Safety, Health and Environment (SHE)

GCC COVID-19 RISK ASSESSMENT PROCESS FOR SCHOOLS & EDUCATIONAL SETTINGS

Assess
The risk to employees and children, visitors, vulnerable persons etc.

Plan
Prepare building; Plan timetables and lessons; Prepare staff, parents and pupils; Revise policies and procedures.

Outcome
The risk of Covid-19 infection reduced as far as practicable; Compliance with DfE guidance.

Do
Control access; Minmise contacts and implement distancing; Implement infection control measures; Plans for cases and outbreaks

Review
Check measures are effective; Monitor that measures are being implemented;

Schools completed COVID-19 risk assessments when they reopened for priority groups during the summer term and implemented protective measures recommended by DfE and PHE. Now that the Government requires schools to plan for all pupils in all year groups to return to school full-time from the beginning of the autumn term and implement a 'system of controls', the GCC COVID-19 Risk Assessment has been updated to support schools to prepare for this. The aim of the risk assessment is to implement protective measures to prevent COVID-19 or reduce the spread of the infection if there is a positive case, both in the school and transmission to the wider community.

Community and controlled schools must send their risk assessment to she@gloucestershire.gov.uk by 4th September. Any other schools that would like their risk assessments to be checked by SHE can also send them but are not required to do so.

COVID-19 Risk Assessment for reopening schools – ULEY PRIMARY SCHOOL and BREAKFAST AND FUN CLUB
Mar 2021 v5

ASSESS
Decide appropriate control measures for managers and employees to implement under a 'Plan', 'Do', 'Review' cycle.
*The preventative measures in this risk assessment are not mandatory but are provided as guidance on reducing the risk of transmission and comply with DfE 'system of control' requirements. Each school/setting must consider their own situation and adapt the assessment by editing the measures where appropriate. Remove any measures that are not relevant or will not be applied in your setting and add any additional local measures that you are implementing. This format does not have to be used but your local risk assessment must be suitable and sufficient.
Who may be at risk: Employees, pupils and young people, families (parents, carers and siblings), visitors, contractors, members of public. **Vulnerable groups:** Where schools apply the full measures in this guidance the risks to all staff will be mitigated significantly, including those who are extremely clinically vulnerable and clinically vulnerable. Some people with particular characteristics may be at comparatively increased risk from COVID-19 (due to age, deprivation, ethnicity, etc.). An individual risk assessment may be appropriate for those who are very anxious about returning to their workplace.

PLAN			
Prepare Building, timetables and lessons, policies and procedures		**Prepare Employees, Parents and pupils and other site users**	
Buildings • Ensure that all health and safety compliance checks have been undertaken before opening (e.g. fire alarm, emergency lighting, water hygiene, lifts, etc.). • Reviewing emergency and evacuation procedures (e.g. fire wardens, escape routes, roll-call, assembly areas, etc.). • Make provision for children who display COVID-19 symptoms/ become ill during the day to be isolated. Space should be identified in addition to the usual medical room. • Ensure school has sufficient	Ongoing Reviewed January 21 Reviewed March 21 The Cubby to be used as the dedicated room for anyone showing symptoms	**Employees** • Involve employees in plans to return to school and listen to any suggestions on preventative measures that can be taken. • Consider personal risk factors: age, pregnancy, existing health conditions and ethnicity and where necessary conduct individual risk assessments. • Employees fully briefed about the plans and protective measures identified in the risk assessment. • Regular staff briefings. • Keeping in touch with off-site workers on their working arrangements including their welfare, mental and physical health and personal security. • Regular communications that those who	Consultation along the way Members of staff who have health conditions are involved in preventative measures and how to manage risk Staff to wear a face mask in areas around the school where they feel they are not able to keep distance – corridors, moving around the school Staff kept informed by emails, face to face – remind all staff to frequently check emails By email, INSET and with weekly and daily updates and reminders

supplies of PPE including cleaning materials and hand washing/sanitising liquids that meet DfE/PHE requirements. • Provide suitable and sufficient bins to support pupils and staff to follow the 'catch it, bin it, kill it' approach. • Provide sufficient tissues in all rooms. • Consider if the school site can be split into separate zones where groups of pupils can remain to minimise mixing. • Create a plan of the building to mark out areas where bubbles do not mix (e.g. classrooms) and where mixing is more likely and so where distancing and other measures are required. • Consider separate facilities be provided for meals and refreshments in different zones (e.g. pods, kiosks, cafes). • Evaluate the capacity of rooms and shared areas. • Plan for staggered lunches with more sittings to avoid mixing, allowing time for cleaning, devise seating plans, safe capacity etc. • Consider door signs mounted to identify max number in room / toilets at one time.	Yes and on-going with regular checks Bins in every room Yes and on-going with regular checks – staff to inform offices when stocks are getting low Classes and areas Not really required due to small school Children to eat lunch in classrooms for the time being Ongoing – cloakrooms, Fun Club, toilets etc – In place Toilets – KS2 boys 2, KS2 girls 3, infant 2, staff room up ~~to 6~~ to 4, library up ~~to 6~~ to ~~5~~ 4, cubby x ~~2~~ 1 or 0 people See staff circulation on return first week back Jan 21/Mar 21 All touch points to be sprayed after use – kettles, taps, flushes, urn, microwave button, not to make tea for others unless	have coronavirus symptoms, or who have someone in their household who does, are not to attend school. • Information shared about testing available for those with symptoms. • Where there are appropriate sources of guidance (e.g. CLEAPSS, afPE, CILIP, etc.) Heads of Departments/ teachers should refer to curriculum specific guidance. • Heads of Departments/ teachers to identify shared resources and how to prevent mixed contact (e.g. cleaning between bubbles or rotas for equipment use). • Identify and plan lessons that could take place outdoors. • Consider how online resources can be used to shape remote learning. • Plan for remote education for pupils, alongside classroom teaching in case of a lockdown or pupils having to isolate. **Parents/pupils** • Review EHCPs where required. • Educate pupils before they return about the need to stay apart from others and expectations around hygiene. • Communicate to parents on the preventative measures being taken. • Post the risk assessment or details of measures on school website. • Parents and pupils informed about the process that has been agreed for drop off and collection. • Ensure parents have a point of contact for reassurance as to the plans put in place. • Limit the equipment pupils bring into school each day to essentials such as lunch boxes, hats, coats, books,	As standard in correspondence Ongoing Staff to collaborate regarding outdoor space Oak Academy resources to be linked with lessons See remote plan – working document - evolving Jan 21/Mar 21 on return to school Children are well aware and will be reminded on day 1 and subsequent days All in the document sent at the end of the summer term – sent again on 27th August then following updates on 1st September, Nov 20 and Jan 21/Mar 21 Plus updates in newsletters/text should procedures start to slip/reminders

Control measures	Status/Notes		Action/Comments
• COVID-19 posters/ signage displayed.	Replace any amended posters	stationery.	
• Identify 'crunch points' (e.g. entrances/ exits/ corridors/ shared space and consider how movement can be staggered.	With staggering this should not be problem – to be monitored and evaluated	• Bags are allowed.	
• Consider one-way system if possible for circulation around the building.	Adults requested to wear face masks outside at drop off and pick ups One way system around the outside of the school as part of drop off and pick up In place	• All pupils told to provide personal equipment (pens, pencils, rulers calculators etc.) to ensure no shared use in class.	
• Put down floor markings along the middle of two-way corridors/stairs to keep groups apart and 'keep left' signs.		• Parents informed only one parent to accompany child to school.	
• In areas where queues may form, put down floor markings to indicate distancing.	In place – mainly sinks and toilets	• Parents and pupils encouraged to walk or cycle where possible.	
• Can separate doors be used for in and out of the building (to avoid crossing paths).	Only one door used for two groups – door handle sprayed with disinfectant regularly	• Clear messages to pupils about how to reduce the risks of transmission outside of school.	
• Identify doors that can be propped open (to limit use of door handles and aid ventilation) taking account of fire safety and safeguarding. Seek advice from SHE if necessary.	In place – review use of class doors in the event of a fire	• Staggered drop-off and collection times planned and communicated to parents.	
		• Made clear to parents that they cannot gather at entrance gates or doors and reminders about social distancing.	
• Identify rooms that can be accessed directly from outside (to avoid shared use of corridors).	In place	• Encourage parents to phone school and make telephone appointments if they wish to discuss their child (to avoid face to face meetings).	
		• Communications to parents (and young people) includes advice on transport.	
		Others	
• Organise classrooms for maintaining space between seats and desks.	Children are kept as far away from each other as possible	• Communication with contractors and suppliers that will need to prepare to support plans for full opening (e.g. cleaning, catering, food supplies, hygiene suppliers).	Caterlink, interserve
• Arrange desks seating pupils side by side and facing forwards.	In place	• Assurances that caterers comply with the guidance for food businesses on COVID-19.	Obtain
• Inspect classrooms and remove unnecessary items and furniture to make more space.		• Discussion with caterers to agree arrangements for staggered lunches (e.g. seating capacity, holding hot food, cleaning between sittings, distancing and minimising contacts).	Packed lunches to begin with then gradually move to hot lunches – how we manage this
• Make arrangements with cleaners to put in place an enhanced		• Communication with other building users (e.g. lettings, extended school provision,	Fun club

At top of second column:
hands are washed and mugs wrapped in kitchen towel

cleaning schedule that includes frequent cleaning of rooms, shared areas that are used by different groups and frequently touched surfaces.	Interserve – speak to for an update	regular visitors, etc.) • Limit visitors by exception (e.g. for priority contractors, emergencies etc.).	See above

Timetabling and lessons
• Consider staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave school.
• Stagger break times and lunch times to avoid mixing and time for cleaning surfaces in the dining hall between groups.
• When timetabling, groups should be kept apart and movement around the school site kept to a minimum to avoid creating busy corridors, entrances and exits.
• Prepare arrangements to allow remote learning to take place should a partial or full closure of the school be required, at any point in the next academic year.
 	
Policies and procedures
• Update policies to reflect changes brought about by COVID-19, including:
  o Safeguarding/child protection
  o Behaviour
  o Curriculum
  o Special educational needs
  o Visitors to school
  o Attendance
• Ensure website is compliant with regards to the publishing of policies.
• Establish a visitors' protocol so that parents, contactors,
	In place
	
	In place
	
	In place
	
	A plan is in place for education to continue should there be a closure.
	Contingency plan put together
	See remote learning policy
	
	Plus fire policy
	
	To be completed as polices are agreed
	
	Visitors to be arranged outside of school hours – contractors, prospective parents etc
	Visitors supporting children to be
		Lettings and non-school users
		• ~~Out of school settings for children are permitted if those responsible for them are ready to do so and they can do so safely, following COVID-19 Secure guidelines.~~
		• ~~The use of indoor facilities by adults should remain closed until guidance changes, apart from toilets and throughways.~~
		• ~~A risk assessment should determine the maximum capacity of a hall or hire space while able to maintain social distancing according to the current relevant guidelines.~~
		• ~~Outdoor sports courts and other outdoor sporting activities have also been permitted.~~
		• ~~Any groups hiring the facilities must refer to relevant government guidance or their own associations and national governing body for guidance on running the club or event following the COVID-19 guidelines.~~
		• ~~The school can ask any hiring organisation to provide evidence of their risk assessment.~~
		~~Review existing lettings/hire agreements and amend or supplement as necessary to include specifics of what the school will do and what the hirers are responsible for (e.g. cleaning, sharing equipment, hand washing or sanitiser, what happens if anyone shows symptoms or tests positive to COVID-19, etc.).~~
		
		Staff Testing
		Staff test twice weekly at home (in-school if unable to at home)	

professionals working with individual children are clear about the infection control measures that you have in place.
• Governing boards and school leaders to have regard to staff (including the headteacher) work-life balance and wellbeing. Information shared about the extra mental health support for pupils and teachers is available.
 	
Response to any infection
• Leadership understands the NHS Test and Trace process and how to contact their local Public Health England health protection team.
• Plan how to inform staff members and parents/ carers that they will need to be ready and willing to
  o book a test if they are displaying symptoms;
  o inform the school immediately of the results of a test;
  o provide details of anyone they have been in close contact with;
  o self-isolate if necessary.
	arrange via video link or visiting the school with procedures in place. Only one visitor at a time due to small school
	
	Awareness raised 1st September January 21 - ongoing/Mar 21
	
	Awareness raised 1st September and in parent/staff correspondence, again January 21 – ongoing/Mar 21
		Staff briefed as to when
		Staff follow the guidelines for testing in the help booklet,
		Results are reported to the school and to the NHS via the NHS website
		Positive results – close contacts identified and asked to self-isolate immediately informed. For positive Lateral tests – a PCR test is to be booked:
		Positive = continue to self-isolate – correspondence to circulated to close contacts
		Negative = close contacts to return
			These are Uley school systems		

DO					
Control Access and Visitors		**Minimise contacts and social distancing**		**Infection Control Measures**	
Access • Entry points to school controlled (including deliveries). • Building access rules clearly communicated through signage on entrances. • School start times	Signage in place Review signage and replace tatty signage Mar 21	Minimising contacts and mixing between people reduces transmission of COVID-19 and the school will consider how to implement this. **'Bubbles'** • Small, consistent groups	Classes are bubbles	**Minimise contact with individuals who are unwell:** • Refer to PHE guidance. • Anyone with COVID-19 symptoms, or who have someone in their household who does, not to attend school. • If anyone becomes unwell at	

staggered so bubbles arrive at different times.
• Floor markings outside school to indicate distancing rules (if queuing during peak times).
• **Signs to remind parents to avoid congregating, social distancing rules etc.**
• **Staff on duty to monitor pupil and parent behaviour before and after school.**
• Screens installed to protect employees in reception.
• Shared pens removed from reception.
• Hand sanitiser provided at all entrances.
• Pupils, staff and visitors to keep face mask on and wash hands immediately on arrival.
• Covered bins provided on entrances to dispose of temporary face coverings.
• Sealable plastic bags provided for reusable face coverings to take home with them.
•
 	
Visitors
• Wherever possible keep meetings on a virtual
	Y
	
	Y
	
	Y – add more and replace tatty ones
	
	If required
	
	Y Carol to sign visitor in/out
	
	Y
	Visitor help sheet created with expectations
	
	Y
	
	Should this be required
	
	Staff outside to greet children 5/10 mins before
		of pupils split into bubbles.
		• Class groups will be kept together in separate 'bubbles' throughout the day and do not mix with other groups.
		• If the design of the school means class bubbles cannot be kept apart, split the building into 'zones' and implement zonal bubbles.
		• Keep a record of pupils and staff in each bubble, lesson or close contact group.
			Fun Club no more than 15
			
			Children in own classes
			Children sitting at own desk, facing forward, own resources – pens, pencils etc
			Shared resources in the class are cleaned
			Shared resources across classrooms are cleaned and quarantined
			
			Each class to stay in their allocated rooms apart from transitions to outside provision
			
			Adults to not enter other bubbles without due reason
			
			Head/Admin not to enter a class unless it is for an emergency
			
			Staff can wear face shields if they feel they are unable to keep a distance safely in the classrooms or for reassurance
				school they will be isolated, sent home and provided with information on what to do next.
				• An unwell child awaiting collection, will be isolated in a suitable room with or without adult supervision (depending on age and needs of the child).
				• Staff caring a child awaiting collection to keep a distance of 2 metres.
				• PPE to be worn by staff caring for the child if 2 metres distance cannot be maintained.
				   o **a face mask worn if a distance of 2 metres cannot be maintained.**
				   o **if contact is necessary, then gloves, an apron and a face mask should be worn**
				   o **eye protection where there is a risk of fluids entering the eye, for example, from coughing, spitting or vomiting.**
				
				• Staff to wash their hands after caring for a child with symptoms.
				• All areas where a person with symptoms has been to be cleaned after they have left.
					The Cubby

platform (e.g. 1:1 sessions with professionals, recruitment interviews, parental meetings etc.).
• Parents/carers and visitors coming onto the site without an appointment is not to be permitted.
• **Supply staff and other temporary or peripatetic staff follow the schools arrangements for managing and minimising risk.**
• **Volunteers limited and only used if essential for educational activities.**
• Site guidance on physical distancing and hygiene is explained to visitors on or before arrival.
• Where possible visits arranged outside of school hours.
• A record kept of all visitors to assist NHS Test and Trace, including:
  o the name;
  o a contact phone number;
  o date of visit;
  o arrival and departure time;
  o the name of the assigned staff
	opening time
	
	All visitors are emailed procedures or spoken to prior to visit.
	If visitors can avoid entering the school and access rooms from other entrance points
	
	Y
	
	Help sheet created
	Carol to have a laminated copy in the office to share
	
	To be put in visitor book Carol
		• School breakfast and after-school clubs to keep to the bubbles used during the school day where possible.
		
		Playtimes
		For children old enough, they should also be supported to maintain distance and not touch staff and their peers where possible. This will not be possible for the youngest children and some children with complex needs and it is not feasible in some schools where space does not allow.
			Breakfast
			Children will use top part of the hall next to kitchen. These children will be from different classes but kept in their class bubbles for the duration of Breakfast club
			
			Fun Club
			Children will be kept in their class groups and in different areas within the hall
			
			Hall to be zoned off
			
			Staff to keep a distance from the children
			
			Other staff not to enter the hall whilst breakfast/fun club are in motion unless absolutely necessary i.e. transition to library
			
			Classes avoid games that involve too much contact and seek alternative options Children are discouraged from getting too up close and personal – face to face, hands over others children faces
				• Should staff have close hands-on contact they should monitor themselves for symptoms of possible COVID-19 over the following 14 days.
				
				Hand washing
				• Frequent hand washing encouraged for adults and pupils (following guidance on hand cleaning).
				• Sufficient handwashing facilities are available.
				• Where there is no sink, hand sanitiser provided in classrooms.
				• Skin friendly skin cleaning wipes used as an alternative to hand washing or sanitiser.
				• Pupils to clean their hands when they arrive at school, when they return from breaks, when they change rooms and before and after eating.
				• Staff help is available for pupils who have trouble cleaning their hands independently (e.g. small children and pupils with complex needs).
				• Use resources such as "e-bug" to teach effective hand hygiene etc.
				Respiratory hygiene
				• Adults and pupils are encouraged not to touch their mouth, eyes and nose.
				• Adults and pupils encouraged to use a tissue	

member. • **NHS COVID-19 QR Poster displayed for visitors to check in using the NHS Covid Test and Trace App.** •	Carol		Schools doing this where they can, and even doing this some of the time, will help. Children will have a designated place to play during break times. Older children will be expected to remain socially distant from both peers when they can and avoid deliberately invading another person's social distance bubble. We understand that this may be more difficult for younger children) and adults during play and break times but should children be become too close to each other during play, they will be encouraged to keep move apart. Children must stay in their designated area. **Minimise mixing** • Whatever the size of the bubble, they are to be kept apart from other groups where possible. • Groups use the same classroom or area of a setting throughout the day. • Mixing between bubbles kept to a minimum during arrival, lunchtime, breaks and departure. • Pupil movements around the school site, either in groups or individuals is	Staggered timings And adults Disinfected between use – contact time Sign for outdoor equipment Activities identified for each bubble at before and after school club. Resources are cleaned daily	to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it') • Tissues to be provided. • Bins for tissues provided and are emptied throughout the day. **Ventilation** • ~~Ventilation and AC systems working optimally.~~ • Heating used as necessary to ensure comfort levels are maintained when the building is occupied. • Keep windows open a little (not wide open) to provide some natural background ventilation and open internal doors to increase air flow. • Open windows fully when rooms are unoccupied for longer periods to purge the air (e.g. lunch times and before and after school). • Action taken to prevent occupants being exposed to draughts. For example, partially open high-level windows as oppose to low-level windows, close external doors and arrange the furniture if appropriate and possible. • ~~Use fans for good air circulation.~~ • ~~Air conditioning systems that normally run with a recirculation mode set up to run on full outside air.~~ • ~~Ventilations system that~~	

		controlled to limit contact and mixing.
		• Groups will stay within a specific "zone" of the site to minimise mixing.
		• The number of pupils in shared spaces (e.g. halls, dining areas and internal and external sports facilities) for lunch and exercise is limited to specific bubbles.
		• Large gatherings such as assemblies or collective worship with more than one group to be avoided.
		• Separate spaces for each group clearly indicated.
		• Multiple groups do not use outdoor equipment simultaneously.
		
		• Limiting the number of pupils who use the toilet facilities at one time.
		• Allow pupils to have access to toilets at all times during the day to prevent queues developing at social times.
		
		Minimising Mixing Staff
		• The same teacher(s) and other staff are assigned to each bubble and, as far as possible, these
			Resources rota in place KS2 use own pencils pens etc
			Infants – resources provided and cleaned
			
			Y
			
			As much as they can
			
			Notices on doors
				~~removes and recirculates air to different rooms is turned off.~~
				• ~~Ventilation system remains on at all times, even when the building is unoccupied. The system set to operate at lower ventilation rates during evenings and weekends.~~
				• Occupants encouraged to wear additional, suitable indoor clothing. (If they have to wear coats, scarves and other outdoor clothing the room would be considered too cold and the above steps must be considered).
				
				Music
				• Singing, wind and brass playing should not take place in larger groups such as school choirs and ensembles, or school assemblies.
				• Measures to be taken when playing instruments or singing in small groups such as in music lessons include:
				  o physical distancing;
				  o limiting group sizes;
				  o positioning pupils back-to-back or side-to-side;
				  o avoiding sharing of instruments;
				  o ensuring good	

		stay the same. • Staff that move between classes and year groups, to keep their distance from pupils and other staff. • **Supply teachers, peripatetic teachers and/or other temporary staff to minimise contact and maintain as much distance as possible from pupils and other staff.** • **Arrangements to avoid sharing staffroom and equipment.** • **The occupancy of staff rooms and offices limited.** • **Use of staff rooms to be minimised.** • **Furniture in offices, PPA work rooms and staffrooms where staff may work or meet together, spaced 2 metres apart.** • **Furniture that cannot be moved 2 metres apart taken out of use and removed or signs used to say do not use.** • **Staff sharing rooms do not work facing each other.** • **Desks moved so staff are back to back or**		ventilation. • No performances with an audience. **Cleaning** • Sanitising spray and paper towels to be provided in classrooms for use by members of staff. • Thorough cleaning of rooms at the end of the day. • Shared materials and surfaces to be cleaned frequently (e.g. toys, books, desks, chairs, doors, sinks, toilets, light switches, handrails, etc.). • Resources that are shared between bubbles (e.g. sports, art and science equipment) to be cleaned frequently and meticulously and always between bubbles. • Outdoor equipment appropriately cleaned frequently. • Toilets to be cleaned regularly. • Staff providing close hands-on contact with pupils need to increase their level of self-protection, such as minimising close contact and having more frequent hand-washing and other hygiene measures, and regular cleaning of surfaces. **PPE**	Ceri and Mitie All staff reminded of kits and cleaning procedures

		side on, but still 2 metres apart, or if this is not possible screens used as a barrier between staff. • To avoid mixing during breakfast and after-school clubs, a carousel system to be operated with children from different bubbles rotating between activities (e.g. inside, outside, snack time etc.) with cleaning surfaces between groups. **Distancing** • Staff to keep 2 metres from other adults as much as possible. • Where possible staff to maintain distance from their pupils, staying at the front of the class. • Staff to avoid close face to face contact and minimise time spent within 1 metre of anyone. • Use a simple 'no touching' approach for young children to understand the need to maintain distance. • Older children to be encouraged to keep their	Cleaning kit provided for before and after school club Breakfast entry – hall door, no other adults to enter Push bar cleaned before class entry All children now using hall door as entrance/exit – adults collecting and picking up do so from outside Staff sign children in/out	The majority of staff in education settings will not require PPE beyond what they would normally need for their work. PPE is only needed in a very small number of cases, including: • where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at schools, and only then if a distance of 2 metres cannot be maintained • where a child or young person already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used. PPE for protection against COVID-19 will include: • fluid-resistant surgical face masks (Type IIR); • disposable gloves; • disposable plastic aprons; • eye protection (for example a face visor or goggles). Face coverings (all schools) • Face coverings to be worn by staff or visitors (unless exempt), outside classrooms and when moving around the premises. • Pupils, staff and visitors will	regularly Equipment for outside and climbing equipment PPE provide through the school for these reasons

		distance within bubbles. **Minimising contact** • Doors propped open, where safe to do so to limit use of door handles. Ensure closed when premises unoccupied. • Taking books and other shared resources home limited, although unnecessary sharing avoided. • Staff and pupils to have their own individual and very frequently used equipment, such as pencils and pens. **PE and School Sport** • Pupils kept in same consistent bubbles where possible during PE and sport. • Sports equipment thoroughly cleaned between each use. • Contact sports avoided until guidance changes. • Outdoor sports should be prioritised where possible. • Large indoor spaces	Fire doors can be propped open on their mechanism Classroom doors – open and closed in the event of a fire/fire drill Reading books to be stored for 48 hours before loaning out to others Classes 3 and 4 to bring own pencil cases Classes 2 and 1 to have individual resources plus breakfast and after school club	be expected to provide their own face covering. • A supply of face coverings will be available for anybody that does not have one due to having forgotten it or it has become soiled or unsafe. • Cleaning of hands before and after removing or putting on face covering. • Face coverings placed in sealable plastic bags between use. • Face visors or shields only used after assessing the specific situation in addition to a face covering and not to be worn as an alternative to face coverings. **First Aid** • Check if qualifications run out. Consider enrolling more staff on training. • Employees providing first aid to pupils will not be expected to maintain 2 metres distance. The following measures will be adopted: • washing hands or using hand sanitiser, before and after treating injured person; • wear gloves or cover hands when dealing with open wounds; • if CPR is required on an adult, attempt compression only CPR and early	

		used where it is not. • **Adequate ventilation through opening windows and doors or using air conditioning systems.** • Swimming pools are not used until guidance changes. • Distance between pupils from mixed bubbles will be maximised. • Sporting activities delivered by external coaches, clubs and organisations will only go ahead if they can satisfy the above requirements. • **Staff fully aware of COVID-19 guidance issued by the relevant sports governing bodies for team sports and the required actions for each sport.** • **Competition between different schools not to take place until wider grassroots sport for under 18s in permitted.** **Educational Visits and journeys** • No educational visits to take place during at this stage.	Will we be going swimming?? Max 25 in the pool – classes of 30+ no Swimming January 21/Mar 21 No educational visits January 21/Mar 21	defibrillation until the ambulance arrives; • if CPR is required on a child, use a resuscitation face shield if available to perform mouth-to-mouth ventilation in asphyxial arrest. • dispose of all waste safely.	

REVIEW	
Communicate and Review Arrangements	
• Consultation with employees and trades union Safety Reps on risk assessments. • Risk assessment published on school intranet and website. • Nominated employees tasked to monitoring protection measures. • Members of staff are on duty at breaks to ensure compliance with rules. • Staff encouraged to report any non-compliance. • The effectiveness of prevention measures will be monitored by school leaders. • This risk assessment will be reviewed if the risk level changes (e.g. following local/national lockdown or cases or an outbreak) and in light of updated guidance.	
• https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools • https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak/protective-measures-for-out-of-school-settings-during-the-coronavirus-covid-19-outbreak • https://www.gov.uk/guidance/maintaining-records-of-staff-customers-and-visitors-to-support-nhs-test-and-trace	