

# COVID-19 RISK ASSESSMENT return in March 2021

The current Government guidance on which this assessment is based:

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

<https://www.gov.uk/government/publications/schools-and-childcare-settings-return-in-january-2021/schools-and-childcare-settings-return-in-january-2021>

<b>Description of Activity</b>	COVID 19 Secure School Risk Assessment Version 4.0	<b>Review Dates</b>	Fortnightly or as required
<b>Location</b>	Bigland Green Primary School	<b>Tier level</b>	
<b>Completed by</b>	Headteacher, SLT members, Premises Manager and Office Manager (summary completed by all staff members).	<b>Date of Assessment</b>	3 March 2021

## SECTION ONE: PREVENTION

What are the hazards?	Who & how might someone be harmed?	What are you currently doing to control risks?	Risk Rating L / M / H	Additional measures if required	Action by who / when?	Date Completed
<p><b>(1. Minimise contact)</b></p> <p>People unwell/ Coronavirus (COVID-19) (CV19)</p> <p>Someone entering the school/workplace/offices with CV19</p>	<p><b>Employees, agency, Pupils, visitors</b></p> <p>Causing severe infection/disease</p>	<p>1. Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school</p> <p>2 Ensuring that pupils, staff and other adults do not come into the school if they have <a href="#">coronavirus (COVID-19) symptoms</a> or have tested positive in at least the last 10 days and ensuring anyone developing those symptoms during the school day is sent home, are essential actions to reduce the risk in schools and further drive down transmission of coronavirus (COVID-19).</p> <p>3 If anyone in the school becomes unwell with a new and persistent cough or a high temperature, or has a loss of or change in, their normal sense of taste or smell (anosmia), they must be sent home and advised to follow <a href="#">guidance for households with possible or confirmed coronavirus (COVID-19) infection</a>, which sets out that they should self-isolate for at least 10 days and should <a href="#">arrange to have a test</a> to see if they have coronavirus (COVID-19).</p> <p>4 Other members of their household (including any siblings) should self-isolate for 10 days from the day after the individual tested positive.</p>	Low	(Please see the summary risk assessment for different teams)	All staff members	3 March 2021

		<p>5 If a child is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age and needs of the child, with appropriate adult supervision if required. Ideally, a window 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.</p> <p>6 If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom must be cleaned and disinfected using standard cleaning products before being used by anyone else.</p> <p>7 PPE must be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs). More information on PPE use can be found in the <a href="#">safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE)</a> guidance.</p> <p>8 As is usual practice, in an emergency, call 999 if someone is seriously ill or injured or their life is at risk. Anyone with coronavirus (COVID-19) symptoms should not otherwise visit the GP, pharmacy, urgent care centre or a hospital.</p> <p>9 Any member of staff who has provided close contact care to someone with symptoms, even while wearing PPE, and all other members of staff or pupils who have been in close contact with that person with symptoms, even if wearing a face covering, do not need to go home to self-isolate unless:</p> <ul style="list-style-type: none"> <li>• the symptomatic person subsequently tests positive</li> <li>• they develop symptoms themselves (in which case, they should arrange to have a test)</li> <li>• the symptomatic person subsequently tests positive</li> </ul>				
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		<ul style="list-style-type: none"> <li>they are requested to do so by NHS Test and Trace or the PHE advice service (or PHE local health protection team if escalated)</li> </ul> <p>10 Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. The area around the person with symptoms must be cleaned after they have left to reduce the risk of passing the infection on to other people. See the <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a>.</p> <p>11 Public Health England has good evidence that routinely taking the temperature of pupils is not recommended as this is an unreliable method for identifying coronavirus (COVID-19)</p>				
<p><b>(2. Face Coverings)</b></p> <p>Coronavirus (COVID-19) (CV19)</p>	<p><b>Employees, agency, pupils, visitors</b></p> <p><b>Causing severe infection/disease</b></p>	<p>1 The government is not recommending universal use of face coverings in all schools. Staff members at Bigland Green can wear a face-shield or a mask when they feel that there is a need (both in and out of class).</p> <p>2 Primary school children will not need to wear a face covering. All parents have been strongly advised to wear a face covering when dropping and collecting their children from school.</p> <p>3 Social distancing must always be followed in and out of classrooms/school at all times.</p> <p>4 Based on current evidence and the measures that schools are already putting in place, such as the system of controls and consistent bubbles, face coverings will not be necessary in the classroom even where social distancing is not possible. Face coverings could have a negative impact on teaching and their use in the classroom should be avoided.</p> <p>5 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 effectively in reducing aerosol transmission when used without an additional face covering. They</p>	Low	(Please see the summary risk assessment for different teams)	All staff members	3 March 2021

should only be used after carrying out a risk assessment for the specific situation and should always be cleaned appropriately.

Some individuals are exempt from wearing [face coverings](#). This applies to those who:

- cannot put on, wear or remove a face covering because of a physical or mental illness or impairment or disability
- speak to or provide assistance to someone who relies on lip reading, clear sound or facial expression to communicate

The same exemptions will apply in education settings, and we would expect teachers and other staff to be sensitive to those needs.

**Access to face coverings**

However, where anybody is struggling to access a face covering, or where they are unable to use their face covering due to having forgotten it, or it having become soiled or unsafe, education settings should take steps to have a small contingency supply available to meet such needs.

No one should be excluded from education on the grounds that they are not wearing a face covering.

**Safe wearing and removal of face coverings**

Schools should have a process for removing face coverings when those who use face coverings arrive at school, and when face coverings are worn at school in certain circumstances. This process should be communicated clearly to pupils and staff.

**Further guidance on face coverings**

- [Safe working in education, childcare and children's social care provides](#)
- [Face coverings in education settings](#)

<p><b>(3. Hand hygiene)</b></p> <p>Coronavirus (COVID-19) (CV19)</p> <p>Poor Hand hygiene</p>	<p><b>Employees, agency, pupils, visitors</b></p> <p>Causing severe infection/disease</p>	<p>1 Coronavirus (COVID-19) is an easy virus to kill when it is on skin. This can be done with soap and running water or hand sanitiser. Schools must ensure that pupils clean their hands regularly, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating.</p> <p>2 Regular and thorough hand cleaning is going to be needed for the foreseeable future. Points to consider and implement:</p> <ul style="list-style-type: none"> <li>• school implemented a review and increased hand washing stations as necessary so that all pupils and staff can clean their hands regularly</li> <li>• supervision of hand sanitiser use given risks around ingestion. Small children and pupils with complex needs should continue to be helped to clean their hands properly. Skin friendly skin cleaning wipes can be used as an alternative</li> <li>• have built these routines into school culture, supported by behaviour expectations, and helping ensure younger children, and those with complex needs, understand the need to follow them</li> </ul>				
<p><b>(4. Respiratory hygiene)</b></p> <p>Coronavirus (COVID-19) (CV19)</p> <p>Someone entering the school/workplace/offices with CV19</p>	<p><b>Employees, agency, Pupils, visitors</b></p> <p>Causing severe infection/disease</p>	<p>1 The 'catch it, bin it, kill it' approach continues to be very important, increased amount of tissues and bins available in the school to support pupils and staff to follow this routine.</p> <p>2 As with hand cleaning, younger children and those with complex needs are helped to get this right and all pupils understand that this is now part of how the school operates. The <a href="#">e-Bug coronavirus (COVID-19) website</a> contains free resources for schools, including materials to encourage good hand and respiratory hygiene.</p> <p>3 Some pupils with complex needs will struggle to maintain as good respiratory hygiene will be considered with individual risk assessments in order to support these pupils and the staff working with them and is not a reason to deny these pupils face-to-face education.</p>	<p>Low</p>	<p>(Please see the summary risk assessment for different teams)</p>	<p>All staff members</p>	<p>3 March 2021</p>

<p><b>(5. Cleaning regime)</b></p> <p>Coronavirus (COVID-19) (CV19)</p> <p>Someone entering the school/workplace/offices with CV19 and there are poor cleaning standards</p>	<p><b>Employees, agency, Pupils, visitors</b></p> <p>Causing severe infection/disease</p>	<p>1 An increased cleaning schedule that ensures cleaning is more frequent of rooms and shared areas that are used by different groups</p> <p>2 Frequently touched surfaces being cleaned more often than normal</p> <p>3 Toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet - different groups being allocated their own toilet blocks could be considered but is not a requirement if the site does not allow for it</p> <p>4 Public Health England has published revised <a href="#">guidance for cleaning non-healthcare settings</a> to advise on general cleaning required in addition to the existing advice on cleaning those settings when there is a suspected case.</p> <p>5 Local audits and inspections of cleaning staff work activities and areas of cleaning to be completed to ensure governance and control measures are being implemented to high standards</p>	<p>Low</p>	<p>(Please see the summary risk assessment for different teams)</p>	<p>All staff members</p>	<p>3 March 2021</p>
<p><b>(6. Minimise contact social distancing)</b></p> <p>Coronavirus (COVID-19) (CV19)</p> <p>Someone entering the school/workplace/offices with CV19 coming close to others, poor social distancing, mixing of groups, lack of infection control separation</p>	<p><b>Employees, agency, Pupils, visitors</b></p> <p>Causing severe infection/disease</p>	<p>1 Minimising contacts and mixing between people reduces transmission of coronavirus (COVID-19). This is important in all contexts and schools must consider how to implement this.</p> <p>2 We have assessed the school operational set up to reduce contacts wherever possible whilst delivering a broad and balanced curriculum.</p> <p>3 Bubbles have been implemented to continue in reducing the number of contacts between children and staff, and through maintaining the distance between individuals</p> <p>4 We have followed the government guidance on how to group children throughout 2020 and will be continued into 2021</p> <p>5 Classroom set up to encourage avoidance of face to face, and aiming to maintain social distancing of 2m wherever possible, or reducing time spent within 1 metre of anyone, those with special needs will need to have the continued close support and PPE will</p>	<p>Low</p>	<p>(Please see the summary risk assessment for different teams)</p>	<p>All staff members</p>	<p>3 March 2021</p>

be reviewed and implemented for these close contact pupils. That should include seating pupil's side by side and facing forwards, rather than face to face or side on, and might include moving unnecessary furniture out of classrooms to make more space.

6 When staff or children cannot maintain distancing, particularly with younger children in primary schools, the risk can also be reduced by keeping pupils in the smaller, class-sized groups.

7 Groups are being kept apart, avoiding large gatherings such as assemblies or collective worship with more than one group.

8 When timetabling, groups are kept apart and movement around the school site kept to a minimum. While passing briefly in the corridor or playground is low risk, schools should avoid creating busy corridors, entrances and exits.

9 Staggered break times and lunch times (and time for cleaning surfaces in the dining hall between groups).

10 A plan of how shared staff spaces are set up and used to help staff to distance from each other. Use of staff rooms should be minimised, although staff must still have a break of a reasonable length during the day.

**Measures for arriving at and leaving school**

11 Measures in place have been communicated through the school newsletter. Please see issues 22 and 23 for full details.

**Other considerations**

12 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.

13 Supply teachers, peripatetic teachers and other temporary staff can move between schools. They should ensure they minimise contact and maintain as much distance as possible from other staff.

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

14 Schools should consider how to manage other visitors to the site, such as contractors, and ensure that the risks associated with managing contractors, visitors, catering staff and deliveries, as well as cleaning staff on site who may be working throughout the school and across different groups, are addressed. This will require close cooperation between both schools and the other relevant employers.

15 Schools should have discussions with key contractors about the school's control measures and ways of working.

16 Schools should 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 with sufficient detail to support rapid contact tracing if required by NHS Test and Trace.

17 As normal, schools should engage with their local immunisation providers to provide immunisation programmes on site, ensuring these will be delivered in keeping with the school's control measures. These programmes are essential for children's health and wellbeing and can also provide benefits for staff.

18 Where a child routinely attends more than one setting on a part time basis, for example, because they are dual registered at a mainstream school and an alternative provision setting or special school, schools should work through the system of controls collaboratively, enabling them to address any risks identified and allowing them to jointly deliver a broad and balanced curriculum for the child.

19 Equipment and resources are integral to education in schools. During the summer term, their use was minimised, many were moved out of classrooms, and there was significant extra cleaning. Given the increasing knowledge we have of the virus, that position

		<p>has now changed. 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. 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.</p> <p>20 Outdoor playground equipment should be more frequently cleaned. This would also apply to resources used inside and outside by wraparound care providers. It is still recommended that pupils limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats, books, stationery and mobile phones. Bags are allowed. Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development. Similar rules on hand cleaning, cleaning of the resources and rotation should apply to these resources.</p>				
<p><b>(7. Personal Protective Equipment)</b></p> <p>Coronavirus (COVID-19) (CV19)</p> <p>Someone entering the school/workplace/offices with CV19</p>	<p><b>Employees, agency, Pupils, visitors</b></p> <p>Causing severe infection/disease</p>	<p>1 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:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• where a child or young person already has routine intimate care needs that involve the use of PPE, in which case the same PPE should continue to be used</li> </ul>	Low	(Please see the summary risk assessment for different teams)	All staff members	3 March 2021

		2 Read the guidance on <a href="#">safe working in education, childcare and children's social care</a> for more information about preventing and controlling infection, including when, how PPE should be used, what type of PPE to use, and how to source it.				
<p><b>(8 Keeping occupied spaces well ventilated)</b></p> <p>COVID-19) (CV19)</p> <p>Someone entering the school/workplace/offices with CV19</p>	<p><b>Employees, agency, Pupils, visitors</b></p> <p>Causing severe infection/disease</p>	<p>Once the school is in operation, it is important to ensure it is well ventilated and a comfortable teaching environment is maintained.</p> <p>All rooms at Bigland Green have natural ventilation – opening windows (in cooler weather windows should be opened just enough to provide constant background ventilation, and opened more fully during breaks to purge the air in the space). Opening internal doors can also assist with creating a throughput of air</p> <p>If necessary external opening doors may also be used (as long as they are not fire doors and where safe to do so)</p> <p>Further advice on this can be found in Health and Safety Executive guidance on <a href="#">air conditioning and ventilation during the coronavirus outbreak</a> and <a href="#">CIBSE coronavirus (COVID-19) advice</a>.</p> <p>To balance the need for increased ventilation while maintaining a comfortable temperature, the following measures should also be used as appropriate:</p> <ul style="list-style-type: none"> <li>• opening high level windows in preference to low level to reduce draughts</li> <li>• increasing the ventilation while spaces are unoccupied (for examples, between classes, during break and lunch, when a room is unused)</li> <li>• providing flexibility to allow additional, suitable indoor clothing. For more information see <a href="#">School uniform</a></li> <li>• rearranging furniture where possible to avoid direct drafts</li> </ul> <p>Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces.</p>	Low	(Please see the summary risk assessment for different teams)	All staff members	3 March 2021

## RESPONSE TO ANY INFECTION

<p><b>(9. Test and trace)</b></p> <p>Coronavirus (COVID-19) (CV19)</p> <p>Someone entering the school/workplace/offices with CV19</p>	<p><b>Employees, agency, Pupils, visitors</b></p> <p>Causing severe infection/disease</p>	<p>1 Schools <b>must</b> ensure they understand the NHS Test and Trace process. Schools <b>must</b> ensure that staff members and parents/carers understand that they will need to be ready and willing to:</p> <ul style="list-style-type: none"> <li>• <a href="#">book a test</a> if they or their child are displaying symptoms. The main symptoms are a high temperature, a new continuous cough and/or a loss or change to your sense of smell or taste. Staff and pupils must not come into the school if they have symptoms and must be sent home to self-isolate if they develop them in school. All children can be tested if they have symptoms, including children under 5, but children aged 11 and under will need to be helped by their parents or carers if using a home testing kit</li> <li>• provide details of anyone they or their child have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace</li> <li>• <a href="#">self-isolate</a> if they have been in close contact with someone who tests positive for coronavirus (COVID-19), or if anyone in their household develops symptoms of coronavirus (COVID-19)</li> </ul> <p>2 Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests can be booked online through the NHS <a href="#">testing and tracing for coronavirus</a> website, or ordered by telephone via NHS 119 for those without access to the internet. Essential workers, which includes anyone involved in education or childcare, have priority access to testing.</p> <p>3 The government will ensure that it is as easy as possible to get a test through a wide range of routes that are locally accessible, fast and convenient. We will release more details on new testing avenues as and when they become available and will work with schools so they understand the quickest and easiest way to get a test.</p>	<p>Low</p>	<p>(Please see the summary risk assessment for different teams)</p>	<p>All staff members</p>	<p>3 March 2021</p>
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4 All schools have been sent an initial supply of 10 home test kits and information about how to order to replenish this supply when they are running out. Schools should call the Test and Trace helpdesk on 119 if these have not arrived.

Having a test at a testing site will deliver the fastest results. The test kits sent to schools are provided to be used in the exceptional circumstance that an individual becomes symptomatic and schools believe they may have barriers to accessing testing elsewhere.

5 It is for schools to determine how to prioritise the distribution of their test kits in order to minimise the impact of the virus on the education of their pupils.

These kits can be given directly to staff or parents and carers collecting a child who has developed symptoms at school. In particular, these tests kits will also help ensure that symptomatic staff can also get a test and if they test negative, can return to work as soon as they no longer have symptoms of coronavirus (COVID-19). Further information is provided in our guidance [Coronavirus \(COVID-19\): test kits for schools and FE providers](#).

6 Schools should ask parents and staff to inform them immediately of the results of a test and follow this guidance.

1. If someone with symptoms tests negative for coronavirus (COVID-19), then they should stay at home until they are recovered as usual from their illness but can safely return thereafter. The only exception to return following a negative test result is where an individual is separately identified as a close contact of a confirmed case, when they will need to self-isolate for 10 days from the date of that contact.
2. If someone with symptoms tests positive, they should follow the [guidance for households with possible or confirmed coronavirus \(COVID-19\) infection](#) and must continue to self-isolate for at least 10 days from the onset of their symptoms and then return to school only if they do not have symptoms

		<p>other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone. The 10-day period starts from the day when they first became ill. If they still have a high temperature, they should continue to self-isolate until their temperature returns to normal. Other members of their household should all self-isolate for the full 10 days from the day after the individual tested positive.</p>				
<p><b>(10. Confirmed cases)</b></p> <p>Coronavirus (COVID-19) (CV19)</p> <p>Someone entering the school/workplace/offices with CV19</p>	<p><b>Employees, agency, Pupils, visitors</b></p> <p>Causing severe infection/disease</p>	<p>1 Schools <b>must</b> take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19). Schools can contact the dedicated advice service introduced by Public Health England (PHE) and delivered by the NHS Business Services Authority. This can be reached by calling the DfE Helpline on 0800 046 8687 and selecting option 1 for advice on the action to take in response to a positive case. Schools will be put through to a team of advisers who will inform them of what action is needed based on <a href="#">the latest public health advice</a></p> <p>2 The advice service will carry out a rapid risk assessment to confirm who has been in close contact with the person during the period that they were infectious, and ensure they are asked to self-isolate. If, following triage, further expert advice is required the adviser will escalate the school's call to the PHE local health protection team.</p> <p>3 The advice service (or PHE local health protection team if escalated) will work with schools to guide them through the actions they need to take. Based on their advice, schools must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 10 days from the day after contact with the individual tested positive. Close contact means:</p> <ul style="list-style-type: none"> <li>• direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including</li> </ul>	Low	(Please see the summary risk assessment for different teams)	All staff members	3 March 2021

being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin)

- proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual
- travelling in a small vehicle, like a car, with an infected person

4 The advice service (or PHE local health protection team if escalated) will provide definitive advice on who must be sent home. To support them in doing so, we recommend schools keep a record of pupils and staff in each group, and any close contact that takes places between children and staff in different groups (see [section 6 of the system of control](#) for more on grouping pupils). This should be a proportionate recording process. Schools do not need to ask pupils to record everyone they have spent time with each day or ask staff to keep definitive records in a way that is overly burdensome.

5 Where individuals who are self-isolating and are within our definition of vulnerable, it is important that schools put systems in place to keep in contact with them, offer pastoral support, and check they are able to access education support.

6 A template letter will be provided to schools, on the advice of the health protection team, to send to parents and staff if needed. Schools must not share the names or details of people with coronavirus (COVID-19) unless essential to protect others.

7 Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within the 10-days from the day after contact with the individual tested positive should follow [guidance for households with possible or confirmed coronavirus \(COVID-19\) infection](#). They should get a test, and:

- if someone who is self-isolating because they have been in close contact with someone who has tested positive for

coronavirus (COVID-19) starts to feel unwell and gets a test for coronavirus themselves, and the test delivers a negative result, they must remain in isolation for the remainder of the 10-day isolation period. This is because they could still develop coronavirus (COVID-19) within the remaining days.

- if the test result is positive, they should inform their setting immediately, and should isolate for at least 10 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 10-day isolation period). Their household should self-isolate for at least 10 days from when the symptomatic person first had symptoms, following [guidance for households with possible or confirmed coronavirus \(COVID-19\) infection](#)

8 Schools should not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation.

9 In the majority of cases, schools and parents will be in agreement that a child with symptoms should not attend school, given the potential risk to others. 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 their reasonable judgement it is necessary to protect their pupils and staff from possible infection with coronavirus (COVID-19). Any such decision would need to be carefully considered in light of all the circumstances and the current public health advice.

10 The PHE local health protection 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.

Further guidance is available on [testing and tracing for coronavirus \(COVID-19\)](#).

<p><b>(11. Outbreak)</b></p> <p>Coronavirus (COVID-19) (CV19)</p> <p>Someone entering the school/workplace/offices with CV19</p>	<p><b>Employees, agency, Pupils, visitors</b></p> <p>Causing severe infection/disease</p>	<p><b>(Contain any outbreak by following local health protection team advice)</b></p> <p>1 If schools have two or more confirmed cases within 10 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak and must continue to work with their local health protection team who will be able to advise if additional action is required.</p> <p>2 In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure – perhaps the whole site or year group. If schools are implementing controls from this list, addressing the risks they have identified and therefore reducing transmission risks, whole school closure based on cases within the school will not generally be necessary, and should not be considered except on the advice of health protection teams or health and safety experts</p>	<p>Low</p>	<p>(Please see the summary risk assessment for different teams)</p>	<p>All staff members</p>	<p>3 March 2021</p>
<p><b>(12 Alternative provision)</b></p> <p>Coronavirus (COVID-19) (CV19)</p> <p>Someone entering the school/workplace/offices with CV19</p>	<p><b>Employees, agency, Pupils, visitors</b></p> <p>Causing severe infection/disease</p>	<p>1 Work through the system of controls outlined above, adopting measures that help them meet each control to the fullest extent possible, in a way that addresses the risk identified in their assessment, works for their setting, and allows them to deliver a broad and balanced curriculum for pupils.</p> <p>2 When working through the system of controls, APs should take steps to minimise social contact and mixing as far as is practicable. All APs, especially larger AP schools, should consider whether pupils can be placed into smaller groups and still receive a broad and balanced curriculum. Due to the smaller size of many AP settings, and because APs are not typically organised by year groups, APs may wish to adopt whole school bubbles as part of their system of controls and in order to best meet the needs of their students.</p>	<p>Low</p>	<p>(Please see the summary risk assessment for different teams)</p>	<p>All staff members</p>	<p>3 March 2021</p>

## SECTION 2: SCHOOL OPERATIONS

<p><b>(13. Transport)</b></p> <p>Coronavirus (COVID-19) (CV19)</p> <p>Someone entering the school/workplace/offices with CV19</p>	<p><b>Employees, agency, Pupils, visitors</b></p> <p>Causing severe infection/disease</p>	<p>1 Social distancing has significantly reduced available transport capacity. Further guidance is set out in the <a href="#">transport to school and other places of education: 2020 to 2021 academic year</a>.</p> <p><b>Pupils travelling from abroad</b></p> <p>Where they have travelled from, or have stopped at, a country or territory that is not on the <a href="#">travel corridors list</a>, pupils will be required to self-isolate for 10 days from the day they leave a non-exempt country or territory to travel to the UK.</p>	<p>Low</p>	<p>(Please see the summary risk assessment for different teams)</p>	<p>All staff members</p>	<p>3 March 2021</p>
<p><b>(14. School Workforce)</b></p> <p>Coronavirus (COVID-19) (CV19)</p> <p>Someone entering the school/workplace/offices with CV19</p>	<p><b>Employees, agency, Pupils, visitors</b></p> <p>Causing severe infection/disease</p>	<p>1 Where schools implement the system of controls outlined in this document, in line with their own workplace risk assessment, PHE and DHSC confirm that these measures create an inherently safer environment for children and staff where the risk of transmission of infection is substantially reduced.</p> <p>2 Most school-based roles are not ideally suited to home working and schools may expect most staff to return to work in settings. Some roles, such as some administrative roles, may be conducive to home working, and school leaders should consider what is feasible and appropriate.</p> <p>3 All staff should follow the measures set out in the system of controls section of this guidance to minimise the risks of transmission.</p> <p>4 This includes continuing to observe good hand and respiratory hygiene and maintaining social distancing in line with the provisions as set out in section 5 of the 'prevention' section.</p> <p>5 School leaders should explain to staff the measures the school has put in place to reduce risks. We anticipate adherence to the measures in this guidance will provide the necessary reassurance for staff to attend school.</p> <p>6 If staff are concerned, including those who may be clinically vulnerable, clinically extremely vulnerable or who believe they may</p>	<p>Low</p>	<p>(Please see the summary risk assessment for different teams)</p>	<p>All staff members</p>	<p>3 March 2021</p>

be at possible increased risk from coronavirus, we recommend school leaders discuss any concerns individuals may have around their particular circumstances and reassure staff about the protective measures in place and complete individual risk assessments

**Staff who are clinically extremely vulnerable**

7 [Advice](#) for those identified through a letter from the NHS or a specialist doctor as in the group deemed clinically extremely vulnerable (CEV or shielding list) was published on 13 October. The guidance provides advice on what additional measures individuals in this group can take tailored to each local restriction tier.

In local restriction tier 4 areas, individuals who are clinically extremely vulnerable are advised to work from home and where this is not possible, **they should not go into work**. Individuals in this group will have been identified through a letter from the NHS or from their GP and may have been advised to shield in the past, most recently in November 2020.

Staff should talk to their employers about how they will be supported, including to work from home where possible. Schools should continue to pay clinically extremely vulnerable staff on their usual terms.

8 All other staff in local restriction tier 4 can continue to attend work, including those living in a household with someone who is clinically extremely vulnerable.

9 All staff can continue to attend school in local restriction tiers 1, 2 and 3.

10 Under local restriction tier 3, staff and employers may wish to discuss flexibilities that support clinically extremely vulnerable staff, such as staggered start times to reduce travel during rush hour.

Further [guidance to the clinically extremely vulnerable](#) is available.

**11 Staff who are clinically vulnerable**

Clinically vulnerable staff can continue to attend school. While in school they should follow the sector-specific measures in this document to minimise the risks of transmission.

This includes taking particular care to observe good hand and respiratory hygiene, minimising contact and maintaining social distancing in line with the provisions set out in section 6 of the 'prevention' section of this guidance. This provides that ideally, adults should maintain 2 metre distance from others, and where this is not possible avoid close face to face contact and minimise time spent within 1 metre of others. While the risk of transmission between young children and adults is likely to be low, adults should continue to take care to socially distance from other adults including older children and adolescents.

12 People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace unless advised otherwise by an individual letter from the NHS or a specialist doctor.

**13 Staff who are pregnant**

Pregnant women are in the 'clinically vulnerable' category and are generally advised to follow the above advice, which applies to all staff in schools. More [guidance and advice on coronavirus \(COVID-19\) and pregnancy](#) is available from the Royal College of Gynaecologists. All pregnant women should take particular care to practise frequent, thorough hand washing, and cleaning of frequently touched areas in their home or workspace.

An employer's workplace risk assessment should already consider any risks to female employees of childbearing age and, in particular, risks to new and expectant mothers (for example, from working conditions, or the use of physical, chemical or biological agents). Any risks identified must be included and managed as part of the general workplace risk assessment.

If a school is notified that an employee is pregnant, breastfeeding or has given birth within the last 6 months, the employer should check the workplace risk assessment to see if any new risks have arisen. If risks are identified during the pregnancy, in the first 6 months after birth or while the employee is still breastfeeding, the employer must take appropriate, sensible action to reduce, remove or control them.

While it is a legal obligation for employers to regularly review general workplace risks, there is not necessarily a requirement to conduct a specific, separate risk assessment for new and expectant mothers. However, an assessment may help identify any additional action that needs to be taken to mitigate risks.

We recommend that schools follow the same principles for pregnant pupils, in line with their wider health and safety obligations.

**14 Staff who may otherwise be at increased risk from coronavirus (COVID-19)**

Some people with particular characteristics may be at comparatively increased risk from coronavirus (COVID-19), as set out in the [COVID-19: review of disparities in risks and outcomes report](#), which looked at different factors including age and sex, where people live, deprivation, ethnicity, people's occupation and care home residence. These staff can attend school as long as the system of controls set out in this guidance are in place. The reasons for the disparities are complex and there is ongoing research to understand and translate these findings for individuals in the future.

People who live with those who may have comparatively increased risk from coronavirus (COVID-19) can attend the workplace. An individual risk assessment should be completed and monitored upon any significant changes

**15 Employer health and safety and equalities duties**

Schools have a legal obligation to protect their employees, and others, including children, from harm and should continue to assess health and safety risks in the usual way. Following the steps in this

guidance will mitigate the risks of coronavirus (COVID-19) to children and staff and help schools to meet their legal duties to protect employees and others from harm.

16 The Health and Safety Executive published guidance on [first aid](#) during coronavirus (COVID-19) which will support local risk assessments and provides guidance for first aiders. It is clear that treating any casualty properly should be the first concern. Where it is necessary for first aid provision to be administered in close proximity, those administering it should pay particular attention to sanitation measures immediately afterwards including washing hands.

Schools should continue to meet their equalities duties. Guidance is available in [Equality act 2010 advice for schools](#).

**17 Supporting staff**

Governing boards and school leaders should have regard to staff (including the headteacher) work-life balance and wellbeing. Schools should ensure they have explained to all staff the measures they are proposing putting in place and involve all staff in that process.

18 All employers have a duty of care to their employees, and this extends to their mental health. Schools already have mechanisms to support staff wellbeing and these will be particularly important, as some staff may be particularly anxious about attending school. DfE is providing additional support for both pupil and staff wellbeing in the current situation. Information about the [extra mental health support for pupils and teachers](#) and [Wellbeing for Education return programme](#) is available.

19 The [Education Support Partnership](#) provides a free helpline for school staff and targeted support for mental health and wellbeing.

**20 Staff deployment**

Schools may need to alter the way in which they deploy their staff, and use existing staff more flexibly. Managers should discuss and agree any changes to staff roles with individuals.

It is important that planning builds in the need to avoid increases in unnecessary and unmanageable workload burdens. This could include a review of existing practices in this respect and schools may wish to draw on DfE's [workload reduction toolkit](#).

21 DfE has also published a range of resources, including [case studies to support remote education](#) and help address staff workload, this includes case studies on managing wellbeing.

**Deploying support staff and accommodating visiting specialists**

22 Schools should ensure that appropriate support is made available for pupils with SEND, for example by deploying teaching assistants and enabling specialist staff from both within and outside the school to work with pupils in different classes or year groups.

**23 Recruitment**

Recruitment should continue as usual. The government's [Teaching Vacancies](#) service can help schools to list vacancies for both permanent and fixed-term teaching staff quickly. The free national service for searching and listing teaching roles will be directing newly qualified teachers (NQTs) and job seeking teachers to this service.

As DfE guidance advises limiting the number of visitors, it may be appropriate for schools to consider a flexible approach to interviews, with alternative options to face-to-face interviews offered where possible. Interviewing remotely may be a new experience for many schools. The DfE teaching blog provides some information on the [experience of implementing interviews remotely](#). There is also advice that can be sent to candidates on [how to prepare for remote interviews](#).

Where face-to-face meetings are arranged, schools should make clear to candidates that they must adhere to the system of controls that schools have in place. Schools will also have the discretion to require face coverings for visitors where social distancing cannot be managed safely.

**24 Supply teachers and other temporary or peripatetic teachers**

Schools can continue to engage supply teachers and other supply staff during this period. We recommend that schools consider using DfE's and [Crown Commercial Service's agency supply deal](#) when hiring agency workers, as this offers a list of preferred suppliers that must be transparent about the rates they charge.

Supply staff and other temporary workers can move between schools, but school leaders will want to consider how to minimise the number of visitors to the school where possible. Where it is necessary to use supply staff and to welcome visitors to the school such as peripatetic teachers, those individuals will be expected to comply with the school's arrangements for managing and minimising risk, including taking particular care to maintain distance from other staff and pupils. To minimise the numbers of temporary staff entering the school premises, and secure best value, schools may wish to use longer assignments with supply teachers and agree a minimum number of hours across the academic year. This advice for supply teachers also applies to other temporary staff working in schools such as support staff working on a supply basis, peripatetic teachers such as sports coaches, and those engaged to deliver before and after school clubs.

**25 Vulnerable children**

Where individuals who are self-isolating are within our definition of vulnerable, it is important that schools put systems in place to keep in contact with them.

When a vulnerable child is asked to self-isolate, schools should notify their social worker (if they have one). School leaders should

		<p>then agree with the social worker the best way to maintain contact and offer support to the vulnerable child or young person.</p> <p>Schools should also have in place procedures to check if a vulnerable child is able to access remote education support, to support them to access it (as far as possible) and to regularly check if they are doing so.</p>				
<p><b>(15. Catering/ Kitchens)</b></p> <p>Main kitchen</p> <p>Coronavirus (COVID-19) (CV19)</p> <p>Someone entering the school/workplace/offices with CV19</p>	<p><b>Employees, agency, Pupils, visitors</b></p> <p>Causing severe infection/disease</p>	<p>1 kitchen's will be fully open from the start of the 2021 year and normal legal requirements will apply about provision of food to all pupils who want it, including for those eligible for benefits-related free school meals or universal infant free school meals.</p> <p>School kitchens can continue to operate, but must comply with the <a href="#">guidance for food businesses on coronavirus (COVID-19)</a>.</p> <p>2 Ensure social distancing is in place for the kitchen and kitchen staff wherever possible, and ask to review the contract/contractor kitchen COVID-19 risk assessment, as significant changes due to increased infection rates</p> <p>3 Social distancing at the servery which is managed and monitored</p> <p>4 If the social distancing cannot be managed in this area a review of shielding/sneeze screens to be considered to protect the kitchen staff serving</p> <p>5 Staff and pupils to be encouraged to wash their hands before / after eating for at least 20 seconds and frequently during the day</p> <p>6 Communication with contract company/service re COVID-19 sickness procedures in place to ensure that the school to be informed of any COVID-19 related staff/agency sickness, without delay, including BC plan if the whole kitchen crew have to self-isolate, re Test and Trace planning</p>	Low	(Please see the summary risk assessment for different teams)	All staff members	3 March 2021
<p><b>(16. Building / Estate)</b></p> <p>Building preparedness/Statutory compliance</p>	<p><b>Employees, agency, Pupils, visitors</b></p>	<p>1 Site area risk assessment has taken place to maximise the use of site and any associated available space</p> <p>2 Class sizes can return to normal and spaces used by more than one class or group can be cleaned between use.</p>	Low	(Please see the summary risk assessment for different teams)	All staff members	3 March 2021

<p>Coronavirus (COVID-19) (CV19)</p> <p>Someone entering the school/workplace/offices with CV19</p>	<p>Causing severe infection/disease</p>	<p>3 Following the risk assessment, we have completed some adaptations to the site, such as additional wash basins, and removal of storage items to create larger spaces where necessary and able to do so</p> <p>4 It is important that, for the spring term, all the usual pre-term building checks are undertaken to make the school safe. If buildings have been closed or had reduced occupancy during the coronavirus (COVID-19) outbreak, water system stagnation can occur due to lack of use, increasing the risks of Legionnaires' disease. Advice on this can be found in the guidance on <a href="#">legionella risks during the coronavirus outbreak</a>.</p> <p>5 Additional advice on safely reoccupying buildings can be found in the Chartered Institute of Building Services Engineers' guidance on <a href="#">emerging from lockdown</a>. See also <a href="#">Keeping occupied spaces well ventilated</a> in the System of Controls section. Advice on ventilation can be found in Health and Safety Executive guidance on <a href="#">air conditioning and ventilation during the coronavirus outbreak</a>.</p> <p>6 Fire doors should <b>NOT</b> be propped open</p> <p>7 In classrooms, it will be important that schools improve ventilation (for example, by opening windows).</p> <p>8 Statutory compliance completed and up to date</p> <p>9 Temperature monitoring in place, including thermometers in classrooms/areas, to ensure the heating and thermal conditions are compliant, managed and monitored</p>				
<p><b>(17. Educational Visits)</b></p> <p>Coronavirus (COVID-19) (CV19) with CV19</p>	<p><b>Employees, agency, Pupils, visitors</b></p> <p>Causing severe infection/disease</p>	<p>1 Overseas educational visits are currently not permitted</p> <p>2 This advice remains under review</p> <p>3 Review the Evolve front pages for specific outdoor education CV19 guidance review.</p> <p><b>4 Domestic (UK) overnight educational visits</b></p> <p>Prohibited at present, with a review in February 2021</p>	<p>Low</p>	<p>(Please see the summary risk assessment for different teams)</p>	<p>All staff members</p>	<p>3 March 2021</p>

		<p>This advice will therefore be reviewed and updated again in February 2021.</p> <p><b>Non-overnight domestic educational visits</b></p> <p>As normal, schools should undertake full and thorough risk assessments in relation to all educational visits to ensure they are planned and carried out safely and in line with relevant local restriction tier guidance, such as keeping children within their consistent group and any coronavirus (COVID-19) secure measures on transport and at the destination.</p> <p>Schools should consult the <a href="#">health and safety guidance on educational visits</a> when considering visits and make sure that the appropriate insurance arrangements are in place.</p> <p>The Association of British Insurers (ABI) has produced information on <a href="#">travel insurance implications</a> following the coronavirus (COVID-19) outbreak. If schools have any further questions about their cover or would like further reassurance, they should contact their travel insurance provider.</p> <p>Follow the school educational visits policy and procedures.</p>				
<p><b>(18. School Uniform/Winter months)</b></p> <p>Coronavirus (COVID-19) (CV19) with CV19</p>	<p><b>Employees, agency, Pupils, visitors</b></p> <p>Causing severe infection/disease</p>	<p>1 Uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal.</p> <p>2 Schools should consider how pupil non-compliance is managed, taking a mindful and considerate approach in relation to parents who may be experiencing financial pressures.</p> <p>3 Increased ventilation may make school buildings cooler than usual over the winter months. While schools will want to maintain the benefits of their uniform, they may wish to consider allowing additional, suitable indoor items of clothing to be worn during the winter period in addition to the school's current uniform. Where this occurs, schools should ensure that no extra financial pressure is placed on parents.</p>	Low	(Please see the summary risk assessment for different teams)	All staff members	3 March 2021

<p><b>(19. Wraparound provision and extra-curricular activity)</b></p> <p>Coronavirus (COVID-19) (CV19) with CV19</p>	<p><b>Employees, agency, Pupils, visitors</b></p> <p>Causing severe infection/disease</p>	<p>1 Schools should be working to resume all their breakfast and after-school provision in all local restriction tiers. Schools should also work closely with any external wraparound providers which their pupils may use, to ensure as far as possible, children can be kept in a group with other children from the same bubble they are in during the school day.</p> <p>2 Where it is not possible, or it is impractical to group children in the same bubbles as they are in during the school day - for example, if only one or two children are attending wraparound provision from the same school day bubble - schools and external providers may need to group children with others from outside their school day bubble or from a different school, where children from multiple schools are attending provision. If schools or external providers need to do this, they should seek to keep children in small, consistent groups with the same children each time, as far as this is possible.</p> <p>3 Being flexibly and building wraparound provision up over time. Such provision will however help ensure pupils have opportunities to re-engage with their peers and with the school, ensure vulnerable children have a healthy breakfast and are ready to focus on their lessons, provide enrichment activities, and also support working parents.</p> <p>Schools can consult the guidance produced for <a href="#">providers who run community activities, holiday clubs, after-school clubs, tuition and other out-of-school provision for children</a>, as much of this will be useful in planning extra-curricular provision. This includes schools advising parents to limit the number of different out-of-school settings providers they access, as far as possible. Where parents use childcare providers or out of school extra-curricular activities for their children, schools should encourage parents and carers to seek assurance that the providers are carefully considering their own protective measures, and children should only attend settings that</p>	<p>Low</p>	<p>(Please see the summary risk assessment for different teams)</p>	<p>All staff members</p>	<p>3 March 2021</p>
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		<p>can demonstrate this. DfE has also issued <a href="#">guidance for parents and carers</a>, which schools may want to circulate.</p> <p>Schools may also choose to open up or hire out their premises for use by external bodies or organisations, such as external coaches or after-school or holiday clubs or activities. In doing so, schools should ensure they work with providers to consider how they can operate within their wider protective measures and should also have regard to any other relevant government guidance. For example, where opening up school leisure facilities for external use, ensuring they do so in line with government guidance on <a href="#">working safely during coronavirus (COVID-19) for providers of grassroots sport and gym or leisure facilities</a>.</p> <p>Schools should also read the <a href="#">local restriction tiers guidance</a> to find out what tier their area is in and the additional restrictions that apply. Currently, schools can continue to offer all before and after-school educational activities and wraparound childcare in all local restriction tiers.</p>				
<p><b>(20. Music and dance)</b></p> <p>Coronavirus (COVID-19) (CV19)</p>	<p><b>Employees, agency, Pupils, visitors</b></p> <p>Causing severe infection/disease</p>	<p>1 Additional mitigations, such as extended social distancing, were previously required for singing, and playing of wind and brass instruments given concerns that these were potentially higher risk activities. Department for Culture, Media and Sport (DCMS) has commissioned further scientific studies to be carried out to develop the scientific evidence on these activities, which has allowed the government to reconsider appropriate mitigations and further research is continuing.</p> <p>2 Singing, wind and brass instrument playing can be undertaken in line with this and other guidance, including guidance provided by the DCMS for professionals and non-professionals, available at <a href="#">working safely during coronavirus (COVID-19): performing arts</a>.</p> <p>However, these studies have also indicated that it is the cumulative aerosol transmission from both those performing in, and attending, events which is likely to create risk. DCMS is continuing to develop</p>	Low	(Please see the summary risk assessment for different teams)	All staff members	3 March 2021

		a more detailed understanding of how to mitigate this potential aggregate risk, but in that context, organisations should follow the guidance set out below.				
<p><b>(21. Physical Education)</b></p> <p>Coronavirus (COVID-19) (CV19)</p> <p>Someone entering the school/workplace/offices with CV19</p>	<p><b>Employees, agency, Pupils, visitors</b></p> <p>Causing severe infection/disease</p>	<p>1 Schools have the flexibility to decide how physical education, sport and physical activity will be provided while following the measures in their system of controls.</p> <p>2 In considering what team sports can be offered, those 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 <a href="#">return to recreational team sport framework</a>.</p> <p>3 Pupils are kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups.</p> <p>4 Schools can hold PE lessons indoors, including those that involve activities related to team sports, for example practising specific techniques, within their own system of controls. For sport provision, outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising natural ventilation flows (through opening windows and doors or using air conditioning systems wherever possible) distancing between pupils and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during exercise. External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities.</p> <p>Schools should refer to:</p> <ul style="list-style-type: none"> <li>• guidance on <a href="#">grassroot sports for public and sport providers</a>, <a href="#">safe provision</a> and <a href="#">facilities</a>, and guidance from <a href="#">Sport England</a></li> <li>• advice from organisations such as the <a href="#">Association for Physical Education</a> and the <a href="#">Youth Sport Trust</a></li> </ul>	Low	(Please see the summary risk assessment for different teams)	All staff members	3 March 2021

- guidance from Swim England on school swimming and water safety lessons available at [returning to pools guidance documents](#)
- [using changing rooms safely](#)

5 Schools are able to work with external coaches, clubs and organisations for curricular and extra-curricular activities where they are satisfied that it is safe to do so. Schools should consider carefully how such arrangements can operate within their wider protective measures.

Activities such as active miles, making break times and lessons active and encouraging active travel help to enable pupils to be physically active while encouraging physical distancing.

**6 Schools in tier 4**

PE, sport and physical activity provided by schools to their own pupils under their systems of control can continue. This includes sports clubs or activities before or after school, in addition to their regular PE lessons.

Pupils should be kept in consistent groups and sports equipment thoroughly cleaned between each use by different individual groups. Competition between different schools should not take place, in line with the local restrictions on grassroots sport.

Schools can hold PE lessons indoors, including those that involve activities related to team sports, for example, practising specific techniques, within their own system of controls. When it comes to playing team sport, schools can offer those with approved guidance listed in the DCMS return to recreational team sport framework, offering the activity in line with guidance.

Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising natural ventilation flows (through opening windows and doors or using air conditioning systems wherever possible) distancing between pupils and paying scrupulous attention to cleaning and hygiene. Where open, external

		facilities, including other schools' facilities, can also be used in line with government guidance for the use of, and travel to and from, those facilities and schools' own systems of controls.				
<p><b>(22. Ventilation)</b></p> <p>Coronavirus (COVID-19) (CV19)</p> <p>Someone entering the school/workplace/offices with CV19</p>	<p><b>Employees, agency, Pupils, visitors</b></p> <p>Causing severe infection/disease</p>	<p>1 Keep ventilation systems maintained regularly and adjusting systems where necessary, follow the current HSE, government and CIBSE guidance</p> <p><a href="#">air-conditioning-and-ventilation.htm</a></p> <p>2 Premises maintain/monitor ventilation systems</p> <p>3 Premises to check service and or adjustments required, so that they do not automatically reduce ventilation levels due to lower than normal occupancy, follow expert mechanical/electrical engineer advice for COVID-ventilation-heating assessments/reviewing/servicing</p> <p>4 Opening windows and doors frequently to encourage ventilation where possible</p> <p>5 Keep the systems operating continuously, i.e. not shutting down at weekends</p>	Low	(Please see the summary risk assessment for different teams)	All staff members	3 March 2021
<p><b>(23. First aid)</b></p> <p>Coronavirus (COVID-19) (CV19)</p> <p>Someone entering the school/workplace/offices with CV19</p>	<p><b>Employees, agency, Pupils, visitors</b></p> <p>Causing severe infection/disease</p>	<p>1 The Health and Safety Executive published guidance on <a href="#">first aid</a> during coronavirus (COVID-19) which will support local risk assessments and provides guidance for first aiders. It is clear that treating any casualty properly should be the first concern. Where it is necessary for first aid provision to be administered in close proximity, those administering it should pay particular attention to sanitation measures immediately afterwards including washing hands.</p> <p>2 First aid cover and qualifications at this time;</p> <p><a href="#">First aid in non-healthcare settings</a></p> <p><a href="#">First aid cover and qualifications</a></p> <p><b>First aid in non-healthcare settings</b></p>	Low	(Please see the summary risk assessment for different teams)	All staff members	3 March 2021

Employers and their first aiders should take account of the specific guidance on giving cardiopulmonary resuscitation (CPR) from the [Resuscitation Council UK](#).

HSE has guidance on [First aid cover and qualifications](#).

**Check your first aid needs assessment**

As an employer, when reviewing your risk assessment to include working during the pandemic, consider refreshing your first aid at work [needs assessment](#).

Ask your first aiders if there are any factors that should be taken into account as part of your [risk assessment](#), for example vulnerable workers with first aid responsibilities.

You should discuss the risk assessment with your first aiders so they are confident about providing the right assistance. This includes knowing what equipment they can use to minimise risk of infection transmission, as explained below.

**Guidance for first aiders**

Try to assist at a safe distance from the casualty as much as you can and minimise the time you share a breathing zone.

If they are capable, tell them to do things for you, but treating the casualty properly should be your first concern. Remember the 3P model – preserve life, prevent worsening, promote recovery.

**Preserve life: CPR**

- Call 999 immediately – tell the call handler if the patient has any COVID-19 symptoms
- Ask for help. If a portable defibrillator is available, ask for it
- Before starting CPR, to minimise transmission risk, use a cloth or towel to cover the patient’s mouth and nose, while still permitting breathing to restart following successful resuscitation
- If available, use:

- a fluid-repellent surgical mask
- disposable gloves
- eye protection
- apron or other suitable covering

Only deliver CPR by chest compressions and use a defibrillator (if available) – **don't** do rescue breaths (for CPR in paediatric settings see specific [guidance from the Resuscitation Council UK](#))

**Prevent worsening, promote recovery: all other injuries or illnesses**

- If you suspect a serious illness or injury, call 999 immediately – tell the call handler if the patient has any COVID-19 symptoms
- If giving first aid to someone, you should use the recommended equipment listed above if it is available
- You should minimise the time you share a breathing zone with the casualty and direct them to do things for you where possible

**After delivering any first aid**

- Ensure you safely discard disposable items and clean reusable ones thoroughly
- Wash your hands thoroughly with soap and water or an alcohol-based hand sanitiser as soon as possible

**First aid cover and qualifications during the pandemic**

If first aid cover for your business is reduced because of coronavirus or you can't get the first aid training you need, there are some things you can do so that you still comply with the law.

**First Aid at Work (FAW) and Emergency First aid at Work (EFAW) certificates requalification**

First aid providers have resumed first aid training and assessment. In some cases, there remains a back log or limited availability.

		FAW or EFAW certificates that expired after 16 March 2020 can remain valid until 6 months from date of expiry. All requalification training for these certificates should be completed by 31 March 2021.				
<p><b>(24. Staff room / kitchens)</b></p> <p>Kitchen staff</p> <p>Coronavirus (COVID-19) (CV19)</p> <p>Someone entering the school/workplace/offices with CV19</p>	<p><b>Employees, agency, Pupils, visitors</b></p> <p>Causing severe infection/disease</p>	<p>1 Social distancing in place with signage</p> <p>2 Zip taps/Kettles to be cleaned</p> <p>3 Staff reminded with signage next to Zip taps NOT to allow their cups to touch the Zip tap</p> <p>4 Staff behaviour staying alert to others around them and keeping to the 2 metre rule as a minimum wherever possible</p> <p>5 Staff to wash their hands before / after eating for at least 20 seconds</p> <p>6 Staff to dispose of their food waste into the bins provided, and clean their cutlery and put away</p> <p>7 Staff not to share cups and cutlery</p> <p>8 Staff to be encouraged to go outside during breaks</p> <p>9 These areas to have an increased cleaning regime in place managed and monitored</p>	Low	(Please see the summary risk assessment for different teams)	All staff members	3 March 2021
<p><b>(25. Water fountains)</b></p> <p>Coronavirus (COVID-19) (CV19)</p> <p>Someone entering the school/workplace/offices with CV19</p>	<p><b>Employees, agency, Pupils, visitors</b></p> <p>Causing severe infection/disease</p>	<p>1 Switch the water fountains off and provide water via bottles, or having the pupils use their own personal bottle</p> <p>2 Having a designated area for pupils to store or/have access to water</p> <p>3 If have water coolers provide disposable cups</p> <p>4 Ensure the water fountains are maintain in shut down mode following service/maintenance requirements</p>	Low	(Please see the summary risk assessment for different teams)	All staff members	3 March 2021
<p><b>(26. Contingency planning)</b></p> <p>Coronavirus (COVID-19) (CV19)</p>	<p><b>Employees, agency, Pupils, visitors</b></p>	<p>1 For individuals or groups of self-isolating pupils and pupils who are shielding following government advice, remote education plans are be in place.</p> <p>2 Government have published a <a href="#">contingency framework</a> for the rare circumstances in which schools might need to revise their delivery</p>	Low	(Please see the summary risk assessment for different teams)	All staff members	3 March 2021

<p>Someone entering the school/workplace/offices with CV19</p>	<p>Causing severe infection/disease</p>	<p>models for a short period of time to help contain virus transmission within a community. Such measures will be implemented in the fewest number of schools required, for the shortest time.</p> <p>3 Where a class, group or a small number of pupils need to self-isolate, or local restrictions require pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. All pupils not physically unwell with coronavirus (COVID-19) but who are at home as a result of coronavirus (COVID-19) should have access to remote education by the next school day.</p> <p><b>Special educational needs</b></p> <p>Where a pupil has provision specified within their EHC plan, it remains the duty of the local authority and any health bodies to secure or arrange the delivery of this in the setting that the plan names.</p>				
<p><b>(27. Behaviour change / support / expectations)</b></p> <p><b>Coronavirus (COVID-19) (CV19)</b></p> <p><b>Someone entering the school/workplace/offices with CV19</b></p>	<p><b>Employees, agency, Pupils, visitors</b></p> <p>Causing severe infection/disease</p>	<p>1 Assessment and implementation of ‘change management’ for behaviour, recognising that the school’s control measures for the virus is actually all based on human behaviour to manage, i.e. washing hands, respiratory health, cleaning, staying at home when have symptoms, staying at a distance, all of which requires training, support, guidance, correction, monitoring</p> <p>2 Staff need to make themselves be accountable for their own actions for hand and respiratory hygiene measures and actions, and social distancing control measures, this should be a focus and support set up, where if you notice staff and or visitors/pupils not being COVID secure, you are able to ‘remind’ ‘advise’ ‘correct’ to ensure the vital control measures are being completed</p> <p>3 A review of the school’s behaviour policy around the COVID-secure and risk management required, including what is expected and the consequences for poor unsafe behaviour</p>	<p>Low</p>	<p>(Please see the summary risk assessment for different teams)</p>	<p>All staff members</p>	<p>3 March 2021</p>

<p><b>(28. Contractor / visitor)</b> <b>Contractors/Visitors/ Parents</b> <b>Coronavirus (COVID-19) (CV19)</b>  <b>Someone entering the school/workplace/offices with CV19</b></p>	<p><b>Employees, agency, Pupils, visitors</b></p> <p>Causing severe infection/disease</p>	<p>1 Only necessary contractors to be allowed on site, and approved/authorised by managers, COVID-19 risk assessments must be sent by contractors and reviewed, and works/visits agreed/authorised before the works/visits commence</p> <p>2 Agency staff and contractors to be inducted to the normal health and safety induction processes, including the current COVID-19 risk assessments and social distancing requirement, and promotion of hand cleaning and hygiene</p> <p>3 Pre-communicated to ensure a health check question-set is asked regarding any symptoms of COVID-19, and information given to them before they get to site on the social distancing and COVID-19 management standards in place</p> <p>4 Normal risk assessment, method statements review, considering your own COVID-19 risk assessment to review if the works will compromise social distancing for others, such as increasing of numbers of people by contractors working in staff areas breaking the social distancing requirements</p> <p>5 Normal management and monitoring of contractor works, wellbeing on site</p> <p>6 School to assess to keep the parents off site and reduce the concerns of gatherings, this is a school-based review/plan, supported by regular communication, assessing what gates and entrance points can be increased or used, using signage to remind parents of social distancing requirements and not to wait around together, school staff to ensure personal safety is assessed before going and directing parents to socially distance</p> <p>7 Contractors to follow the COVID-face covering management of the school, either implement that all visitor/contractors to wear face coverings, or in defined areas</p>	<p>Low</p>	<p>(Please see the summary risk assessment for different teams)</p>	<p>All staff members</p>	<p>3 March 2021</p>
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Level of Risk	Suggested Action
LOW	Control measures are adequate but continue to monitor and review; ensure that they remain satisfactory and appropriate
MEDIUM	Control measures need to be introduced within a specified time period; continue to monitor and review
HIGH	Unless control measures can be immediately introduced to reduce the risk so far as is reasonably practicable, the task or activity should be suspended

# How COVID is transmitted

