

This is an example of the risk assessment model that Burlington Junior School has adopted. The school does hold a full risk assessment which is personal to our grounds, building and stakeholders. We are unable to put our full version on the website as it contains personal information. If you have any questions about the risk assessment please contact Mr Blow.

<b>Description of Activity / Person / Area / Equipment being assessed</b>		<b>Provision of education during the Covid-19 situation - preparation for full opening of schools in September 2020</b>	
<b>Section(s) / Team(s) covered</b>			
<b>Location(s) covered</b>		Infant, Primary, Junior, Secondary and Special Schools including nurseries	
<b>Date of Original Assessment</b>			
When did staff, covered by this risk assessment, have the opportunity to comment on this risk assessment?			
Are staff covered by this risk assessment aware of the controls noted and understand them?		Yes	No
Has action been taken	YES / NO / ONGOING / NONE REQUIRED		
Confirmed by Line Manager?	YES / NO		
Lead Assessors name (print)			
Lead Assessor's signature			
Date:			
Has action been taken	YES / NO / ONGOING / NONE REQUIRED		
Manager's name (print)			
Manager's signature			
Date:			

**This risk assessment template focuses on education during Covid-19 situation for September 2020 when schools will be accepting all pupils back. If there are any queries, please contact us at [healthandsafety@kingston.gov.uk](mailto:healthandsafety@kingston.gov.uk). Please add local school information/notes where appropriate to ensure your finished document is not generic. This document is applicable to all types of schools including special. Updates are identified with the use of the yellow highlighter pen effect. Direct quotes from Government guidance are highlighted with the pale green highlighter pen effect.**

**Review Dates**

Review Date - Actual	Were Changes Made?	Name of Lead Reviewer	Date Schools updated
This risk assessment will be reviewed whenever there are significant changes to activities in school or relevant changes in the Government's policy and advice on Covid 19.			
14/7/2020 published		H&S Team	14/7/2020
Update - 14/8/2020	<ul style="list-style-type: none"> <li>• Updates following the 7/8/2020 update of the Government's guidance on the full opening of schools in September 2020.</li> <li>• Link to new guidance on noting absence which includes actions for different COVID testing result scenarios.</li> <li>• Information for all schools in relation to safe use and storage of alcohol containing hand sanitiser.</li> <li>• Inclusion of references/links to updated/new specific Government Guidance documents where relevant to H&amp;S.</li> <li>• Notification that CLEAPSS COVID guidance has been updated.</li> <li>• Notification of additional wording on the HSE website relating to air conditioning and fans.</li> <li>• Latest excerpt from the Shielding guidance (updated 4/9/2020).</li> </ul>	H&S Team	14/8/2020
Update - 26/08/2020	Change to government guidance for the use of face coverings in high schools	H&S Team	26/8/2020
Update - 3/9/2020	Update in light of the latest update to the Government Guidance on full opening of schools, particularly face coverings information re' primary school staff rooms, the requirement for children aged 11 and over to wear face coverings on school dedicated transport unless individuals would be	H&S Team	3/9/2020

	<p>exempt from wearing them on public transport, plus sports, music, singing, and hiring our facilities updates. Links to new Swim England guidance for schools, guidance to schools on transport and guidance for parents and carers.</p>		
<p>Update - 28/9/2020</p>	<p>Changes in line with the updates of the 10th and 17th September to the Government Guidelines for full opening of schools.</p> <p>Example of moisture guard products for brass and woodwind bells, advice re' drama activities, rejigging of music section.</p> <p>Additional comments re' face coverings including EYFS settings as per 22/9/2020 update to EYFS Government Guidelines.</p> <p>Maintaining ventilation during cold weather - interim comment as we await further Government guidance.</p> <p>Advice re' water trays, play-doh, cooked pasta as learning resources.</p> <p>Links to:</p> <ul style="list-style-type: none"> <li>● Government Guidance on how schools can order test kits.</li> <li>● Updated REHVA Guidance (Federation of European Heating and Ventilation Associations)</li> <li>● Information about the NHS COVID-19 app</li> <li>● AfPE's updated guidance (Association for Physical Education)</li> <li>● <b>Link to update on CPR for children by British Resuscitation Council</b></li> </ul> <p>Please look for all yellow highlighted text throughout the document.</p>	<p>H&amp;S Team</p>	<p>28/9/2020</p>

No	Issue/hazard and what can go wrong	People at risk	Control measures/ mitigations to reduce the risk levels as low as practicably possible	In place? Comments?
1	Some staff or pupils may be more vulnerable to complications associated with COVID-19	Staff Pupils	<ul style="list-style-type: none"> <li>Shielding advice for all adults and children paused on 1 August. This means that even the small number of pupils who will remain on the shielded patient list can also return to school, as can those who have family members who are shielding. Read the <a href="#">current advice on shielding</a> (updated on the 4/9/2020). It includes advice as to what those who are clinically extremely vulnerable should do currently and if transmission of COVID-19 increases/the area enters a local lockdown.</li> <li>Excerpt from the <b>Link: <a href="#">Government Guidance on full opening in September</a></b> about shielding:   <i>“Specialists in paediatric medicine have reviewed the latest evidence on the level of risk posed to children and young people from coronavirus (COVID-19). The latest evidence indicates that the risk of serious illness for most children and young people is low. In the future, we expect fewer children and young people will be included on the <b>shielded</b> patient list.”</i> </li> </ul> <p>Latest excerpt from the <a href="#">shielding guidance</a> (updated on 4/9/2020):  <i>“What has changed  The guidance for the clinically extremely vulnerable is that shielding has been paused. This means:</i> <ul style="list-style-type: none"> <li><i>you do not need to follow previous shielding advice</i></li> </ul> </p>	<p>In place? Comments?</p>

		<ul style="list-style-type: none"> <li>● you can go to work as long as the workplace is <u>Covid-secure</u>, but should carry on working from home wherever possible</li> <li>● clinically extremely vulnerable children should attend education settings in line with the wider <u>guidance on reopening of schools</u> and <u>guidance for full opening: special schools and other specialist settings</u></li> <li>● you can go outside as much as you like but you should still try to keep your overall social interactions low</li> <li>● you can visit businesses, such as supermarkets, pubs and shops, while keeping 2 metres away from others wherever possible or <u>1 metre, plus other precautions</u></li> <li>● you should continue to wash your hands carefully and more frequently than usual and that you maintain thorough cleaning of frequently touched areas in your home and/or workspace</li> <li>● you will no longer receive free food parcels, medicine deliveries and basic care from the National Shielding Service”</li> </ul> <p>Emerging evidence suggests that, alongside a previous list of health-related physical conditions, there are three key demographic factors that can affect people’s vulnerability, or ‘risk factor’ in relation to COVID-19 health outcomes:</p> <ul style="list-style-type: none"> <li>▪ <b>Age</b></li> <li>▪ <b>Underlying health conditions</b></li> <li>▪ <b>Ethnicity</b></li> <li>▪ <b>Gender</b></li> </ul>	
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		<ul style="list-style-type: none"> <li>• Action HR's Occupational Health has therefore prepared an Individual Risk Assessment for Staff for schools to utilise. Consultation with Unions took place successfully and the document has been shared with schools. Any questions should be directed to: <b>occupational.health@kingston.gov.uk</b></li> <li>• The school has utilised the individual staff risk assessment document and gone through the form with staff affected by this. As part of this process the arrangements for their return to work have been carefully planned and discussed with each individual.</li> <li>• Information provided in the updated guidance (for full September opening) relating to clinically or extremely clinically vulnerable and pregnant staff has been expanded.</li> <li>• Pregnant women are included in the 'clinically vulnerable' category, and are generally advised to follow the Government advice on full opening of schools. <b>Link: <a href="#">Government Guidance for full opening in September</a></b> (this takes you to the 'school operations' section then you need to scroll down to 'workforce').</li> <li>• The Government advice in relation to pregnant women also includes a link to this document by the Royal College of Obstetrics and Gynaecology (RCOG). <b>Link: <a href="#">Occupational Health advice for employers and pregnant women</a></b>. This document includes advice for women from 28 weeks gestation or with underlying health conditions who may be at greater risk. The Government therefore advises employers and pregnant women to follow this advice and to continue to monitor for future updates to it. In light of this, Occupational Health updated its individual staff risk assessment and this was duly sent to schools (20/8/2020).</li> </ul>	
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2	<p><b>People with symptoms of COVID-19 - potential for transmission from person to person</b></p>	<p>Staff pupils visitors contractors</p>	<ul style="list-style-type: none"> <li>• Staff, children, parents, carers or any visitors, such as suppliers, are made aware they must not enter the education or childcare setting if they or any member of their household are displaying any <a href="#">symptoms</a> of COVID-19.</li> <li>• If anyone becomes unwell in school with a new, continuous cough, a high temperature or a loss of the sense of taste and/or smell, they are sent home/their parents or carer are contacted to collect them and they are advised to follow the <a href="#">staying at home guidance</a> and arrange a test to identify whether they have COVID-19.</li> <li>• The arrangements for someone in school who presents symptoms are discussed in detail in the section of this risk assessment called 'Someone develops COVID-19 symptoms whilst at school' - number 25 in this risk assessment</li> <li>• <b>Posters</b> describing the symptoms were circulated to schools in May by the Health and Safety Team and these have been displayed in the school.</li> <li>• Public Health England advises that routinely taking the temperature of pupils is not recommended as this is an unreliable method for identifying coronavirus (COVID-19).</li> <li>• The following link provides advice on noting absence and gives examples of the time required off school for different COVID-related scenarios based on test results: <a href="#">AbsenceInRelationToCOVIDscenarios</a></li> <li>• The Government Guidance on full opening in September has changed the isolation period for those who test positive for coronavirus from 7 days to at least 10 days from the onset of symptoms. <b>Use this link to check the latest advice on isolation periods in the event of a positive test result: Link: <a href="#">NHS test result advice</a></b></li> <li>• <b>Link:</b> Government Guidance - <a href="#">how schools can order test kits</a></li> <li>• <b>Link:</b> <a href="#">Information about the NHS Covid App</a> <ul style="list-style-type: none"> <li>• <a href="#">Government Guidance - Schools Full Opening - Positive Cases</a> - go to system of controls number 9 in this section.</li> <li>• <b>Link:</b> <a href="#">DfE Letter about the Helpline</a></li> <li>• <b>DfE Helpline:</b> 0800 046 8687 and selecting option 1</li> </ul> </li> </ul>	<p><b>In place? Comments?</b></p>
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3	<b>Stress and anxiety for staff who are asked to return and who are worried about the risks to their health and the health of their family (particularly if living with those who are currently shielding).</b>	Staff	<ul style="list-style-type: none"> <li>• In addition to the bullet points listed in point 1 of this risk assessment the following are in place:</li> <li>• Individual staff risk assessments are completed as discussed in point 1.</li> <li>• Plans are discussed with staff including on a one-to-one basis to enable people to speak about their own situation.</li> <li>• Line Managers discuss with their staff individually - to include consideration as to how working will affect them and what, if any, additional measures are needed.</li> <li>• School regularly receives updates from Council affiliated teams such as the H&amp;S Team, Education Teams and AfC (Kington/Richmond).</li> <li>• If the school buys into a scheme, staff are reminded of the availability of their Employee Assistance Programme.</li> <li>• Staff and school have access to official guidance from DfE and Public Health England.</li> </ul>	<b>In place? Comments?</b>
4	<b>Testing</b>		<p>The government has widened the eligibility criteria for COVID-19 testing to include anyone with symptoms. This now includes children of all ages, even those under 5. Anyone with symptoms will need to be tested.</p> <ul style="list-style-type: none"> <li>• <b>Link:</b> <a href="#">Guidance on Testing for Essential Workers (e.g. teachers)</a></li> <li>• <b>Link:</b> <a href="#">Guidance on Testing for Non-essential workers, e.g. parents and pupils</a></li> <li>• <b>Link:</b> <a href="#">Symptoms</a>                      <b>Link:</b> <a href="#">Essential Workers</a></li> </ul>	<b>In place? Comments?</b>
5	<b>Local Lockdowns</b>		<p><b>Process in the event of local outbreaks</b></p> <p>If a local area sees a spike in infection rates that is resulting in localised community spread, Public Health England (inc' the London Coronavirus Response Cell) will decide which measures to implement to help contain the spread. The Department for Education will be involved in decisions at a local</p>	<b>In place? Comments?</b>

			<p>and national level affecting a geographical area, and will support appropriate authorities and individual settings to follow the health advice.</p> <p>The school will follow the advice provided by Public Health in these situations.</p> <p>In the event of a possible contagion at the school, the school will work closely with Public Health England and the Local Authority/Academy Trust.</p> <p><b>Link:</b> <a href="#">Contingency Planning for Local Outbreaks (section 5 of Full Opening of Schools Guidance)</a> the Guidance includes educational aspects including the provision of remote learning if children are required to stay at home during these situations.</p>	
6	<p><b>The potential for transmission of virus droplets from surfaces to the hands and then to the face -</b></p> <p><b>Handwashing</b></p>	<p>Staff pupils visitors contractors</p>	<ul style="list-style-type: none"> <li>● <b>Link:</b> <a href="#">Government Guidance on full opening in September 2020</a></li> <li>● The school is reviewing the numbers of handwashing facilities in school and considering whether these are sufficient or more are needed. One option could be considering supplementing sinks where needed with the provision of hand sanitiser dispensing units. As part of this the school will consider aspects related to exposure to the elements, e.g. insulation to prevent freezing in winter, etc..</li> <li>● The school is reviewing whether it has sufficient numbers of bins to support respiratory and handwashing hygiene, pedal bins are most effective as they negate the need for hand contact with the bin, however the school will decide ultimately, taking into account suitability in relation to the pupils (e.g. age and abilities of pupils).</li> <li>● On arriving at school, all staff and pupils are required to wash their hands or apply hand sanitiser. Pupils are well versed in the arrangements and handwashing methods, plus their role in infection control.</li> </ul>	<p><b>In place? Comments?</b></p>

			<ul style="list-style-type: none"> <li>• On arriving at school, visitors including contractors are required either to apply hand sanitiser provided in reception, use their own or, in the event of neither being available using a very local sink allocated to visitors.</li> <li>• Prominent signage is provided in the reception area so all are clear what is expected of them in relation to hand washing/ hand sanitising.</li> <li>• All staff and pupils are reminded to wash their hands regularly during the day, especially after using the toilet, when they return from breaks, when they change rooms and before and after eating, and to avoid touching their nose, mouth or eyes.</li> <li>• Where a sink is not nearby, hand sanitiser is provided in classrooms and other learning environments. (See science section re' hand sanitiser in labs and D&amp;T areas.)</li> <li>• Soap, paper towels (where used) and hand sanitiser supplies are regularly replenished.</li> <li>• Public Health England has confirmed that hand dryers are appropriate to use. The key is to ensure hands are fully dry, either with the use of hand dryers or disposable paper towels.</li> <li>• <b>Link: <a href="#">Guidelines on hand hygiene</a></b></li> <li>• <b>Link: <a href="#">Wash your hands poster</a></b></li> <li>• Ensuring good respiratory hygiene - promoting 'catch it, bin it, kill it'.</li> <li>• <b>Link: <a href="#">Catch it, Kill it, Bin it poster</a></b></li> <li>• Where toilets have lids, pupils and staff are encouraged to close the lids before flushing. (A good general hygiene tip but appreciated not everyone has toilet lids.) (<b><i>School, please change this to reflect what your school has.</i></b>)</li> <li>• First aiders have access to local handwashing facilities/hand sanitiser.</li> </ul>	
7	<b>Visitors</b>		<ul style="list-style-type: none"> <li>• Visitors to the school are still reduced to those which are essential, with careful discussion and arrangements made.</li> <li>• Signing in arrangements are discussed in row 8 below.</li> </ul>	<b>In place? Comments?</b>

		<ul style="list-style-type: none"> <li>● <b>All Schools:</b> Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. They should ensure they minimise contact and maintain as much distance as possible from other staff. Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. The school ensures these individuals are aware of the handwashing and social distancing arrangements to be followed in school.</li> <li>● <b>Immunisation Programmes - Excerpt from the full opening of schools in September Government guidance which was updated on 7/8/2020:</b></li> <li>● <i>“As normal, schools should engage with their local immunisation providers to provide <b>immunisation programmes</b> 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.”</i></li> <li>● Where immunisation visits are being organised to take place in school, the school will share its risk assessment with the immunisation provider and request confirmation as to what infection control arrangements the provider will be putting in place for the immunisation process.</li> <li>● <b>Special Schools:</b> Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. Supply teachers, peripatetic teachers or other temporary staff can move between settings. The school ensures they are aware of the handwashing and social distancing arrangements to be followed in school.</li> <li>● Where visitors such as contractors are required for inspections and maintenance, these visits are organised to take place outside the normal school day wherever possible.</li> <li>● Prior to visits by contractors, discussions about local school requirements and contractor requirements relating to relevant controls, including hand washing take place.</li> </ul>	
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			<ul style="list-style-type: none"> <li>The school utilises Action HR's <b>Managing Contractors - Code of Conduct Update COVID-19</b> as sent out to schools on 1st July.</li> </ul>	
8	<p><b>The potential for transmission of virus droplets from surfaces to the hands and then to the face -</b></p> <p><b>Signing in arrangements,</b></p> <p><b>Use of equipment including pens and pencils,</b></p> <p><b>Use of Resources,</b></p> <p><b>Libraries</b></p> <p><b>Shared equipment</b></p> <p><b>Toys</b></p>		<ul style="list-style-type: none"> <li>Touch screen sign in equipment in reception has been taken out of use.</li> <li>Staff, pupils and contractors use their own pens and pencils where possible, not sharing items with others, including when signing in. If a school pen has to be used because an individual doesn't have a pen and needs to sign in, either reception staff sign in on their behalf or a pen is provided which is then wiped clean afterwards.</li> <li>Classroom based resources, such as toys, books and games, can be used and shared within that group/bubble if necessary. These items are cleaned regularly. (Easily cleanable toys are best where possible.)</li> <li>Soft furnishings which can be cleaned can be used.</li> <li>Play-Doh: <ul style="list-style-type: none"> <li>Each child is provided with their own fresh batch of play-doh, does not share it, and it is thrown away after the session.</li> <li>Children wash their hands when they have finished playing with it.</li> </ul> </li> <li>Shaving foam: this is more like a soap-based cleaning product. <ul style="list-style-type: none"> <li>Each child is provided with their own fresh batch of it, does not share it.</li> <li>The foam is disposed of after the session.</li> <li>Children wash their hands when they have finished playing with it.</li> </ul> </li> <li>Cooked Pasta: <ul style="list-style-type: none"> <li>Each child is provided with their own named, fresh batch of pasta and does not share it with anyone else.</li> <li>It is thrown away after the session.</li> </ul> </li> </ul>	<p><b>In place? Comments?</b></p> <p><b>In place? Comments?</b></p>

	<p><b>Computer and IT equipment</b></p> <p><b>Outside play equipment</b></p>	<ul style="list-style-type: none"> <li>○ Children wash their hands when they have finished playing with it.</li> <li>● Water trays: the school takes a risk assessment approach when considering this issue and the following are in place:             <ul style="list-style-type: none"> <li>○ Individual named trays that are allocated to an individual child and cleaned before and after the session.</li> <li>○ The water in each tray emptied and refilled regularly during the session.</li> <li>○ As part of this, the school has considered the following:                 <ul style="list-style-type: none"> <li>■ the design of trays it has and whether they can be effectively disinfected at the end of each session/day - do they include intricate parts which are difficult to clean?</li> <li>■ only enable water tray play if the school is confident it can clean and manage this equipment effectively so that it does not present a transmission risk</li> <li>■ assesses any toys that are played within the water in the same way.</li> </ul> </li> </ul> </li> <li>● Marigold or similar gloves are suitable for cleaning resources. Each member of staff who does this task should have their own dedicated pair of gloves and they should not share them with others.</li> <li>● Pupils and teachers can take books and other shared resources home, although unnecessary sharing is avoided, especially where this does not contribute to pupil education and development.</li> <li>● Resources that are shared between classes or bubbles, such as sports, art and science equipment are 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. (See also the sports row of this risk assessment.)</li> </ul>	<p><b>In place? Comments?</b></p>
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		<ul style="list-style-type: none"> <li>● Use of the <b>Library</b> - the following controls are in place for the library to reduce the potential for virus transmission:             <ul style="list-style-type: none"> <li>○ Each group is allocated one section of the library from which they can take books. An alternative to this is for pupils to be able to reserve books remotely online and then arrange to collect their chosen book from the library - this done with the aim of reducing the handling of books as people make their selections.</li> <li>○ All library books that are returned by children are stored in a specific area for 48 hours before they are then put back onto the shelves as available to take out by other pupils from other groups.</li> </ul> </li> <li>● No hotdesking for staff takes place without additional controls in place, such as staff having their own keyboard, mouse and phone.</li> <li>● Sanitising wipes are provided for areas where pupils or staff are using keyboards and mice.</li> <li>● ICT Rooms - keyboards and mice are cleaned before they are used by a different group.</li> <li>● Sharing of computers and Ipads is avoided where possible.</li> <li>● The school considers how external play equipment is used, ensuring it is appropriately cleaned between groups of children using it, and that multiple groups do not use it simultaneously.</li> <li>● <b>Playground play equipment:</b> <ul style="list-style-type: none"> <li>○ children can play on play equipment if it can be appropriately managed from a transmission perspective. For example, only one group of children can play on an area of equipment at a time and if a different group was to play on it later that day, this could only happen if the play equipment was thoroughly cleaned and dried and left after its clean and drying for a good half hour or so in the sun before the next group came to play on it. The clean would need to be very thorough and not all types of surface can be easily cleaned.</li> <li>○ If a school has surfaces that cannot be easily cleaned (e.g. wood), then one approach could be to have one group of children use that play area for four days one week (i.e Monday to Thursday inclusive),</li> </ul> </li> </ul>	
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		<p>clean and leave the equipment unused for three days, so that the next group could use the area on the Monday.</p> <ul style="list-style-type: none"> <li>○ Another way, if a school has several areas of play equipment, would be to allocate each specific area of play equipment to a specific group of children and not allow any other groups of children to play on the equipment.</li> </ul> <ul style="list-style-type: none"> <li>● <b>Excerpt from the Government Guidance for Schools (full opening):</b> <i>“Equipment and resources are integral to education in schools. During the summer term, their use was minimised, many were moved out of classrooms, and there was significant extra cleaning. That position has now changed for the autumn term, because prevalence of coronavirus (COVID-19) has decreased and because they are so important for the delivery of education. For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared. Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces. 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.</i>”</li> </ul>	
9	<b>Cleaning inc. toilets</b>	<ul style="list-style-type: none"> <li>● There is enhanced and increased cleaning of frequently touched surfaces using standard cleaning products (detergents and bleach (not mixed together)).</li> <li>● Rooms / shared areas that are used by different groups are cleaned more frequently.</li> </ul>	<b>In place? Comments?</b>



		<ul style="list-style-type: none"> <li>● The Government Guidance wording in relation to toilets has changed as of 7/8/2020 and is quoted below with the main change highlighted with yellow highlighter:</li> <li>● <i>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</i></li> <li>● Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach</li> </ul> <p><i>An excerpt from “Safe working in education, childcare and children’s social care settings, including the use of personal protective equipment (PPE)” (Updated 21 July 2020) is provided below:</i></p> <p><i>“Cleaning should be generally enhanced, including:</i></p> <ul style="list-style-type: none"> <li>● <i>more frequent cleaning of rooms or shared areas that are used by different groups</i></li> <li>● <i>cleaning frequently touched surfaces more often than normal, such as:</i> <ul style="list-style-type: none"> <li>○ <i>door handles</i></li> <li>○ <i>handrails</i></li> <li>○ <i>table tops</i></li> <li>○ <i>play equipment</i></li> <li>○ <i>toys</i></li> <li>○ <i>electronic devices (such as phones)</i></li> </ul> </li> </ul>	
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			<p><i>When cleaning, use the usual products, like detergents and bleach, because these are very effective at getting rid of the virus on surfaces. All education, childcare and children’s social care settings should follow the <a href="#">PHE guidance on cleaning for non-healthcare settings</a>.</i></p> <ul style="list-style-type: none"> <li>See link: <a href="#">Cleaning in non-healthcare settings</a>. Note: this guidance was updated as the Government promised.</li> </ul>	
10	<p><b>Social distancing -</b></p> <p><b>Teaching, Classrooms Bubbles/Groups</b></p>	<p>Pupils, staff</p>	<ul style="list-style-type: none"> <li>Link: <a href="#">Guidance for Full Opening (Schools)</a></li> <li>Link: <a href="#">Guidance for Full Opening (Special Schools &amp; Other Specialist Settings)</a></li> <li>Where possible and appropriate, outside space is utilised for lessons or activities.</li> </ul> <p><i>(School - Please delete/alter the sections below, dependent on which type of school you have)</i></p> <ul style="list-style-type: none"> <li>Where possible, for example if this can be achieved in <b>infant, primary and junior schools</b>, pupils are in the same class group at all times each day, and different groups are not mixed during the day. (If this can be achieved it will help to reduce the number of people who could be asked to isolate should someone in the group become ill with COVID-19.)</li> <li>For <b>secondary schools</b>, pupil groupings are likely to be the whole year group rather than individual classes, however, maintaining individual classes for the younger secondary school years might be possible. Note the following quote from the guidance in relation to secondary school aged pupils: <i>“When using larger groups the other measures from the system of controls become even more important, to minimise transmission risks and to minimise the numbers of pupils and staff who may need to self-isolate.”</i></li> </ul>	<p><b>In place? Comments?</b></p>

	<p><b>Classrooms</b></p>	<ul style="list-style-type: none"> <li>● Where possible, pupils use the same classroom or area of a setting throughout the day with a thorough cleaning of the rooms at the end of the day. (It is appreciated this is less possible in secondary schools and some settings, e.g. special schools.)</li> <li>● Where a different group needs to use a room that has been used by a different group, the room will need to be thoroughly cleaned before the next group enters.</li> <li>● Desks are arranged so pupils sit side by side and are looking in the same direction (i.e. not facing each other). The teacher remains at the front of the class (particularly secondary schools) and maintains 2 metres social distancing where possible. Infant and Primary school teachers try to do this where possible but appreciate it is not always possible.</li> <li>● The above room layout might include moving unnecessary furniture out of classrooms to make more space. The school will carefully consider where items should be stored to ensure these in themselves do not create hazards, e.g. fire safety and PE/games safety.</li> <li>● Where staff need to move between classes and year groups for timetabling and subject purposes (particularly secondary schools), they will try to keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults.</li> <li>● Where ground floor classrooms/offices have fire exits leading directly outside, these will be utilised as entry points to reduce congestion in the main entry points, at set times.</li> <li>● Classroom window(s) are kept open enough to maintain good general ventilation wherever possible. Parents and pupils have been informed so they ensure pupils dress appropriately.</li> <li>● <b>Excerpts from Government Guidelines:</b></li> <li>● <b>Measures within the classroom</b></li> </ul>	<p><b>In place? Comments?</b></p>
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		<ul style="list-style-type: none"> <li> <p><i>“Maintaining a distance between people whilst inside and reducing the amount of time they are in face to face to contact lowers the risk of transmission. It is strong public health advice that staff in secondary schools maintain distance from their pupils, staying at the front of the class, and away from their colleagues where possible. Ideally, adults should maintain 2 metre distance from each other, and from children. We know that this is not always possible, particularly when working with younger children, but if adults can do this when circumstances allow that will help. In particular, they should avoid close face to face contact and minimise time spent within 1 metre of anyone. Similarly, it will not be possible when working with many pupils who have complex needs or who need close contact care. These pupils’ educational and care support should be provided as normal.”</i></p> </li> <li> <p>The Government Guidance notes:</p> <p><i>“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. Schools must do everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum.</i></p> <p><i>The overarching principle to apply is reducing the number of contacts between children and staff. This can be achieved through keeping groups separate (in ‘bubbles’) and through maintaining distance between individuals. These are not alternative options and both measures will help, but the balance between them will change depending on:</i></p> </li> </ul>	
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			<ul style="list-style-type: none"> <li>● <i>children's ability to distance</i></li> <li>● <i>the lay out of the school</i></li> <li>● <i>the feasibility of keeping distinct groups separate while offering a broad curriculum (especially at secondary)</i></li> </ul> <p><i>It is likely that for younger children the emphasis will be on separating groups, and for older children it will be on distancing. For children old enough, they should also be supported to maintain distance and not touch staff where possible.</i></p> <p><i>Maintaining consistent groups remains important, but given the decrease in the prevalence of coronavirus (COVID-19) and the resumption of the full range of curriculum subjects, schools may need to change the emphasis on bubbles within their system of controls and increase the size of these groups."</i></p>	
11	<b>Social distancing - Offices</b>		<ul style="list-style-type: none"> <li>● Staff maintain the 2 metre distancing rule wherever possible including with other staff and pupils.</li> <li>● No hotdesking for staff takes place without additional controls in place, such as staff having their own keyboard, mouse and phone.</li> <li>● Sanitising wipes are provided for areas where pupils or staff are using keyboards and mice.</li> <li>● Where ground floor offices have fire exits leading directly outside, these will be utilised as entry points to reduce congestion in the main entry points, at set times.</li> </ul>	<b>In place? Comments?</b>

			<ul style="list-style-type: none"> <li>Office window(s) are kept open enough to maintain good general ventilation wherever possible. Staff have been informed so they can dress appropriately.</li> </ul>	
12	<p><b>After School Clubs, Breakfast Clubs, Holiday Clubs</b></p>		<ul style="list-style-type: none"> <li>The Government has provided guidance on the provision of these facilities</li> <li><b>Link:</b> <a href="#">Protective Measures for Holiday or After School Clubs or Other Out of School Settings</a> - this guidance advises on the controls required of providers for these activities and settings.</li> <li>The school ensures any organisation using its facilities for these purposes has a COVID-19 risk assessment in place and that the provider adheres to the school's arrangements and processes for managing COVID-19.</li> <li>The school provides a copy of its COVID-19 risk assessment to these providers and gives clear information as to the expectations it has including the local arrangements for infection control.</li> <li>Bubbles or groups will be maintained where possible. Where it is not possible, the club will organise children into small, consistent groups for that setting.</li> </ul>	<b>In place? Comments?</b>
13	<p><b>Social Distancing - Travelling to and from school</b></p>		<ul style="list-style-type: none"> <li>Unnecessary travel on public transport is avoided where possible.</li> <li>All those who travel on public transport are required to wear face coverings except for a number of exclusions including children under the age of 11 and those with physical or mental illness or impairment, or a disability that means they cannot put on, wear or remove a face covering.</li> <li><b>Update:</b> The guidance on this has been updated again (24/9/2020) - <b>Link:</b> <a href="#">Safer Travel Guidance for Passengers</a></li> <li>See also this poster: <a href="#">Safe Travel Poster for Passengers</a></li> </ul>	<b>In place? Comments?</b>

		<ul style="list-style-type: none"> <li>● Where pupils travel to school on <b>dedicated school transport</b>, the provider and school should discuss what arrangements are in place. This includes:             <ul style="list-style-type: none"> <li>○ social distancing should be maximised within vehicles</li> <li>○ children either sit with their 'bubble' on school transport, or with the same constant group of children each day</li> <li>○ children should clean their hands before boarding transport and again on disembarking</li> <li>○ additional cleaning of vehicles is put in place</li> <li>○ organised queuing and boarding is put in place</li> <li>○ through ventilation of fresh air (from outside the vehicle) is maximised, particularly through opening windows and ceiling vents</li> <li>○ children aged 11 years and over should wear face coverings unless individuals are exempt from wearing face coverings</li> </ul> </li> <li>● The following quote from the <b>Government Guidance</b> sums up the areas to be considered:             <p><b>dedicated school transport, including statutory provision</b></p> <ul style="list-style-type: none"> <li>● <i>Pupils on dedicated school services do not mix with the general public on those journeys and tend to be consistent. This means that the advice for passengers on public transport to adopt a social distance of two metres from people outside their household or support bubble, or a 'one metre plus' approach where this is not possible, will not apply from the autumn term on dedicated transport.</i></li> </ul> </li> </ul>	<p><b>In place? Comments?</b></p>
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	<p><b>Dropping off and collection arrangements</b></p>	<ul style="list-style-type: none"> <li>● <i>The approach to dedicated transport should align as far as possible with the principles underpinning the system of controls set out in this document and with the approach being adopted for your school. It is important to consider:</i> <ul style="list-style-type: none"> <li>○ <i>“how pupils are grouped together on transport, where possible this should reflect the bubbles that are adopted within school</i></li> <li>○ <i>use of hand sanitiser upon boarding and/or disembarking</i></li> <li>○ <i>additional cleaning of vehicles</i></li> <li>○ <i>organised queuing and boarding where possible</i></li> <li>○ <i>distancing within vehicles wherever possible</i></li> <li>○ <i>the use of face coverings for children over the age of 11, where appropriate, for example, if they are likely to come into very close contact with people outside of their group or who they do not normally meet”</i></li> </ul> </li> <li>● <b>Link: <a href="#">Government Press Release on Transport for Pupils</a></b></li> <li>● <b>Link: <a href="#">Guidance on Transport to School and other Places of Education</a></b> published on 11/8/2020</li> <li>● Parents are discouraged from gathering at the school gates and reminded of the social distancing rules (2 m or, if this is not possible, 1 m plus mitigating controls).</li> <li>● Where possible, drop off and collection times are staggered to avoid larger groups gathering, for example different class groups at different times. (Government Guidance states these arrangements should not reduce the amount of overall teaching time.)</li> <li>● <b><i>(School - delete if not a secondary school)</i></b> Secondary schools consider how pupils travel to and from school. Pupils are encouraged to</li> </ul>	<p><b>In place? Comments?</b></p>
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			<p>walk or cycle where possible. In preparing for wider opening, secondary schools carefully consider:</p> <ul style="list-style-type: none"> <li>● how many pupils will be travelling at the same time</li> <li>● how those pupils are likely to travel</li> <li>● the likelihood of pupils mixing with each other and coming into contact with other people on the journey to and from school</li> <li>● Clear messages are provided to pupils about minimising the use of public transport and how to reduce the risks of transmission outside of school.</li> <li>● Pupils are reminded about maintaining social distancing both in and outside of school.</li> <li>● The school regularly checks the Government Advice:</li> <li>● <b>Link: <a href="#">Government Guidance - Full Opening of Schools</a></b></li> <li>● <b>Link: <a href="#">Government Guidance - Special Schools and Other Specialist Settings</a></b></li> <li>● <b>Link: <a href="#">Government Advice - Conducting a SEND Risk Assessment.</a></b></li> </ul>	
14	<p><b>Airborne transmission -</b></p> <p><b>Face Coverings</b></p> <p><b>- Travelling</b></p>	Staff, pupils	<p><b>Face coverings (all schools)</b></p> <ul style="list-style-type: none"> <li>● Where pupils, students or staff have worn face coverings on their way to school, the school has a process in relation to the removal of face coverings when they arrive at the setting and communicates it clearly to them.</li> <li>● Pupils are instructed not to touch the front of their face covering during use or when removing them.</li> <li>● They must wash their hands immediately on arrival (as is the case for all pupils and students), dispose of temporary face coverings in a covered bin</li> </ul>	<b>In place? Comments?</b>

	<p>- In school</p>	<p>or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom.</p> <ul style="list-style-type: none"> <li>● <b>Link:</b> <a href="#">Government Guidance on Full Opening of Schools</a></li> <li>● This risk assessment includes arrangements for the provision of first aid, attending to someone who has symptoms of COVID19 and providing personal care including what PPE staff should wear in those instances - see section 23.</li> <li>● <b>Secondary/High Schools</b> <i>(Please delete if a primary school)</i></li> <li>● The high school will continue to follow current <a href="#">government guidance</a></li> <li>● In the event of a widespread transmission in the area, Children aged 12 and over should wear a mask/face covering under the same conditions as adults, in particular when they cannot guarantee at least a 1-metre distance from others.</li> <li>● The school appreciates that some may be unable to wear masks due to specific health conditions or special needs and makes adjustments to its policy accordingly.</li> <li>● The school retains the right to require the wearing of face coverings in communal areas based on its assessment of the situation within school.</li> <li>● At this time the school <b>does/does not</b> require the wearing of face covering <i>(School - Please delete as appropriate.)</i></li> <li>● Students and staff are required to wear face coverings in the following areas: _____ <i>(blank for school to complete).</i></li> </ul>	<p>In place? Comments?</p>
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	<p>- <b>In the staff room</b></p>	<p><b>Primary Schools (Please delete if a high school)</b></p> <ul style="list-style-type: none"> <li>• In primary schools where social distancing is not possible in areas outside of classrooms between members of staff or visitors, for example in staff rooms, the headteacher has the discretion to decide whether to ask staff or visitors to wear, or agree to them wearing face coverings in these circumstances.</li> <li>• The school will be mindful that, even with the use of face coverings, social distancing between staff, good hand and respiratory hygiene should be followed wherever possible.</li> </ul> <p><b>Early Years and Foundation Stage Settings - when social distancing is difficult to maintain in communal areas</b></p> <ul style="list-style-type: none"> <li>• In situations where social distancing between adults in settings is not possible (e.g. when moving around in corridors and communal areas), the school has the discretion to recommend the use of face coverings for adults on site, both staff and visitors.</li> <li>• The school will be mindful that, even with the use of face coverings, social distancing between staff, good hand and respiratory hygiene should be followed wherever possible.</li> </ul>	<p><b>In place? Comments?</b></p>
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15	<p><b>Social distancing - lunch and school canteens</b></p>		<ul style="list-style-type: none"> <li>• Review whether it would be practical to have some groups eating lunch outside in good weather.</li> <li>• Consider staggered lunch times to reduce the total numbers of people in the hall at any one time.</li> <li>• Queueing for lunch - social distancing rules applied for secondary school pupils. For younger pupils where social distancing is difficult, bubbles are maintained and large distances between each group maintained.</li> <li>• Entrance into smaller areas (e.g. food servery if this is slightly discrete to the main hall) controlled with maximum number of people allowed in the space at any one time.</li> <li>• Tables and chairs set to maximise the distance between people.</li> <li>• Exit doors/windows open (doors safely secured so they can't slam shut in the wind) to provide good general ventilation to the hall.</li> <li>• <b>Link: <a href="#">Government Advice for Schools implementing protective measures in education and childcare settings</a></b></li> <li>• <b>Link: <a href="#">Government Advice - Conducting a SEND Risk Assessment.</a></b></li> </ul>	<p><b>In place? Comments?</b></p>
16	<p><b>Social distancing - staff room and staff toilet facilities meetings</b></p>	<p>Staff, visitors</p>	<ul style="list-style-type: none"> <li>• Protocol set for the use of staff kitchen and staff toilet areas - signage for one person at a time with distancing indicators on the floor.</li> <li>• Staff are encouraged to have breaks outside/go for local walks, consider allocating an outside space in school to staff to have their lunch when weather permits. Individual choice is important and accepted.</li> <li>• Staff are encouraged to close toilet lids before flushing (where toilet lids are provided).</li> <li>• Staff make their own drinks and handle their own food.</li> <li>• Meeting rooms have chairs removed to ensure only a minimal number permitted to ensure social distance can be enabled.</li> <li>• Window(s) opened where possible.</li> </ul> <p><b>Link: <a href="#">Government Guidance on Full Opening for Schools</a></b></p>	<p><b>In place? Comments?</b></p>

	<b>Governing Body meetings</b>		<p><b>Excerpt from the Government Guidelines:</b>  <i>“Schools should also plan 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.”</i></p> <p><b>Governing Body meetings:</b>  <i>Wherever possible these are held virtually.</i>  <a href="#">June Governance Update</a>  <a href="#">July Governance Update</a></p>	
17	<b>Social distancing - movement around school buildings</b>	Staff, pupils	<ul style="list-style-type: none"> <li>• Break times and the movement of pupils around the school are staggered to reduce large groups of children gathering.</li> <li>• Where there are windows along corridors, they are opened to help with general ventilation where possible.</li> <li>• Where physically possible, movement around the building is via a one-way system with one set of stairs used for going up and one for going down.</li> <li>• To minimise close contact between users, lifts only to be used by those with disabilities or reduced mobility (operation recovery, injury, etc.) or for staff moving heavy or large objects.</li> <li>• If heavily used, lift will be subject to the increased cleaning regime in the building.</li> <li>• <b>Excerpt from the Government Guidelines:</b>  <i>“While passing briefly in the corridor or playground is low risk, schools should avoid creating busy corridors, entrances and exits.”</i></li> </ul>	<b>In place? Comments?</b>

18	<p><b>Social distancing -</b></p> <p><b>Assemblies,</b></p> <p><b>Large gatherings,</b></p> <p><b>Whole school worship</b></p>	Staff, pupils, visitors	<ul style="list-style-type: none"> <li>• Whole school assemblies or whole school worship does not take place. Instead the school organises individual group assemblies/worship or uses technology (for example with one group of children present as the assembly/worship is delivered and this is filmed for showing in each classroom).</li> </ul> <p><b>Excerpt from Government Guidelines:</b></p> <p><i>“Groups should be kept apart, meaning that schools should avoid large gatherings such as assemblies or collective worship with more than one group.”</i></p>	<p><b>In place? Comments?</b></p>
19	<p><b>Music -</b></p> <p><b>Playing and Singing</b></p> <p><b>Wind and Brass</b></p> <p><b>All instruments</b></p>	Staff, pupils	<ul style="list-style-type: none"> <li>• <b>Playing Instruments and singing</b></li> <li>• Playing instruments and singing in groups takes place outdoors wherever possible, weather permitting.</li> <li>• If indoors, the school limits the numbers in relation to the space being used. Consideration is given to size of the room and ventilation (see bullet points further down in this row).</li> <li>• <b>Handling scores, parts and scripts</b></li> <li>• The handling of music scores, parts and scripts is limited to the individual using them.</li> <li>• Good hand hygiene routine is followed as for other school activities.</li> <li>• <b>Singing, wind and brass playing</b></li> <li>• Singing, wind and brass playing does not take place in larger groups such as choirs and ensembles, or assemblies <b>unless</b> significant space, natural airflow (<b>at least 10l/s/person for all present, including audiences</b>) and strict social distancing and mitigation as described below can be</li> </ul>	<p><b>In place? Comments?</b></p> <p><b>In place? Comments?</b></p>

		<p>maintained.</p> <ul style="list-style-type: none"> <li>● Brass and woodwind instruments - see following link to moisture guards - bell covers that are advertised as trapping over 90% of aerosols: <a href="#">Moisture Guard</a></li>   <li>● <b>Microphones</b></li> <li>● The school uses microphones where possible or encourages singing quietly.</li>   <li>● <b>Social distancing for singing and music</b></li> <li>● In the smaller groups where these activities can take place, the school will observe strict social distancing between each singer and player, and between singers and players, and any other people such as conductors, other musicians, or accompanists. Current guidance is that if the activity is face-to-face and without mitigating actions, 2 metres is appropriate.</li>   <li>● <b>Seating positions for singing and music</b></li> <li>● Pupils are positioned back-to-back or side-to-side when playing or singing (rather than face-to-face) whenever possible.</li>   <li>● Social distancing is maintained, as mentioned above.</li>   <li>● Wind and brass players are positioned so that the air from their instrument</li> </ul>	
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			<p>does not blow into another player.</p> <ul style="list-style-type: none"> <li>● <b>All instruments</b></li> <li>● Wherever possible, pupils do not share instruments and only use their allocated instrument.</li> <li>● Equipment is labelled to help identify the designated user, for example, percussionists' own sticks and mallets.</li> <li>● If instruments and equipment have to be shared, they are disinfected regularly (including any packing cases, handles, props, chairs, microphones and music stands) and always between users, following government guidance on cleaning and handling equipment available at <b>Link: <a href="#">Performing Arts Handling Equipment Safely</a></b></li> <li>● <b>Link: <a href="#">hygiene: handwashing, sanitation facilities and toilets.</a></b></li> <li>● Handwashing takes place before and after handling instruments, especially if being used by more than one person.</li> </ul>	
20	<b>Drama</b>	Staff, pupils	<p>The following control methods are followed by the school:</p> <ul style="list-style-type: none"> <li>● Social distancing.</li> <li>● Good general ventilation, activities outside where weather permits.</li> <li>● Microphones are used where possible and appropriate.</li> <li>● Use of props and costumes is avoided during practice and rehearsals.</li> <li>● Where props and costumes must be used, ensuring they are not shared between people and are cleaned thoroughly before and after use, if they have to be shared then meticulous cleaning takes place between different</li> </ul>	<b>In place? Comments?</b>



			users. <ul style="list-style-type: none"> <li>• Good hand hygiene is followed, particularly at the start and end of the session and if equipment has been handled.</li> </ul> <p><b>Link:</b> <a href="#">Working Safely During COVID-19 Performing Arts</a></p>	
21	<b>PE and Sports</b>	Staff, pupils	<ul style="list-style-type: none"> <li>• PE and sports lessons will take place outside as a priority where the weather permits and it is practical to do so. Certain activities requiring specific equipment may be more suitable for indoor use only.</li> <li>• Pupils will be kept in consistent groups.</li> <li>• Where outdoor activities are not possible, the following are in place:             <ul style="list-style-type: none"> <li>○ large indoor spaces are used, maximising natural ventilation flows (through opening windows and doors or using air conditioning systems wherever possible);</li> <li>○ distancing between pupils;</li> <li>○ and paying scrupulous attention to cleaning and hygiene.</li> <li>○ These factors are particularly important in a sports setting because of the way in which people breathe during exercise.</li> </ul> </li> <li>• External facilities can also be used in line with government guidance for</li> </ul>	<p><b>In place? Comments?</b></p>  <p><b>In place? Comments?</b></p>

		<p>the use of, and travel to and from, those facilities.</p> <ul style="list-style-type: none"> <li>• Sports whose national governing bodies have developed guidance under the principles of the government’s guidance on team sport and been approved by the government are permitted. Schools must only provide team sports on the list available at <b>Link: <a href="#">return to recreational team sport framework</a></b>.</li> <li>• Equipment used for sports and PE is 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.</li> <li>• External coaches, where used, will follow the school’s requirements in terms of its wider controls including hygiene and social distancing and the protocols as set in the specialist guidance issued by that sport governing body - list available at <b>Link: <a href="#">return to recreational team sport framework</a></b>.</li> <li>• Cloakrooms are cleaned between use by different groups. Alternatively, pupils arrive in school in their PE/sports kits so that they do not have to change. Parents are advised so they can ensure their children wear additional clothing if needed for keeping warm during PE kit days.</li> </ul> <p><b>Association for Physical Education (AfPE) Guidance:</b></p>	
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			<ul style="list-style-type: none"> <li>AfPE has updated its Guidance:</li> </ul> <p>Link: <a href="#">Updated AfPE Guidance for Schools re' COVID-19</a></p> <p>Previous AfPE guidance for schools dated May 2020.:</p> <p>Link: <a href="#">AfPE Guidance on Interpreting the Government Guidance</a></p>	
22	<b>Swimming</b>	Pupils, staff	<ul style="list-style-type: none"> <li>The Government announced that open swimming pools could reopen on the 11th July with enclosed pools being able to open from the 25th July.</li> <li>Swim England has published a number of documents in relation to opening swimming pools, the links to which are provided below. (There does not currently appear to be specific Government advice in relation to pools.)</li> </ul> <p><a href="#">Link to Swim England Documents</a> - in particular the Guidance for Schools (published 20/8/2020) and Guidance for Operators (updated 1/9//2020).</p> <p>Controls include:</p> <ul style="list-style-type: none"> <li>one way systems for entry and exit of the pool and changing rooms</li> <li>increased ventilation</li> <li>enhanced cleaning arrangements</li> <li>reduced numbers of swimmers in the pool and changing areas</li> </ul>	<b>In place? Comments?</b>
23	<b>Educational Visits</b>		<p>Link: <a href="#">coronavirus: travel guidance for education settings.</a></p>	

		<p>Staff, pupils</p>	<ul style="list-style-type: none"> <li>● The Government has advised that, in the autumn term, schools can resume <b>non-overnight</b> domestic educational visits. This includes any trips or placements connected with a pupil or student’s preparation for adulthood (for example workplace visits, travel training, etc.).</li> <li>● Trips are organised in line with protective measures, such as keeping children within their consistent group, and the coronavirus (COVID-19) secure measures in place at the destination.</li> <li>● The school also makes use of outdoor spaces in the local area to support delivery of the curriculum. When planning these activities, the school undertakes a risk assessment in the usual way to ensure they can be done safely. As part of this risk assessment, the school considers what control measures are needed and ensures it is aware of wider advice on visiting indoor and outdoor venues.</li> <li>● The school has access to an Educational Visits Adviser provided as part of the Action HR service, who provides information and advice to the school. As part of this arrangement, the school notifies them of any trips and submits risk assessment as necessary for consideration.</li> </ul>	
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				<b>In place? Comments?</b>
24	<b>Provision of first aid</b>	Staff, pupils	<ul style="list-style-type: none"> <li>● First aiders have access to local handwashing facilities including soap and paper towels/hand sanitiser.</li> <li>● Disposable gloves are provided for first aiders (preferably non-latex for allergy reasons).</li> <li>● First aiders should wear a fluid-resistant (Type IIR) surgical mask when carrying out direct patient care, particularly for those suspected or confirmed as COVID-19 cases.</li> <li>● A disposable plastic apron is recommended.</li> <li>● Risk assess whether there is a need to use disposable eye protection (such as face visor or goggles) when there is an anticipated risk of contamination with splashes, droplets of blood or body fluids.</li> <li>● Where possible a window is kept open in the first aid room to help ensure good ventilation.</li> <li>● Clean hands thoroughly with soap and water or alcohol sanitiser before putting on and after taking off PPE.</li> <li>● See also the section on 'Someone develops COVID-19 symptoms whilst at school'</li> <li>● Excerpt from <a href="#">Government Guidance</a>: Safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE) (updated 21 July 2020):</li> </ul> <p><i>"When PPE is used, it is essential that it is used properly. This includes scrupulous hand hygiene and following guidance on <a href="#">how to put PPE on and take it off safely</a> in order to reduce self-contamination.</i></p> <p><i>Face masks must:</i></p>	

			<ul style="list-style-type: none"> <li>● <i>cover both nose and mouth</i></li> <li>● <i>not be allowed to dangle around the neck</i></li> <li>● <i>not be touched once put on, except when carefully removed before disposal</i></li> <li>● <i>be changed when they become moist or damaged</i></li> <li>● <i>be worn once and then discarded - hands must be cleaned after disposal"</i></li> </ul>	<p><b>In place? Comments?</b></p>
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25	<p><b>Administering Cardiopulmonary Resuscitation (CPR)</b></p>	<p><b>Schools - please read all the advice and excerpts provided in this section on CPR.</b></p> <ul style="list-style-type: none"> <li>• Link: <a href="#">New HSE Guidance on CPR</a></li> </ul> <p>The school is aware of the advice in relation to CPR during COVID and that the advice in relation to rescue breaths differs in terms of treating adults and children. When providing CPR on adults, the advice is that rescue breaths should not be performed but that compressions should be undertaken and a defibrillator used if there is one available. The following excerpt should be read in relation to adults. (Further down in this row, important information about CPR for children is also provided.)</p> <p><b>Excerpt: Preserve life: CPR for ADULTS</b></p> <p><i>“Call 999 immediately – tell the call handler if the patient has any COVID-19 symptoms</i></p> <p><i>Ask for help. If a portable defibrillator is available, ask for it</i></p> <p><i>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</i></p>	
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		<p><i>If available, use:</i></p> <ul style="list-style-type: none"> <li>○ <i>a fluid-repellent surgical mask</i></li> <li>○ <i>disposable gloves</i></li> <li>○ <i>eye protection</i></li> <li>○ <i>apron or other suitable covering</i></li> </ul> <p><i>Only deliver CPR by chest compressions and use a defibrillator (if available) – don't do rescue breaths"</i></p> <ul style="list-style-type: none"> <li>● <b><u>Government Advice to First Aiders including Resuscitation</u></b></li> </ul> <p><i>Excerpt:</i></p> <p><i>"If you are required to perform cardiopulmonary resuscitation (CPR), you should conduct a risk assessment (in the Police this would be a "dynamic risk assessment") and adopt appropriate precautions for infection control.</i></p> <p><b><i>For adults, during COVID-19, it is recommended you do not perform rescue breaths or mouth-to-mouth ventilation; perform chest compressions only. Compression-only CPR may be as effective as combined ventilation and compression in the first few minutes after non-asphyxial arrest (cardiac arrest not due to lack of oxygen).</i></b></p> <p><b><i>Cardiac arrest in children is more likely to be caused by a respiratory problem (asphyxial arrest), therefore chest compressions alone are unlikely to be effective.</i></b></p>	
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			<p><i>If a decision is made to perform mouth-to-mouth ventilation in asphyxial arrest, use a resuscitation face shield where available.”</i></p> <ul style="list-style-type: none"> <li>• <a href="#">Resuscitation Council Advice</a> - for CHILDREN</li> </ul> <p>Specific advice is provided by the Resuscitation Council in relation to Paediatric cardiac arrest and CPR. It has been updated and this update is included in the following <b>excerpt</b>:</p> <p><b>CPR FOR CHILDREN</b></p> <p><i>“We are aware that paediatric cardiac arrest is unlikely to be caused by a cardiac problem and is more likely to be a respiratory one, making ventilations crucial to the child’s chances of survival. However, for those not trained in paediatric resuscitation, the most important thing is to act quickly to ensure the child gets the treatment they need in the critical situation.</i></p> <p><i>For out-of-hospital cardiac arrest, the importance of calling an ambulance and taking immediate action cannot be stressed highly enough. If a child is not breathing normally and no actions are taken, their heart will stop and full cardiac arrest will occur.</i></p>	
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		<p><i>Therefore, if there is any doubt about what to do, this statement should be used.</i></p> <p><i>It is likely that the child/infant having an out-of-hospital cardiac arrest will be known to you. We accept that doing rescue breaths will increase the risk of transmitting the COVID-19 virus, either to the rescuer or the child/infant. However, this risk is small compared to the risk of taking no action as this will result in certain cardiac arrest and the death of the child.”</i></p> <p>If schools do not already have a <b>resuscitation shield</b> in their first aid kits, then it is advisable for them to purchase these. Here are some examples. <a href="#">Link: Examples</a></p> <p><i>“Should staff have given mouth-to-mouth ventilation there are no additional actions to be taken other than to monitor themselves for symptoms of possible COVID-19 over the following 14 days. Should they develop such symptoms they should follow the advice on what to do on the <a href="#">NHS website</a>.”</i></p> <ul style="list-style-type: none"> <li>• The following link provides information on donning masks:</li> <li>• <a href="#">Advice on donning surgical masks and other PPE.</a></li> <li>• The following link provides information on how to safely remove the masks and other PPE:</li> </ul>	
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			<ul style="list-style-type: none"> <li>• <a href="#">Advice on removing surgical masks and other PPE.</a></li> </ul>	
26	<b>Administering medication</b>		<p><b>Medication</b></p> <ul style="list-style-type: none"> <li>• The school has a medication policy in place that is followed</li> <li>• Staff dispensing medication to students should minimise contact.</li> <li>• Wash hands before and after dispensing the medication</li> <li>• Where appropriate, students should take the medication out of the blister packs/bottles then place the unused ones back in the cupboard, etc.</li> <li>• If required, gloves will be worn by staff when giving medication.</li> </ul>	
27	<b>Someone develops COVID-19 symptoms whilst at school</b>	Staff, pupils	<ul style="list-style-type: none"> <li>• If anyone is experiencing <a href="#">symptoms</a> - a new, continuous cough, loss of the sense of taste and/or smell, or a high temperature they are sent home/their parents or carer are contacted to collect them and they are advised to follow the <a href="#">staying at home guidance</a> and arrange to be tested to confirm if they have COVID-19.</li> <li>• If a pupil is awaiting collection, they are moved to a room where they can be isolated behind a closed door, depending on the age of the child and with appropriate adult supervision if required.</li> <li>• Where possible, a window is opened for ventilation.</li> <li>• If the pupil needs direct personal care until they can return home, a fluid-resistant surgical face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained.</li> <li>• If contact with the pupil is necessary, then disposable gloves, a disposable apron and a fluid-resistant surgical face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn.</li> </ul>	<b>In place? Comments?</b>

		<ul style="list-style-type: none"> <li>● If they need to go to the bathroom while waiting to be collected, they use a separate bathroom where possible. The bathroom should be cleaned and disinfected using standard cleaning products before being used by anyone else.</li> <li>● The school will call 999 if they are seriously ill or injured or their life is at risk.</li> <li>● If a member of staff has helped someone who was taken unwell with a new, continuous cough or a high temperature, they do not need to go home unless they develop symptoms themselves.</li> <li>● Staff wash their hands thoroughly for at least 20 seconds after any contact with someone who is unwell.</li> <li>● Cleaning with normal household disinfectant after someone with symptoms has left reduces the risk of passing the infection on to other people.</li> <li>● Any waste items associated with the individual, including PPE should be double bagged and stored safely for 72 hours before placing in the normal waste.</li> <li>● <b>Link: <a href="#">guidance on cleaning in non-healthcare settings</a>.</b></li> <li>● Where a pupil or staff member tests positive for Coronavirus, follow the protocols as shared by AfC (for Kingston and Richmond Schools) or Sutton’s Head of Pupil Based Commissioning (for Sutton Schools). This protocol includes contacting the London Coronavirus Response Cell (if the Cell hasn’t contacted the school) which will likely advise that the rest of their class/group be sent home and advised to self-isolate for 14 days.</li> <li>● <b>Link: <a href="#">Government Guidance for Contacts of People with Confirmed Case of Coronavirus</a></b></li> <li>● <b><a href="#">Government Guidance - Schools Full Opening - Positive Cases</a></b> - go to system of controls number 9 in this section.             <ul style="list-style-type: none"> <li>● <b>Link: <a href="#">DfE Letter about the Helpline</a></b></li> <li>● <b>DfE Helpline: 0800 046 8687 and selecting option 1</b></li> </ul> </li> </ul>	
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		<p><b>Excerpt from Government Guidance for schools:</b></p> <p><i>“Based on the advice from the health protection team, 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 14 days since they were last in close contact with that person when they were infectious. Close contact means:</i></p> <ul style="list-style-type: none"> <li>● <i>direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin)</i></li> <li>● <i>proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual</i></li> <li>● <i>travelling in a small vehicle, like a car, with an infected person</i></li> </ul> <p><i>The health protection team 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</i></p>	
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			<p><i>between children and staff in different groups (see <a href="#">section 5 of system of control</a> 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.”</i></p>	
28	<b>Staff changing nappies</b>	Staff	<ul style="list-style-type: none"> <li>• Staff wear disposable gloves and disposable aprons to change nappies. If there are behaviour issues associated with a child whereby splashing of body fluids is likely, this would need to be reviewed.</li> <li>• Following the task, staff wash their hands and dispose of used equipment gloves, nappies and paper towels appropriately.</li> <li>• Areas / changing mats / beds in use are cleaned before and after use.</li> <li>• <b>Link:</b> <a href="#">Guidelines on hand hygiene</a></li> </ul>	
29	<b>Supervised toothbrushing for Early Years and Schools</b>		<ul style="list-style-type: none"> <li>• The Government has published a new guidance document - <a href="#">Government advice on supervised toothbrushing</a>. It includes COVID-19 control measures needed if a school is carrying out this activity.</li> </ul> <p><b>Excerpt:</b></p> <p><i>“Toothbrushing programme models Until now 2 main models have been used for supervised toothbrushing. These are:</i></p> <ul style="list-style-type: none"> <li>• <i>dry brushing models where children brush their teeth without the use of water or sinks. This can take place with children seated or standing</i></li> <li>• <i>wet brushing models where children brush their teeth using water, usually stood at sinks.</i></li> </ul>	

			<p><i>The wet brushing model is no longer recommended during the COVID-19 recovery phase as it is considered more likely to risk droplet and contact transmission and offers no additional benefit to oral health over dry brushing.”</i></p> <ul style="list-style-type: none"> <li>• In light of this advice, if the school is participating in this project, it will follow the advice included in the Government guidance which includes following the dry brushing model only and using the associated COVID-19 controls detailed in that guidance.</li> </ul>	
30	<b>Laundry</b>		<ul style="list-style-type: none"> <li>• Public Health advises items should be washed in accordance with the manufacturer’s instructions, using the warmest water setting and drying items completely. Dirty laundry that has been in contact with an unwell person can be washed with other people’s items.</li> <li>• Do not shake dirty laundry, this minimises the possibility of dispersing virus through the air.</li> <li>• Clean and disinfect anything used for transporting laundry with your usual products, in line with the cleaning guidance above.</li> <li>• People dealing with laundry from a suspected/ confirmed case should wear gloves and aprons when handling the laundry.</li> <li>• The school follows the above advice if washing items that a person suspected of having COVID-19 has used or when cleaning washable soft furnishings that are used within a group/bubble.</li> </ul>	
31	<b>Uniforms</b>	Staff, pupils	<ul style="list-style-type: none"> <li>• Government advice notes that 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.</li> </ul>	

32	<b>Routine cleaning of communal areas of the school estate</b>	Staff/ Cleaning Contractors	<p>For <b>routine</b> cleaning (i.e. <b>not</b> cleaning in the event of significant contamination by someone suspected of having Covid-19), the following are in place:</p> <ul style="list-style-type: none"> <li>• Disposable gloves are provided for staff/contractors (see next bullet point)</li> <li>• Staff wear their usual washable uniform/clothing</li> <li>• Mops are used for the tasks</li> <li>• No jet washing takes place during the current COVID-19 - not under any circumstances. The school's Health and Safety advisors are reviewing jet washing restrictions and will update us when possible.</li> <li>• Staff wash their hands when they have finished their task and dispose of the gloves.</li> <li>• Clothing such as trousers, t-shirts and sweatshirts can be washed each evening as normal.</li> <li>• As a precautionary measure, the jacket could be left near the front door of each person's home, separate from other clothes, particularly if they live with someone who is vulnerable to COVID-19.</li> <li>• The school checks that external cleaning contractors have their own covid related risk assessment in place and ensures the cleaners are aware of what is expected of the contractors in terms of following COVID controls within school.</li> </ul>	<b>In place? Comments?</b>
33	<b>Cleaning Lifts</b>	Staff cleaning / contractors cleaning	<ul style="list-style-type: none"> <li>• The lift should be interrupted with the doors open for a few minutes prior to it being cleaned. This allows time for any droplets in the air within the lift to be dispersed</li> <li>• Cleaning procedure for lifts to include wiping of walls with warm soapy water or chlorine based cleaning product</li> <li>• Staff should wear disposable gloves and masks for cleaning, and should not touch their face throughout the cleaning process</li> <li>• Single-use cleaning cloths should be used, and safe disposal of cleaning products as detailed elsewhere in this risk assessment should be followed.</li> </ul>	




34	<p><b>Storage and issuing of masks</b></p> <p><b>Putting on the masks</b></p>	Staff	<ul style="list-style-type: none"> <li>Where masks have been supplied for staff (e.g. first aiders) they need to be decanted into clean, sealable bags or plastic lidded boxes so that staff each have their own supply for social distancing purposes and keeping the unused masks clean.</li> <li>The following link provides information on donning masks: <b>Link:</b> <a href="#">Advice on donning surgical masks and other PPE.</a></li> <li>The following link provides information on how to safely remove the masks and other PPE: <b>Link:</b> <a href="#">Advice on removing surgical masks and other PPE.</a> <b>Video:</b> <a href="#">PPE - Donning and Doffing PPE Video, Public Health England</a></li> </ul>	
35	<p><b>Ventilation including mechanical ventilation</b></p>		<ul style="list-style-type: none"> <li>Reference has been made in this risk assessment to keeping some windows open in various areas, including classrooms, offices, corridors and kitchens to help create general natural ventilation. Where activities can take place outside, (weather permitting), this also remains an effective measure.</li> <li>As the weather is getting colder, the school ensures areas are well ventilated but also is mindful that staff and pupils who are sitting learning and teaching could become cold and so all are encouraged to bring warm clothing with them to wear if they do get cold. During the transitional stage from warm to cold weather, the school considers whether heating is needed for particular rooms or areas and acts appropriately. The school and Action HR await any further Government advice on this area.</li> <li>The school ensures that heating and ventilation systems are well maintained.</li> </ul>	

		<ul style="list-style-type: none"> <li>● <b>Link:</b> <a href="#">REHVA Guidance updated 3/8/2020</a> (Federation of European Heating, Ventilation and Air Conditioning Associations)</li> <li>● <b>HSE Advice:</b> (as at the 14/8/2020 this is noted to have been updated on the HSE website and the updates are highlighted with yellow highlighter below)</li> <li>● <b>“Air conditioning</b></li> <li>● <i>The risk of air conditioning spreading coronavirus (COVID-19) in the workplace is extremely low, as long as there is an adequate supply of fresh air and ventilation.</i></li> <li>● <i>You can continue using most types of air conditioning system as normal. But, if you use a centralised ventilations system that removes and circulates air to different rooms it is recommended that you turn off recirculation and use a fresh air supply.</i></li> <li>● <i>You do not need to adjust air conditioning systems that mix some of the extracted air with fresh air and return it to the room as this increases the fresh air ventilation rate. Also, you do not need to adjust systems in individual rooms or portable units as these operate on 100% recirculation. You should still however maintain a good supply of fresh air ventilation in the room.</i></li> <li>● <i>If you’re unsure, ask the advice of your heating ventilation and air conditioning (HVAC) engineer or adviser.</i></li> <li>● <b>General ventilation</b></li> <li>● <i>Employers must, by law, ensure an adequate supply of fresh air in the workplace and this has not changed.</i></li> <li>● <i>Good ventilation can help reduce the risk of spreading coronavirus, so focus on improving general ventilation, preferably through fresh air or mechanical systems.</i></li> </ul>	
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			<ul style="list-style-type: none"> <li>• <i>Where possible, consider ways to increase the supply of fresh air, for example, by opening windows and doors (unless fire doors).</i></li> <li>• <i>Also consider if you can improve the circulation of outside air and prevent pockets of stagnant air in occupied spaces. You can do this by using ceiling fans, desk fans or opening windows, for example, provided good ventilation is maintained.</i></li> <li>• <i>The risk of transmission through the use of ceiling and desk fans is extremely low, providing there is good ventilation in the area it is being used, preferably provided by fresh air.” Source: HSE.</i></li> </ul>	
36	<p><b>Fire Evacuation</b></p> <p><b>Fire Doors</b></p>	All	<ul style="list-style-type: none"> <li>• The school has reviewed the fire evacuation procedures to consider if there are busy areas and whether the current assembly point presents social distancing issues.</li> <li>• The school has reviewed whether some fire doors which are not currently held open with automatic door release mechanisms are presenting issues (either in terms of having to be touched regularly as people move around the school or in terms of general ventilation).</li> <li>• <b># School - please note here which action you have taken by deleting the following scenarios which don't apply to your school.</b> <ul style="list-style-type: none"> <li>○ <i>The school has in place procedures for the regular cleaning of areas of the doors most frequently made contact with.#</i></li> <li>○ <i>Consideration has been given as to whether the fitting of an automatic door release mechanism would make things easier - <b>if opting for battery operated ones, the school always checks there is sufficient automatic smoke detection and sounders to support each one.</b> The school has had these devices fitted to the fire doors causing concern.</i></li> <li>○ <i>There are no fire doors presenting these issues as those we have are already held open with automatic door release mechanisms.#</i></li> </ul> </li> </ul>	

				<b>In place? Comments?</b>
37	<b>Food and drink Catering</b>	All	<ul style="list-style-type: none"> <li>• Staff make their own drinks and do not share foodstuffs, cutlery and cups, etc.</li> <li>• The caterers prepare their own risk assessment that includes social distancing, cross contamination, food hygiene, etc. and are required to follow the <a href="#">Government Guidance for Caterers</a>.</li> <li>• Pupils are not allowed to swap food from their lunch boxes/plates.</li> </ul> <p><b>Excerpt from Government Guidance:</b></p> <p><i>"We expect that kitchens will be fully open from the start of the autumn term 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."</i></p> <p>Controls detailed in the guidance for caterers include:</p> <ul style="list-style-type: none"> <li>• regular handwashing;</li> <li>• those with symptoms to stay at home and get tested;</li> <li>• prompt removal of anyone with symptoms;</li> <li>• active engagement in test and trace;</li> <li>• risk assessment in place for activities;</li> <li>• limit unnecessary visits into the kitchen;</li> <li>• maintain 2m distancing between workers - if not possible, additional measures, e.g. redesigning task, physical barriers, PPE or face coverings.</li> </ul>	
38	<b>Science, DT guidance</b>	All	<ul style="list-style-type: none"> <li>• CLEAPSS has written a number of guidance documents in relation to delivering activities during the current situation these are listed below. As CLEAPSS promised, all of the documents were updated on the 10th August 2020. Some of the CLEAPSS documents have been further updated.</li> </ul>	

			<p><b>Primary Schools</b></p> <p>P104 - Organising and managing hands on activities in science, D&amp;T and art in a partially reopened primary school.</p> <p>P097 - Practical activities for primary aged children attending school during extended periods of school closure.</p> <p>P098 - Practical activities for primary aged children at home during extended periods of school closure.</p> <p><b>Science</b></p> <p>GL343 - Guide to doing practical work in a partially reopened school - Science</p> <p>GL344 - Guidance on practical work in a partially reopened school in DT</p> <p>GL336 - CLEAPSS Advice during the COVID-19 / Coronavirus Pandemic</p> <p>GL338 - Practical activities for pupils attending school during extended periods of closure</p> <p>GL339 – Practical activities for pupils at home during extended periods of school closure</p> <p>GL345 – Guidance for science departments returning to school after an extended period of closure</p> <p>GL352 - Managing practical work in non-lab environments</p> <p><b>Design and Technology</b></p> <p>GL346 School Extended Closure Arrangements</p> <p>GL347 returning to school after an extended period of closure</p> <p><a href="http://primary.cleapss.org.uk/">http://primary.cleapss.org.uk/</a>  <a href="http://science.cleapss.org.uk/">http://science.cleapss.org.uk/</a>                      <a href="http://dt.cleapss.org.uk/">http://dt.cleapss.org.uk/</a></p>	
39	Safe storage of alcohol based hand	Staff	Storage of Supplies of alcohol based hand sanitiser	

<p><b>sanitiser supplies - for all schools</b></p>  <p><small>Danger Highly Flammable/No Smoking/Naked Lights Signs</small></p> <p><b>Use of alcohol-containing hand sanitiser</b></p>	<ul style="list-style-type: none"> <li>Where the school is storing supplies of alcohol based hand sanitiser, it acknowledges that this is a flammable substance which requires sensible storage. The school will ensure that its supplies of sanitiser:             <ul style="list-style-type: none"> <li>are not stored within fire escape routes including stairwells;</li> <li>are not stored near ignition sources - they are kept from heat, hot surfaces, sparks, open flames and other ignition sources;</li> <li>there is a no smoking policy in place;</li> <li>the containers are kept tightly closed;</li> <li>are not stored in the same room as Oxygen cylinders;</li> <li>located in a room with a fire door;</li> <li>where available they are kept in a fire resisting cabinet;</li> <li>signage is provided to the storage area (see example) raising awareness of the risk (no smoking, no naked flames);</li> <li>the school's fire risk assessment is updated to reflect that the sanitiser is being stored on site and that it is being stored following these bullet points.</li> </ul> </li> </ul> <p><b>Use of alcohol-containing hand sanitiser</b></p> <ul style="list-style-type: none"> <li>Where a school has Oxygen cylinders on site and/or in use by pupils, before anyone uses, adjusts or checks the cylinders, they will wash and dry their hands using soap and water first rather than use hand sanitiser. If they have to use hand sanitiser for reasons of practicality, they will follow the following advice:             <ul style="list-style-type: none"> <li><b>Excerpt from a BOC guide on Oxygen cylinders:</b></li> </ul> </li> </ul>	
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			<p><i>“You can use alcohol gels to clean your hands – but if you do, make sure that the alcohol gel is massaged in well, particularly in between the fingers. Allow plenty of time for the alcohol gel to fully evaporate before handling your oxygen equipment. Your hands should be completely dry when handling your equipment.” Source: The Home Oxygen Handbook by BOC .</i></p> <ul style="list-style-type: none"> <li>● Row 40 below discusses hand sanitiser in science and D&amp;T in relation to fire safety.</li> </ul>	
40	<b>Fire Safety - alcohol containing hand sanitiser advice for Science and D&amp;T</b>	Staff, pupils	<ul style="list-style-type: none"> <li>● The CLEAPSS science documents as referred to in row 38 include reference to the fact that alcohol containing hand sanitiser is identified as a fire risk in <b>labs</b>. To address this, please ensure alcohol containing hand sanitiser is not used in labs or technician preparation rooms, science stores, etc.. Identify a sink in each lab and preparation room to be used for hand washing and provide soap and paper towels together with a handy bin.</li> <li>● CLEAPSS guidance refers to the use of alcohol free sanitiser in <b>labs</b> and <b>D&amp;T</b> rooms, however, the use of soap, water and paper towels would be most effective in relation to COVID-19 and provides a simpler solution than schools trying to source alcohol free sanitiser.</li> <li>● If a school does need to buy hand sanitiser for its labs/D&amp;T rooms rather than the soap and water option, check product details for the following phrase: <i>“99.99% effective against viruses and bacteria”</i> as this is a regulated term used in the UK to show that a product has been through a number of BS standard tests on this issue.</li> </ul>	

41	Science and D&T	Staff, pupils	<p><b>Excerpt from the Government Guidelines:</b></p> <p><i>“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.”</i></p> <p>As mentioned in the rows above, CLEAPSS has produced a number of documents to help schools in planning these activities, either at home or at school during the current COVID situation. Some of the control measures are listed below, however, schools are advised to check the CLEAPSS documents for full information. Note that the three major CLEAPSS documents as referred to in the above rows are going to be updated in relation to full September opening for schools and so some of these controls may change:</p> <ul style="list-style-type: none"> <li>● Prep’ rooms and stores to be used one person at a time. (If the Prep’ room is large and staff can maintain social distancing easily, this can be taken into account and arrangements adjusted accordingly.)</li> <li>● Ensure pupils work individually.</li> <li>● Practical work - CLEAPSS advice updating this is expected during the next few weeks.</li> <li>● PPE e.g. safety spectacles or goggles will need to be sanitised before and after each use. CLEAPSS refers to using Milton, ensuring sufficient air-drying time after cleaning.</li> <li>● There should be no sharing of welding masks or gloves. Activities should be adjusted accordingly.</li> </ul> <ul style="list-style-type: none"> <li>● Do <b>not</b> to attempt the following practical activities in biology:</li> </ul>	
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			<ul style="list-style-type: none"> <li>- Cheek cell sampling</li> <li>- Lung volume / capacity &amp; other breathing based activities</li> <li>- Activities which make use of saliva.</li> </ul>	
42	<b>Hiring out premises</b>	Hirers, staff, visitors	<p><b>Excerpt:</b></p> <p><i>Where schools are satisfied that it would be safe to do so, they may 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 are considering carefully how such arrangements 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>.</i></p> <ul style="list-style-type: none"> <li>● The school will share with hirers its risk assessment and clarify arrangements that the provider would need to follow.</li> <li>● Arrangements will be made for the cleaning of any areas used following the letting and a clear protocol discussed in terms of what areas of the school the hirer would be able to use.</li> <li>● A copy of the provider’s risk assessment will be requested by the school.</li> <li>● Confirmation that the provider is following relevant Government guidance will be requested by the school, for example:             <ul style="list-style-type: none"> <li>○ <a href="#">working safely during coronavirus (COVID-19) for providers of grassroots sport and gym or leisure facilities</a></li> </ul> </li> </ul>	

			<ul style="list-style-type: none"> <li>○ and <a href="#">return to recreational team sport framework</a>.</li> </ul>	
43	<b>Communicating with staff and parents</b>	All	<ul style="list-style-type: none"> <li>● Arrangements for discussing in detail plans with all staff including individually have been discussed elsewhere in this risk assessment.</li> <li>● Parents and carers have been updated with a summary of the main COVID controls and arrangements that will be in place in school for September opening. (Consider including photographs of the changes the school has made as part of this so that parents and children can see these to reassure them and help them understand how things will be.) Descriptions have been included as to what is expected of parents (and pupils) when dropping off and collecting children and any other local procedures the school feels are important.</li> <li>● Emphasising the role of parents and carers in terms of the national approach is also appropriate as it potentially impacts on school life and the whole pandemic control measures.</li> <li>● Include reminders of parents' roles in social distancing in the school's newsletter, for example in terms of the weekends if the newsletter goes out towards the end of the week.</li> <li>● Emphasise to parents and carers that if a child feels in any way unwell or under the weather, they need to stay at home and not come into school.</li> <li>● Share with parents the following guidance: <a href="#">Guidance for Parents and Carers</a></li> </ul>	
44	<b>COVID controls declaration poster</b>	-	<ul style="list-style-type: none"> <li>● The Government has produced a declaration poster for employers to display which schools may like to display:</li> <li>● <b>Link:</b> <a href="#">Covid Secure Poster</a></li> </ul>	

45	<p>Relevant publications and posters - these are documents we have considered in writing this RA and have provided links to throughout the document. We are including them here for ease of reference.</p>	-	<ul style="list-style-type: none"> <li>• <a href="#">Guidance for Full Opening of Schools</a></li> <li>• <a href="#">Guidance for Full Opening of Special Schools and Specialist Settings</a></li> <li>• <a href="#">How schools can order test kits</a></li> <li>• Link: <a href="#">Information about the NHS Covid App</a></li> <li>• Link: <a href="#">Guidance for Parents and Carers</a></li> <li>• Link: <a href="#">New HSE Guidance on CPR</a></li> <li>• Link: <a href="#">Performing Arts Handling Equipment Safely</a></li> <li>• Link: <a href="#">hygiene: handwashing, sanitation facilities and toilets</a></li> <li>• Link: <a href="#">working safely during coronavirus (COVID-19) for providers of grassroots sport and gym or leisure facilities</a></li> <li>• Link: <a href="#">Guidance on Transport to School and other Places of Education</a></li> <li>• Link: <a href="#">REHVA Guidance updated 3/8/2020</a> (Federation of European Heating, Ventilation and Air Conditioning Associations)</li> <li>• <a href="#">Safe Working in Education, Child Care and Children's Social Care Settings including use of PPE</a></li> <li>• <a href="#">Reopening Schools and Other Settings - Information for Parents</a></li> <li>• <a href="#">Government Advice - Conducting a SEND Risk Assessment</a></li> <li>• <a href="#">Government Guidance for Schools - shielding children and adults</a></li> <li>• <a href="#">Actions for Schools During the Coronavirus</a></li> <li>• <a href="#">Guidelines on hand hygiene</a></li> <li>• <a href="#">Advice on donning surgical masks and other PPE.</a></li> <li>• <a href="#">Advice on removing surgical masks and other PPE.</a></li> <li>• Video: <a href="#">PPE - Donning and Doffing PPE Video, Public Health England</a></li> <li>• <a href="#">School Premises - Managing Partially Opened Buildings</a></li> <li>• <a href="#">Guidance on Ventilation by REHVA</a></li> <li>• <a href="#">guidance on cleaning in non-healthcare settings.</a></li> </ul>	
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			<ul style="list-style-type: none"><li>• <a href="#">DfE Summary of Government Advice Scientific Evidence Summary</a></li><li>• <a href="#">Covid Secure Poster</a></li><li>• <a href="#">staying at home guidance</a></li><li>• <a href="#">Catch it, Kill it, Bin it poster</a></li><li>• <a href="#">Safe Travel Poster for Passengers</a></li></ul>	
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