/SLT communicate with staff and parents via email</p> <p>Update letters to parents on 4th and 12th January</p> <p>Classrooms to be set up by class staff before pupils return.</p> <p>Leaders to oversee with class teachers 2nd – 4th September 2020</p>		
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				<p>2 metre distance from each other and from children</p> <p>Pupils will have an assigned desk and seating position next to a partner. Desks may be positioned to facilitate focussed group work with teacher.</p> <p>Carpet places (facing forward) will also be used in year 1 and 2 as usual. Children must be assigned a carpet spot. Turning to one's partner on the carpet should be avoided.</p> <p>Children may access the 'book corner' to select a book, but must not sit there.</p> <p>A 'drop box' should be placed in the classroom to collect returned reading books from the reading scheme. TA will then collect from y1 & 2 classrooms. These books will be kept separate for 48 hours before being placed back in the reading scheme boxes.</p> <p>Upon entering the classroom chn should take it in turns to retrieve their tray of books and place it under their chair. They will select their books as need for specific lessons. At the end of the day chn will take it in turns to return their tray to the unit, so that the classroom can be thoroughly cleaned.</p> <p>Use the one way system wherever possible and when a class or bubble is being led by a staff member.</p> <p>When this is not possible (e.g. to access a staircase or toilet) if a class</p>	<p>Teachers to oversee</p> <p>TA</p> <p>All staff</p>			
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				<p>or individual encounter another group coming in the opposite direction should give right of way to the class following the one-way.</p> <p>Children should move around the building in silence to limit the risk of droplets being in the atmosphere when they are outside their bubble</p> <p>Display social distancing posters at all entrances and within classrooms</p>				
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Task / Activity Area	Hazard	Who might be harmed and how?	What are your existing controls?	Recommended Control Measures	Action by who/when?	Likelihood of occurrence after recommended controls (L)	Impact (I)	Overall Risk (L X I) + I
Social distancing (KS2)	Biological hazard- Covid-19	Staff, parents and pupils could become infected with COVID-19. If so, they are likely to experience mild symptoms such as fever or cough or anosmia. In severe cases, this could lead to acute respiratory syndrome respiratory symptoms, and, in rare cases, even death	Avoiding contact with anyone with symptoms Minimising contact and mixing of bubbles	<p>Government Guidance for full reopening of schools should be followed. This guidance includes systems of controls for the reopening of schools from the Autumn Term 2020.</p> <p>Updated guidance regarding clinically extremely vulnerable CEV children and staff followed and implemented for national restrictions which came into effect from 5th November until 2nd December 2020</p> <p>Communicate with staff, parents and children with updates regarding Local Restriction Tiers. The school is currently in: Tier 2 high alert</p> <p>Communicate with staff and parents regarding updated guidance for contingency framework and new national lockdown.</p>	<p>Leadership team</p> <p>Classes to be set up by class staff before pupils return.</p> <p>Leaders to oversee with class teachers 2nd – 4th September 2020</p> <p>Update letters to parents on 4th and 12th January</p>	2	3	(2X3) +3 = 9 (Low)

			<p>Updates regarding zoning of the playground to prevent bubbles mixing, updated staggered lunchtimes rota established.</p> <p>This guidance sets out the public health advice schools must follow to minimise the risks of coronavirus (COVID-19) transmission. Class/year groups should be in a larger 'bubble' group of a year group size. School will:</p> <ul style="list-style-type: none"> • avoiding contact between groups • reduce the amount of face to face contact to reduce the risk of transmission • arranging classrooms with forward facing desks • staff maintaining distance from pupils and other staff as much as possible (ideally maintaining 2 metre distance from each other and from children) <p>Pupils will have an assigned desk and seating position (facing forward).</p> <p>Children may access the 'book corner' to select a book, but must not sit there.</p> <p>Upon entering the classroom chn should take it in turns to retrieve their tray of books and place it under their chair. They will select their books as needed for specific lessons. At the end of the day, chn will take it in turns to return their</p>	<p>Teachers</p> <p>All staff</p> <p>Year 3 teachers</p>		
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			<p>tray to the unit, so that the classroom can be thoroughly cleaned.</p> <p>Use the one way system wherever possible and when a class or bubble is being led by a staff member.</p> <p>When this is not possible (e.g. to access a stair case or toilet) if a class or individual encounter another group coming in the opposite direction should give right of way to the class following the one-way.</p> <p>Children should move around the building in silence to limit the risk of droplets being in the atmosphere when they are outside their bubble</p> <p>To assist Year 3's transition from KS1 to KS2 they can use carpet places; each child will be allocated a carpet place.</p> <p>Display social distancing posters at all entrances and within classrooms.</p>				
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Task / Activity Area	Hazard	Who might be harmed and how?	What are your existing controls?	Recommended Control Measures	Action by who/when?	Likelihood of occurrence after recommended controls (L)	Impact (I)	Overall Risk (L X I) + I
Cleaning and Hygiene	Biological hazard- Covid-19	Staff, parents and pupils could become infected with COVID-19. If so, they are likely to experience mild symptoms such as fever or cough or anosmia. In severe cases, this could lead to acute respiratory syndrome respiratory symptoms, and, in rare cases, even death	<p>Frequent hand cleaning and good respiratory hygiene practices (Catch It, Bin It, Kill It)</p> <p>Children and staff will wash their hands upon arrival, before break, after break, before and after lunch, when using the toilet and at the end of the school day before going home</p> <p>Classrooms have a sink, water, anti-bacterial hand wash and paper towels</p> <p>Toilets have sinks, water, anti-bacterial hand wash and hand driers</p> <p>Continue with all regular daily cleaning of classrooms and equipment</p> <p>Remove unnecessary items from classrooms and other learning environments if there is space to store it</p>	<p>Follow the COVID-19: cleaning of non-healthcare settings guidance which includes enhanced disinfection appropriate for the Coronavirus outbreak</p> <p>Put in place a cleaning schedules that ensures cleaning is generally enhanced and includes: More frequent cleaning of rooms/shared areas that are used by different groups Frequently touched surfaces being cleaned more often than usual Allocate toilet blocks but toilets will need to be cleaned regularly; children to wash hands after using the toilets</p> <p>Clean surfaces that children and young people are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters, etc. more regularly than normal</p> <p>Hand sanitiser is available for staff in classrooms, staff rooms and other communal areas. Children can bring in hand sanitiser for their own use from home.</p> <p>Additional cleaning of shared areas/toilets, water fountains etc</p>	<p>Site/cleaning team – ongoing per rota</p> <p>Site /cleaning staff – ongoing per rota</p> <p>Hand sanitiser</p> <p>Site/cleaning team at key times – ongoing per rota</p> <p>Site/staff clean –</p>	2	3	(2X3) +3 = 9 (Low)

			<p>elsewhere</p> <p>Keep spaces well ventilated using natural ventilation (opening windows) or ventilation units.</p> <p>Display hand washing poster at all entrances</p> <p>Ideally children should not be sent to the toilet during lesson time. Allocate bubbles own toilets: N & R own toilets in class as usual Year 1 & 2: EYFS downstairs corridor (accompanied during lessons times). Year 2 to use year 4 toilets at break times and lunch times Year 3: Upstairs new build corridor (unaccompanied as used solely by year group) Year 3 will use year 4 toilets at lunchtimes and break times Year 4: By year 4 door Year 5 & 6: toilets by ICT suite</p> <p>Agree change to cleaning hours to suits needs of school</p>	<p>during the day.</p> <p>Additional cleaning of pupils and adult toilets e.g. lunch time in line with class staggered breaks. Record of cleaning sheet to be kept in each toilet block and completed after each clean</p> <p>Check all cleaning materials are of required quality and quantity in line with government guidance: COVID-19: cleaning of non-healthcare settings guidance and restocked for September 2020.</p> <p>Checks and cleaning to water fountains and other utilities and procedures e.g. water, gas, electric, fire procedures in line with Covid-19: Government Guidance: Managing school premises during the coronavirus outbreak</p> <p>Classrooms, offices, study and staffrooms will have anti-bacterial wipes to use on equipment, handles, taps that they touch. Staff should clean any area they use after themselves including cups, plates, cutlery and put it away after themselves</p> <p>Reference to cleaners working separately wherever possible and keeping to social distancing 2 metres, 15 minutes/1 metre, 1 minute contact to minimise mixing and impact of a positive case</p>	<p>record sheet to be completed periodically throughout the day</p> <p>BM and SM before September 2020</p> <p>Site Manager ongoing</p> <p>Reorder more wipes in time for September 2020 and ongoing</p> <p>Staff briefing 4th January 2021</p>		
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Task / Activity Area	Hazard	Who might be harmed and how?	What are your existing controls?	Recommended Control Measures	Action by who/when?	Likelihood of occurrence after recommended controls (L)	Impact (I)	Overall Risk (L X I) + I
School lessons/ activities	Biological hazard- Covid-19	Staff, parents and pupils could become infected with COVID-19. If so, they are likely to experience mild symptoms such as fever or cough or anosmia. In severe cases, this could lead to acute respiratory syndrome respiratory symptoms, and, in rare cases, even death	<p>Consider which lessons or classroom activities could take place outdoors</p> <p>Use the timetable and selection of other learning environment to reduce movement around the school or buildings</p> <p>Assemblies will take place in classrooms</p> <p>Behaviour Policy found at S:\Staff Files\2020-2021\Behaviour to be followed with some modifications</p> <p>Relationships and health education (RHE) for primary aged pupils and relationships, sex and health education (RSHE) for secondary aged pupils becomes compulsory from September 2020, and schools are expected to start teaching by at least the start of the summer term 2021.</p>	<p>Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content. In particular, consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading, writing & maths.</p> <p>Government guidance to be followed.</p> <p>Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills. PIXL tests to take place in the first two weeks of autumn term. QLA used to inform planning</p> <p>All pupils should have access to a quality arts education. Music, dance and drama build confidence and help children live happier, more enriched lives, and discover the joy of expressing themselves. There may however, be an additional risk of infection in environments where singing, chanting, playing wind or brass</p>	<p>Teachers</p> <p>AH reviewing Behaviour Policy to share at phase meeting 02.09.20 2020 and inform parents via email by 4.09.20</p> <p>To be reviewed by SLT at the end of Autumn term</p>	2	3	(2X3) +3 = 9 (Low)

			<p>The music room, ICT suite & DT kitchen will remain out of use in the Autumn term.</p>	<p>instruments, dance and drama takes place. These particular music activities will not take place initially in the autumn term, until further government guidance is given.</p> <p>There is evidence that loud speaking increases the amount of droplets and aerosols in the environment. Therefore both staff & pupils must be encouraged to maintain lower voices and activities which encourage the raising of voices are to be discouraged.</p> <p>Schools have the flexibility to decide how physical education, sport and physical activity will be provided whilst following the measures in their system of controls. PE coordinator has allocated each class a sport and equipment. Equipment will not be shared between classes.</p> <p>Sports whose national governing bodies have developed guidance under the principles of the government's guidance on team sport and been approved by the government are permitted. Schools must only provide team sports on the list available at return to recreational team sport framework.</p> <p>Outdoor sports should be prioritised where possible, and</p>	<p>All staff</p> <p>PE equipment to be cleaned twice a week; alternately by class based staff</p> <p>Guidance provided by PE coordinator</p>			
			<p>Plan likely mental health, pastoral or wider wellbeing support for pupils in class and via the Learning Mentor and Inclusion Team</p>					

			<p>Identify what provision can be maintained for pupils with an EHC plan.</p> <p>Agree ongoing learning offer for eligible pupils who can't attend school, as well as offer for those that continue to be out of school</p>	<p>large indoor spaces used where it is not, maximising natural ventilation flows (through opening windows and doors wherever possible) distancing between pupils.</p> <p>See additional guidance:</p> <ul style="list-style-type: none"> ■ guidance on the phased return of sport and recreation and guidance from Sport England for grassroots sport ■ advice from organisations such as the Association for Physical Education and the Youth Sport Trust <p>Children may visit the library in small groups from their bubble on allocated days if accompanied by an adult. They must not sit in the library.</p> <p>Their book must first be signed in as returned on the system. Then left in a box for 48 hours, before being returned to the shelves.</p> <p>Develop use of Google classroom so that it is integrated into school curriculum planning and available if remote education is needed for some pupils or in the case of a local lockdown.</p> <p>Staff receive training on Google classroom. 40 Chromebooks have been purchased to assist with the delivery of Google classroom.</p> <p>Chromebooks will be used via a booking system, children will wash hands before and after use</p>	<p>Librarian to organise library rota for KS2 children</p> <p>Librarian to oversee</p> <p>AHT</p> <p>Training by external provider 15.07.20</p> <p>SLT ASAP</p>			
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as Chromebooks will be used across the school.
EYFS will use the ICT suite from Autumn 2 onwards

Where a pupil is unable to attend school because they are complying with clinical or public health advice, we will be able to on day 2 of absence when self-isolation has been confirmed offer them access to remote education and will monitor engagement with this activity as set out in the action for all schools and local authorities section.
Any pupils educated at home for some of the time will be given the support they need to master the curriculum and so make good progress.

Support on delivering remote education safely is available from:

- [Safe remote learning](#), published by SWGfL
- [Online safety and safeguarding](#), published by LGfL, which covers safe remote learning
- The National Cyber Security Centre, which includes [which video conference service is right for you](#) and

Assistant Head

				<p>using video conferencing services securely</p> <ul style="list-style-type: none"> ■ Safeguarding and remote education during coronavirus (COVID-19), published by DfE ■ annex C of keeping children safe in education <p>Each corridor will have a walkie talkie for communication between staff e.g. when a child needs to be accompanied by an adult to the toilet If child reaches step 4 or 5 they should not leave the class or be sent to another staff member. Year 6 not allowed to bring in mobile phones</p> <p>Induction days on 2.09.20 – 4.09.20</p> <p>Risk assessment shared with all staff and governors on Thursday 16th July for consultation and ongoing updates shared</p> <p>All staff will attend training session on Covid-19 procedures and the risk assessment 2.09.20 or 3.09.20 in small groups; to include adaptations one-way system, hand washing, staggered timings, what will start of day, break, lunchtime and end of day routines look like in each bubble.</p> <p>Plans for reopening in line with government advice will be shared with all staff.</p> <p>Adults need to demonstrate model behaviour (social</p>	<p>Welfare to order walkie talkies. AH to organise asap</p> <p>Deputy Head</p> <p>Deputy Head</p> <p>AHT to liaise with site staff</p> <p>All staff</p> <p>Leadership Team</p>			
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			<p>distancing) to children. Everyone has the right to say 'You're not 2 metres apart please social distance.'</p> <p>Signage for social distancing and markings on the floor.</p> <p>New zones for playground and field for each bubble.</p> <p>Consider social distancing and lack of being a 'super spreader' i.e. going from group to group and possibly spreading the virus. Follow hand washing, cleaning and social distancing.</p> <p>Allocate staff to update and keep in contact with home learners, where necessary.</p> <p>Identify pupils who are reluctant or anxious about returning or who are at risk of disengagement and develop plans for re-engaging them.</p> <p>Use the additional catch-up funding schools will receive, as well as existing pastoral and support services, attendance staff and resources and schools' pupil premium funding to put measures in place for those families who will need additional support to secure pupils' regular attendance.</p> <p>Sharing of curriculum books e.g. book looks – to avoid many people touching them; SLT to wash hands before entering room, disinfect table, sanitise inbetween looking at books, once books all looked at, put books to one side,</p>	<p>Leadership, teachers & TAs</p> <p>SLT</p>			
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				<p>AHT to return to classrooms. SLT to wash hands at the end of the meeting.</p> <p>Communication with staff regarding remote learning and face to face provision expectations.</p> <p>Establish Remote Learning Home School Agreement and communicate with parents/carers and staff</p> <p>Prepare printed home learning packs being produced for children struggling with electronic learning</p>	<p>SLT at 4th Jan briefing and ongoing as required.</p> <p>Remote learning agreement sent 14.01.2021</p> <p>Teachers to prepare and arrange for parents to collect as required</p>			
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Task / Activity Area	Hazard	Who might be harmed and how?	What are your existing controls?	Recommended Control Measures	Action by who/when?	Likelihood of occurrence after recommended controls (L)	Impact (I)	Overall Risk (L X I) + I
Lunch	Biological hazard- Covid-19	Staff, parents and pupils could become infected with COVID-19. If so, they are likely to experience mild symptoms such as fever or cough or anosmia. In severe cases, this could lead to acute respiratory syndrome respiratory symptoms, and, in	<p>Stagger lunch times, so that all children are not moving around the school at the same time.</p> <p>Before eating, Pupils to wash hands with soap and water for at least 20 seconds and hands dried or use alcohol hand rub or sanitiser ensuring that all parts of the hands are</p>	<p>Lunch in bubbles pupils are already in, groups should be kept apart as much as possible and tables should be cleaned between each bubble group. If such measures are not possible, children should be brought their lunch in their classrooms.</p> <p>Use dining hall facilities for lunch with markings for queuing for food 2 metres apart and a maximum of 2 bubble groups attending at one time (this will be on a rota basis and timings must be strictly adhered to)</p>	<p>SLT organising before pupils return</p> <p>Kitchen staff</p>	2	3	(2X3) +3 = 9 (Low)

		rare cases, even death	covered. Pupils are encouraged not to touch their mouth, eyes and nose	<p>The dining hall will be set up so the children will all face the same direction when seated. Lunch will be eaten with children speaking at a reduced volume to reduce the amount of droplets and aerosols in shared areas and to ensure all children have sufficient time to eat within their allotted staggered lunchtime.</p> <p>One-way system to be followed, where appropriate, to keep groups apart as they move through the setting where spaces are accessed by corridors.</p> <p>Where possible, all spaces should be well ventilated using natural ventilation (opening windows) or ventilation units.</p> <p>Prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation.</p> <p>Dining hall activities to be managed in line with Government guidance to be followed.</p> <p>Dinner registers will not be taken in class. Parents must order via a google form the week before or provide child with packed lunch which will be stored under their desk</p> <p>Year group bubbles to be assigned a playground zone & one SMSA,</p>	<p>Lunch staff</p> <p>All staff</p> <p>Admin Team to organise and liaise with Head Chef</p> <p>SLT</p>			
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				<p>who will supervise lunch play.</p> <p>Children to only use their bubble equipment.</p> <p>Update zones in playground to prevent bubbles mixing and update staggered lunchtimes and SMSA rotas in light of contingency framework and new national lockdown.</p> <p>Advice parents to provide packed lunch w/c 5th January due to kitchen staffing. Provide vouchers for FSM families</p> <p>Establishing 2 teams and rota in the kitchen, to minimise mixing and ability to maintain lunch provision in the event of a positive case</p>	<p>SMSAs</p> <p>SLT 4th January 20210 and update as required</p> <p>SLT 4th January 2021</p> <p>Business manager for implementation from w/c/ 11th January</p>			
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Task / Activity Area	Hazard	Who might be harmed and how?	What are your existing controls?	Recommended Control Measures	Action by who/when?	Likelihood of occurrence after recommended controls (L)	Impact (I)	Overall Risk (L X I) + 1
Transport Arrangements	Biological hazard- Covid-19	Staff, parents and pupils could become infected with COVID-19. If so, they are likely to experience mild symptoms such as fever or cough or anosmia. In severe cases, this could lead to acute respiratory	Staff parents and students are encouraged to walk or cycle to their education setting where possible, or use private vehicles	<p>Schools, parents and students should follow the Coronavirus (COVID-19): safer travel guidance for passengers</p> <p>All staff reminded of safer travel update effective 15th June via email in particular that face coverings which must now be worn. There is information relating to both public transport and private travel (e.g. car sharing):</p>	<p>SLT remind staff via risk assessment and parents by letter sent mid-August and agreement before pupils return to school.</p> <p>Business Manger circulated the link to all staff 15th June 2020 https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers</p> <p>Please refer to the guidance to keep yourself and others as safe as possible.</p>	2	3	(2X3) +3 = 9 (Low)

		<p>syndrome respiratory symptoms, and, in rare cases, even death</p>	<p>The Department for Transport (DfT) has asked all schools to meet the Covid-19 travel target of 60% of pupils to travel to school by walking or cycling (if they live within two miles) for Hillingdon to prepare for the safe return of all children to schools in September 2020.</p>	<p>Procedure in place for safely doffing and donning face masks/coverings and storing them in sealed plastic wallets. In primary schools, headteachers will have the discretion to decide whether to ask staff or visitors to wear, or agree to them wearing face coverings in these circumstances. They are not required in primary schools as pupils and staff are mixing in consistent groups, and because misuse may inadvertently increase the risk of transmission. There may also be negative effects on communication and thus education. Year 6 pupils, who come to school alone on public transport, must be instructed not to touch the front of their face covering during use or when removing them. They must wash their hands immediately on arrival (as is the case for all pupils), place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before touching anything in the classroom. Younger children who wear a face covering to school must leave their face covering with parents before entering the school gates.</p>				
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Task / Activity Area	Hazard	Who might be harmed and how?	What are your existing controls?	Recommended Control Measures	Action by who/when?	Likelihood of occurrence after recommended controls (L)	Impact (I)	Overall Risk (L X I) + I
Dealing with suspected and confirmed cases of Covid-19	Biological hazard- Covid-19	Staff, parents and pupils could become infected with COVID-19. If so, they are likely to experience mild symptoms such as fever or cough or anosmia. In severe cases, this could lead to acute respiratory syndrome respiratory symptoms, and, in rare cases, even death	Where the child, young person or staff member tests negative, they can return to their setting and the fellow household members can end their self-isolation.	<p>We will take swift action if we become aware that someone who has attended has tested positive for coronavirus (COVID-19). Schools should contact the local health protection team. This team will also contact schools directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school – as identified by NHS Test and Trace.</p> <p>Suspected cases:</p> <p>If a child, young person or staff member develops symptoms compatible with coronavirus, they should be sent home and the stay at home guidance followed. If a child is awaiting collection, they should be moved, if possible, to a room (Welcome Room) where they can be isolated behind a closed door, depending on the age of the child and with appropriate adult supervision. Double doors should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people. If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible (Disabled toilet in school's reception area). The bathroom should be cleaned and disinfected using standard cleaning products</p>	Welfare and site team as required	2	3	(2X3) +3 = 9 (Low)

			<p>(disinfectant & bleach) before being used by anyone else.</p> <p>There will be a mechanism for communicating with parents & other household members about the need to self-isolate. All staff and students who are attending an education or childcare setting will have access to a test if they display symptoms of coronavirus and are encouraged to get tested in this scenario.</p> <p>Confirmed cases:</p> <p>If a child, young person or staff member tests positive, they should isolate for at least 10 days from the onset of their symptoms. The rest of their bubble group within their childcare or education setting should be sent home and advised to self-isolate for 14 days, from when the symptomatic person first had symptoms, or until they receive a negative test result. The other household members of that wider class or group do not need to self-isolate unless the child, young person or staff member they live with in that group subsequently develops symptoms. Government guidance to be followed. We will also take guidance from local public health if we have a confirmed case and follow the Covid-19 London Schools Resource Pack and follow the onsite risk assessment checklist to identify direct, proximity and travel contacts.</p> <p>In the event that a parent or guardian insists on a child attending school, schools can take the decision to refuse the child if in</p>	SLT- as required			
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			<p>their reasonable judgement it is necessary to protect their pupils and staff from possible infection with coronavirus (COVID-19).</p> <p>If we have a positive case on site, we will immediately follow all the guidance and be in contact with the DfE/Public Health England and follow the on-site risk assessment for confirmed cases to determine which bubbles are affected and need to self-isolate.</p> <p>Where a class, group or a small number of pupils need to self-isolate, or local restrictions require pupils to remain at home, we will offer remote education from the second day of absence plan in place for remote education provision. Remote learning guidance document has been sent to parents. Government guidance to be followed in relation to Remote Education Expectations</p> <p>Update on site risk assessment and action plan in the event of a positive case, include updated school resource pack and LA online notification of positive case form.</p>	<p>Teachers alerted that remote education is required by X code in register</p> <p>Business Manager w/c 4th January 2021 and share with Acting Head and AHT</p>			
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Task / Activity Area	Hazard	Who might be harmed and how?	What are your existing controls?	Recommended Control Measures	Action by who/when?	Likelihood of occurrence after recommended controls (L)	Impact (I)	Overall Risk (L X I) + I
Rapid testing of primary and nursery workforce	Biological hazard- Covid-19	Staff, parents and pupils could become infected with COVID-19. If so, they are likely to experience mild symptoms such as fever or cough or anosmia. In severe cases, this could lead to acute respiratory syndrome respiratory symptoms, and, in rare cases, even death	<p>Symptomatic staff member self isolates and arranges to have a Covid-19 PCR test, if positive, affected bubble is advised to self isolate and follow government guidance.</p> <p>Asymptomatic staff can access rapid testing by Lateral Flow Device (LFD) at local centres as advised by LA and DfE.</p>	<p>Relevant school staff to read guidance, watch webinars and videos, in relation to LFD home testing for school staff</p> <p>Receive test kits</p> <p>Set up collection point, Follow Key activities to run testing</p> <p>Share information with staff Consult staff to aid distribution of home testing kits</p> <p>Follow NHS How to Guide Use templates provided to set up and maintain a 'test kit log' and a test results register/log.</p> <p>Staff to self-test twice per week, (3 to 4 days apart) and share results with school and NHS online portal</p> <p>Follow incident reporting and response guidance including lessons learnt</p> <p>Align to local and PHE response to Covid-19</p>	<p>Business Manager as information becomes available from DfE and NHS to implement as soon as practically possible after 25th January 2021, in liaison with Acting Head, assistant Head and welfare team</p> <p>Staff partaking in home testing via LFD</p> <p>Staff to report incidents to Covid co-ordinator and registration assistant</p>	2	3	(2X3) +3 = 9 (Low)

Appoint Covid-Co-ordinator and registration assistant.

Staff coordinating the handing out of test kits should wear an appropriate face covering at all times and maintain a 2 metres distance from staff collecting their test kits.

Manage test stock and re-ordering

Keep up-to-date with DfE daily updates

Ensure staff sign for test kits and lot number is recorded

Ensure staff have correct Instructions for use v1.3.2

Risks associated with testing include staff discovering they have tested positive and the impact of interruption to face to face learning for children of Critical Workers and vulnerable children.

Staff will be asked to do testing on Mondays & Thursdays wherever possible to minimise disruption and allow for effective planning and staffing to be put in place in the event of a positive case.

Staff participating have agreed

Business Manager in consultation with Acting Head and staff

Covid – Cordinator & Registration Assistants-ongoing

Covid – Cordinator & Registration Assistants-ongoing

All staff participating in self testing

Acting Head, Asst Head, Business manager in response to

to call the absence line by 7:30am and email the Acting Headteacher, Asst Head and Business Manager with an email entitled 'URGENT: Positive Covid - 19 LFD test result' to then self isolate and get a PCR test. The school will carry out a risk assessment to identify the close contacts in the affected bubble who will then be contacted (hopefully before school begins) and advised to self-isolate in line with government guidance

staff
communications

Non-reporting could result in a positive result not being notified to the school and NHS. Staff were given detailed information regarding their responsibilities before they opted in to self-testing. Staff participating have been asked to agree via a Google form to report the result to the NHS online and the school. If the school discovers a late positive result, the staff member will be advised to self-isolate, arrange a PCR test, and the school will follow its usual procedure for identifying close contacts and advising them to self-isolate in line with government guidance.

All staff
participating

Poor uptake could result in Covid – 19 positive staff attending the setting. Participation is voluntary. Staff have been give all te required

All staff

Task / Activity Area	Hazard	Who might be harmed and how?	What are your existing controls?	Recommended Control Measures	Action by who/when?	Likelihood of occurrence after recommended controls (L)	Impact (I)	Overall Risk (L X I) + I
Use of PPE	Biological hazard- Covid-19	Staff, parents and pupils could become infected with COVID-19. If so, they	Individual pupil risk assessment and/or behavioural support plan to be reviewed	<p>information and guidance to make an informed decision. All usual social distancing measures (pre staff self-testing) will continue to be followed by all staff</p> <p>Communication regarding the staff self testing will be via the school's internal email system. All staff agree to keep up-to-date with school emails. Line Managers will remind staff verbally. Staff will be reminded but not chased as participation is voluntary.</p> <p>Parents will be informed that staff are engaging in asymptomatic self-testing. Where the school is notified of a positive result, the usual procedures will be followed and affected families/staff/contacts will be notified by email and text at the earliest possible time to minimise the risk of transmission by contacts of a positive case.</p>	<p>Business Manager & Head's letter to staff - 22nd January 2021</p> <p>Weekly update/parent newsletter w/c 25th January 2021</p>	2	3	(2X3) +3 = 9 (Low)

		<p>are likely to experience mild symptoms such as fever or cough or anosmia. In severe cases, this could lead to acute respiratory syndrome respiratory symptoms, and, in rare cases, even death</p>	<p>and updated. Staff related risk assessments to be updated for those that are vulnerable.</p>	<p>the following PPE should be available for use by school staff:</p> <ul style="list-style-type: none"> • Disposable gloves; • Disposable apron; • Fluid resistant (type IIR) surgical mask; • Eye protection where there is a risk of splashing of bodily fluids. <p>PPE should also be provided in the following cases:</p> <ul style="list-style-type: none"> • Children, young people and students whose care routinely already involves the use of PPE due to their intimate care needs. • If a child, young person or other learner becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home, and a distance of 2 metres cannot be maintained. <p>Check have sufficient stock of PPE before children return. As part of induction days ensure staff are aware of procedures should a staff member or child become symptomatic of Covid -19 – first aid and cleaning staff to follow: Government guidance Follow government guidance on how PPE should be put on and taken off. (Guide to donning and doffing standard PPE). Posters will be displayed in the Welcome Room and medical room and both staffrooms PPE should be disposed of in line with Government guidance on cleaning in non-healthcare settings.</p>	<p>Welfare Staff 1st July 2020 and ongoing as required</p> <p>As required – Welfare staff and site staff</p>		
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				<p>Government guidance on PPE to be followed.</p> <p>Staff have been given the option of wearing face coverings/ masks at the school gates and visors/use of Perspex screens where social distancing cannot be maintained in school since the national restrictions came into effect in November 2020.</p> <p>Remind all staff regarding use of PPE if required, face coverings when can't maintain social distancing and Perspex screens</p>	<p>SLT at briefing on 4th Jan 2021 and BM via email</p>			
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Task / Activity Area	Hazard	Who might be harmed and how?	What are your existing controls?	Recommended Control Measures	Action by who/when?	Likelihood of occurrence after recommended controls (L)	Impact (I)	Overall Risk (L X I) + I
Administering First aid/ Medication	Biological hazard- Covid-19	Staff, parents and pupils could become infected with COVID-19. If so, they are likely to experience mild symptoms such as fever or cough or anosmia. In severe cases, this could lead to acute respiratory syndrome respiratory symptoms, and, in rare cases, even death	<p>Schools have a suitable number of staff on duty</p> <p>Schools have a first aid risk assessment and medication policy in place</p> <p>Welfare staff have contacted relevant parents to check medical information and make required arrangements.</p>	<p>St John's Ambulance advice followed by first aiders during the Covid-19 pandemic and Health & Safety Executive guidance followed.</p> <p>Administering first aid and medication risk assessments to be amended by schools</p> <p>Government PPE guidance followed.</p> <p>The usual green class medical bags will be washed in preparation for the next phase/term. Welfare staff will transfer the medication for the children in their new class groups. All medication is checked and logged on the medical tracker diary system as usual.</p> <p>Where possible non-Covid 19 related first aid/ medical to be administered by</p>	<p>Welfare Officer</p> <p>Welfare staff before pupils return</p> <p>First aiders</p>	2	3	(2X3) +3 = 9 (Low)

				<p>first aiders within bubbles.</p> <p>Specific plans will be put in place for pupils with special medical needs e.g. diabetes, to ensure prompt contact is available between the class and welfare staff: walkie talkies to be provided to relevant staff.</p> <p>Welfare email set up so that parents can contact welfare with specific medical queries & concerns, which they would normally give at school gate.</p> <p>Welfare staff rota established to minimise contact on same day(work from home/in school) and first aiders rota'd in most year groups to reduce mixing outside bubbles.</p>	<p>Welfare staff</p> <p>Business manager & welfare. Parents informed via HT letter</p> <p>SLT planning and briefing 4th January 2021</p>			
Task / Activity Area	Hazard	Who might be harmed and how?	What are your existing controls?	Recommended Control Measures	Action by who/when?	Likelihood of occurrence after recommended controls (L)	Impact (I)	Overall Risk (L X I) + I
Leaving the school	Biological hazard- Covid-19	Staff, parents and pupils could become infected with COVID-19. If so, they are likely to experience mild symptoms such as fever or cough or anosmia. In severe cases, this could lead to acute respiratory syndrome respiratory symptoms, and, in rare cases, even death	<p>Stagger drop-off and collection times</p> <p>Parents not to enter school grounds</p> <p>Parents reminded they must communicate with school via email or telephone</p>	<p>Movements of pupils to be staggered to maximise social distancing as per Government guidance.</p> <p>Staff and pupils to wash their hands with soap and water for at least 20 seconds and hands dried or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered.</p> <p>Parents to queue 2 metres apart at their assigned gate and at the allocated time when collecting children. To avoid congestion parents collecting multiple children may wait on the opposite side of Stafford Rd until the time for their next collection.</p> <p>It is crucial that all children are</p>	<p>Head organised, staff trained on induction days then to implement when pupils return</p> <p>AHT to contact council to arrange further pavement markings</p> <p>SLT to organise</p>	2	3	(2X3) +3 = 9 (Low)

				collected on time. In the rare occasion where a child is collected late they will be taken by the member of staff on their gate to room 9. Parents to collect from Gate 3. Penalty payments apply for late collection.	and penalties for late collection to be communicated in HT letter 11 th September.			
				Staff asked to leave building by 4pm daily to reduce mixing of bubbles and allow sufficient time for cleaning.	Staff briefing 4 th Jan 2021			
				Reference to updated staggered finish rota, with use of multiple gates and minimum required staffing to reduce the direct, close and proximity contacts. Reference to request for parents to wear face coverings whilst queuing and to communicate via email	Acting HT Letter 4 th Jan 2021			

Likelihood:						
Very Likely	5	6	12	18	24	30
Likely	4	5	10	15	20	25
Possible	3	4	8	12	16	20
Unlikely	2	3	6	9	12	15
Very Unlikely	1	2	4	6	8	10
		1	2	3	4	5
Impact:	Negligible	Minor	Moderate	Major	Extreme	