

Covid-19 Derwentwater Risk assessment for the full opening of school in September 2020

(This risk assessment builds upon the previous risk assessment on partial reopening of schools from June) Updated 8th January 2021

The government expects all pupils to return to school so that teaching and learning continues for all children. The government has published guidance for parents: <https://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak>

We are following the latest government guidance to reduce the risk of spreading coronavirus. The safety of pupils, staff and parents are our priority so we can continue to offer high quality education within school. Children need to return to school so we can deliver an excellent education and support them with their mental well-being. We ask that our community follow all government guidance in and outside of the school setting in order to prevent further closures.

The range of measures are detailed in our risk assessment. Important measures include:

- Staying home if you are unwell
- Maintaining social distancing
- Robust hand and respiratory hygiene
- Increased cleaning throughout the day
- Minimising contact between groups
- Engaging with NHS Test and Trace
- Following the rules for household gatherings
- Keeping up-to-date with all government guidance

Guidance for Ealing schools

Since the start of the academic year, the continuing efforts of leaders, teachers and staff across education and childcare have ensured that settings remain as safe and COVID-secure as possible. Most people who become infected with SARS CoV2 (the virus causing coronavirus disease, COVID-19) will experience mild symptoms, such as fever and cough and are unlikely to become severely unwell. The risk to children themselves of becoming severely ill from coronavirus (COVID-19) is very low and there are negative health impacts of being out of school.

Being in school is vital for children's education and for their wellbeing. Time out of school is detrimental for children's cognitive and academic development, particularly for disadvantaged children. This impact can affect both current levels of learning and children's future ability to learn. School is also a vital point of contact for public health and safeguarding services that are critical to the wellbeing of children and families.

In relation to working in schools, whilst it is not possible to ensure a totally risk-free environment, the Office of National Statistics analysis on [coronavirus \(COVID-19\) related deaths linked to occupations](#) suggest that staff in educational settings tend not to be at any greater risk from the disease than many other occupations.

The recent emergence of a new variant of SARS CoV2 with greater transmissibility is thought to have driven a recent increase in infection rates. On 4th January 2021, the Prime Minister announced a nationwide lockdown in order to control spread of the virus and protect the NHS. Schools, alternative provision (AP), special schools, colleges and wraparound childcare and other out-of-school activities for children should allow only vulnerable children and young people and the children of critical workers to attend. All other pupils and students should not attend and should learn remotely until February half term. Early years' provision should continue to remain open and should continue to allow all children to attend full time or their usual timetable hours.

While coronavirus (COVID-19) remains in the community, this means making judgments at a school level about how to balance and minimise any risks from coronavirus (COVID-19) with providing a full educational experience for children and young people.

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

- Ensuring that if staff, pupils (or anyone in their household) develop symptoms of COVID-19, they stay at home, get tested and follow guidance on household isolation, and ensuring that if staff or pupils are identified as a close contact of someone who has tested positive for COVID-19 by NHS Test and Trace, they stay at home and follow guidance for people of contacts with confirmed coronavirus;
- Minimising contact between individuals and maintaining social distancing wherever possible;
- Keeping 'bubble sizes' small to limit close contacts;
- Washing hands frequently for at least 20 seconds, using soap and water, or hand sanitiser where soap and water are not immediately available;
- Coughing or sneezing into tissues before binning them;
- Avoiding touching the eyes, nose or face;
- Cleaning and disinfecting regularly touched objects and surfaces using regular cleaning products;
- Minimising contact between individuals and maintaining social distancing wherever possible;
- Following government advice and guidance on actions for the full opening of schools

If the above advice is followed carefully, any risk of transmission in schools will be greatly reduced.

The government is also rolling out a programme of asymptomatic testing in schools, starting with secondary schools, from January 2021, which will be an additional control measure.

Further government guidance can be found at: <https://www.gov.uk/government/collections/guidance-for-schools-coronavirus-covid-19> and on coronavirus information on [Ealing Grid for Learning](#)

This Risk Assessment should be completed in conjunction with the guidance above and with schools Initial Planning Framework

Further advice can be sought by contacting either [Raj Chowdhury](#) (Children's Services) or [Steve Dunham](#) (Children's Services)

School: Derwentwater Primary School		School address: Shakespeare Road Acton W3 6SA		Review date: Ongoing as guidance is updated			
Assessment Date: 31st August 2020 8th January 2021		What/who is being assessed? Biological hazard- Covid-19 within educational settings.					
Name of Assessor: Nikki Gardner		Responsible person for actions: All staff					
Task / Activity Area	Hazard	Who might be harmed and how?	Recommended Control Measures <i>SLT's to move Recommended Controls into Existing Controls once they have been implemented:</i>	Likelihood of occurrence after recommended controls added (L) 1-Very Unlikely 2-Unlikely 3- Possible 4- Likely 5- Very Likely Likelihood = Probability of occurrence based on specific activity being assessed	Impact (I) 1-Negligible 2- Minor 3- Moderate 4- Major 5- Extreme Impact = Estimate of harm based on specific activity being assessed	Overall Risk (L X I) + I <10 = Low 10-19 = Medium 20-30 = High	

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1. Entering the school	Biological hazard- Covid-19	Staff, parents and pupils could become infected with COVID-19. If so, they are likely to experience mild symptoms such as fever or cough. In severe cases, this could lead to acute respiratory syndrome respiratory symptoms, and, in rare cases, even death	<ul style="list-style-type: none"> The school gates will be open between 8.40 and 9.00 for a soft start. We expect all children to be in class by 9 am promptly. Children will go straight into class. Children will enter the building through designated doors which will be clearly labelled. Either gate can be used and parents should maintain 2m distance whichever gate they use. In years nursery to year 2 parents should take their child to their classroom and they can go straight into class. The teacher will not be available to talk at this time Access to school will be the main gate and the blue door. Classes will no longer be lining up as teachers will wait in their classrooms or at their hall/class entrance to welcome the children in. Parents dropping their child off should say goodbye and leave the premises immediately. Year 6 children should aim to come to school on their own. Year 5 children should come into school on their own if they can or say goodbye outside of the school gates. Parents should call or email the school if they have any queries. The office will remain closed to parents at this time. If children arrive after 9 am, they will have to queue at the office door and wait to be asked why they are late by a member of staff; they will receive a late card and go to class. The late card should be thrown away and not reused. Entry into school via 2 gates. Pupils to be accompanied by only one parent. Social distancing expected for children walking alone to school Minimise visitors by essential appointment only e.g. maintenance Contact with parents by telephone or email. Children in class and year group bubbles. Clear signage to promote social distancing and good hand hygiene Minimising contact with individuals who are unwell by ensuring that those who have coronavirus symptoms do not attend school. On entry to school, staff and pupils to wash their hands with soap and water for at least 20 seconds Masks worn to school should be handed to parents, kept in their bag or discarded in the lidded bins. 	3	3	(3X3) +1 = 10 (medium)
2.	Biological	Staff, parents and	<ul style="list-style-type: none"> Read the latest relevant guidance for schools. 	3	3	(3X3) +3 =

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<p>Social distancing</p> <p>May also be applicable to EHCP children with 1-2-1 support – where social distancing may be difficult to maintain and EYFS</p>	<p>hazard-Covid-19</p>	<p>pupils could become infected with COVID-19. If so, they are likely to experience mild symptoms such as fever or cough. In severe cases, this could lead to acute respiratory syndrome respiratory symptoms, and in rare cases, even death.</p>	<ul style="list-style-type: none"> • Minimising contacts and mixing between people reduces transmission of coronavirus (COVID-19). • Keep children in class bubbles for as much as possible throughout the day. • Maintain distance between individuals. • Reduce interaction, sharing of rooms and social spaces between groups as much as possible e.g. PPA teachers and support staff can move between bubbles with greater emphasis on maintaining distance from pupils and own hand-washing or sanitising in-between bubbles. • Visors may be worn by teachers crossing bubbles. • Pupils are not expected to distance in the same way as adults within the classroom. • Years 1 – 6 will have their desks facing forwards, in rows. • Pupils will sit at desks in assigned seats. • There will be no group work but a focus on partner work side-by-side. • Adults will work side-by-side with pupils and avoid facing one another directly. • Children will keep as many of their resources at their desk e.g. pencil case, white boards. • Classroom doors and windows should stay open to increase ventilation • Reception and Nursery will be assigned carpet spaces • Outside provision bikes, bucket and spades are washed at regular intervals. • Playgrounds will be marked into zones for each year group. • Use of shared spaces restricted to four people at a time • Increase ventilation of shared spaces by opening windows and doors • Display social distancing poster at all entrances • Minimising contact with individuals who are unwell by ensuring that those who have coronavirus symptoms, or who have someone in their household who does, do not attend school. • Cleaning hands more often than usual - wash hands thoroughly for 20 seconds. • Ensuring good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach. • Government guidance to be followed. <p>EYFS includes:</p> <ul style="list-style-type: none"> • Coronavirus (COVID-19) contingency framework for education and childcare settings • Schools and childcare settings: return in January 2021 • Restricting attendance during the national lockdown: schools 			<p>12</p> <p>(Medium)</p>

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			<p>Prevention:</p> <p>1) Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school</p> <ul style="list-style-type: none"> • Refer to dealing with suspected and confirmed cases below <p>2) Clean hands thoroughly more often than usual</p> <ul style="list-style-type: none"> • Hand washing when arriving at school, when returning from breaks, when changing rooms, before and after eating. Small children and pupils with complex needs should be helped to clean their hands properly. Skin friendly cleaning wipes can be used as an alternative. • Embed this as part of the new school culture <p>3) Ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach</p> <ul style="list-style-type: none"> • Ensure that sufficient number of tissues and bins are available • Ensure that younger children and those with complex needs are helped to get this right • Embed this as part of the new school culture <p>4) Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach</p> <ul style="list-style-type: none"> • Put in place a cleaning schedule that includes: <ul style="list-style-type: none"> -More frequent cleaning of rooms/shared areas that are used by different groups -Frequently touched surfaces being cleaned more than normal -Different groups do not need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet <p>5) Minimise contact between individuals where possible</p> <ul style="list-style-type: none"> • Children and staff no longer need to be arranged in small, consistent groups. • Consideration still required on how mixing can be minimised, for example, where different room are used by different age groups, keeping those groups apart as much as possible. • Parents and carers should be encouraged to limit the number of settings their child attends, ideally ensuring their child only attends the same setting consistently. The same applies for staff. 			

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			<ul style="list-style-type: none"> • Where possible, settings are encouraged to avoid visitors entering the premises. Where professionals such as social workers, speech and language therapists or counselors are required, virtual appointments should be considered in the first instance. If they do need to attend in person, they need to closely follow the protective measures of the setting. The number of attendees should be kept to a minimum and social distancing should be maintained where possible. • Make use of partition screens or similar as required <p>6) The majority of staff in early years' settings will not require PPE beyond what they would normally need for their work. PPE is only needed for a very small number of cases, including:</p> <ul style="list-style-type: none"> • Where an individual child becomes ill with coronavirus (COVID-19) symptoms while at a setting, and only then if a distance of 2 metres cannot be maintained • Where a child already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used • See use of PPE below also <p>7) Always keeping occupied spaces well ventilated</p> <ul style="list-style-type: none"> • Once the school is in operation, it is important to ensure it is well ventilated and a comfortable teaching environment is maintained. This can be achieved by using natural ventilation and mechanical ventilation systems. Further information on ventilation can be found on EGfL <p>Numbers 1 to 4, and 7 must be in place at all times. Number 5 must be properly considered, and schools must put in place measures that suit their circumstances. Number 6 is required in specific circumstances.</p> <p>Years 1-6 Government guidance to be followed. This includes:</p> <ul style="list-style-type: none"> • Coronavirus (COVID-19) contingency framework for education and childcare settings • Schools and childcare settings: return in January 2021 • Restricting attendance during the national lockdown: schools • Smaller, consistent 'bubble' sizes throughout is the ultimate aim where 			

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			<p>possible. Pupils prioritised for on-site provision should be kept in consistent bubbles.</p> <ul style="list-style-type: none"> • Rooms should have signage outside indicating their maximum capacity • Schools should take particular care in music, dance and drama lessons to observe social distancing where possible. This may limit group activity in these subjects in terms of numbers in each group. It will also prevent physical correction by teachers and contact between pupils in dance and drama. Any equipment shared should be disinfected regularly. Limit handling of music scores, parts and scripts to the individual using them. • Schools should not host any performances with an audience. • Playing instruments and singing in groups should take place outdoors wherever possible. If indoors, use a room with as much space as possible, for example, larger rooms; rooms with high ceilings are expected to enable dilution of aerosol transmission. If playing indoors, limiting the numbers to account for ventilation of the space and the ability to social distance. It is important to ensure good <u>ventilation</u>. Singing, wind and brass playing should not take place in larger groups. In the smaller groups where these activities can take place, schools should observe strict social distancing between each singer and player, and between singers and players, and any other people such as conductors, other musicians, or accompanists. Pupils should be positioned back-to-back or side-to-side when playing or singing (rather than face-to-face) whenever possible. Position wind and brass players so that the air from their instrument does not blow into another player. Also, use microphones where possible or encourage singing quietly. Schools to follow guidance on safer singing. Shared Instruments should be cleaned by the pupils playing them, where possible. • Schools that offer specialist, elite provision in music, dance and drama should also consider this guidance alongside the DCMS guidance on the performing arts. • Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual • Where a pupil routinely attends more than one setting on a part time basis, for example they are registered at a mainstream school and an alternative provision for example, schools should work through the systems of controls 			

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			<p>collaboratively</p> <ul style="list-style-type: none"> Visitors should be limited to an absolute minimum and managed so that social distancing and personal hygiene expectations are explained on or before arrival. A record should be kept of all visitors. <p>6) See use of PPE in the section below</p> <p>7) Always keeping occupied spaces well ventilated</p> <p>Once the school is in operation, it is important to ensure it is well ventilated and a comfortable teaching environment is maintained. This can be achieved by using natural ventilation and mechanical ventilation systems. Further information on ventilation can be found on EGfL</p> <p>Numbers 1 to 4, and 7 must be in place at all times. Number 5 must be properly considered, and schools must put in place measures that suit their circumstances. Number 6 is required in specific circumstances.</p> <p>Response to any infection</p> <p>8) Engage with the NHS Test and Trace process:</p> <ul style="list-style-type: none"> Refer to the specific guidance available on EGfL Keep attendance records (staff, pupils and visitors) <p>9) Manage confirmed cases of coronavirus (COVID-19) amongst the school community- Use the flow chart produced by Ealing Public Health</p> <p>10) Contain any outbreak by following local health protection team advice</p> <p>Numbers 8 to 10 must be followed in every case where they are relevant</p> <p>Asymptomatic testing: Asymptomatic cases make up a third of all of Covid-19 cases. Asymptomatic testing is being rolled out in High Schools, Special Schools and Alternative Provision settings in January 2021 to help break the chain of transmission of the virus. Further information is available on EGfL.</p>			

Task / Activity Area	Hazard	Who might be harmed and how?	Recommended Control Measures	Likelihood of occurrence after recommended controls (L)	Impact (I)	Overall Risk (L X I) + I
3. Cleaning and Hygiene	Biological hazard - Covid-19	Staff, parents and pupils could become infected with COVID-19. If so, they are likely to experience mild symptoms such as fever or cough. In severe cases, this could lead to acute respiratory syndrome respiratory symptoms, and in rare cases, even death.	<ul style="list-style-type: none"> Daily cleaning during the day of frequently touched shared surfaces e.g. door handles, keyboards, photocopiers, toilets and bannisters and class phones Frequent hand cleaning and good respiratory hygiene practices Daily cleaning of classrooms and equipment Remove unnecessary items from classrooms and other learning environments where there is space to store it elsewhere Keep spaces well ventilated using natural ventilation (opening windows) or ventilation units Display hand washing poster at all entrances Shared EY resources to be dishwasher proof and washed daily Disinfect surfaces between lunchtime meal sittings Hard to clean classroom resources e.g. soft toys, those with many raised edges, removed and stored Cleaner at school from 12-4 each day to clean toilets, classrooms after lunch and shared areas Bins with lids for tissues 	2	3	(2X3) +3 = 9 (Low)
4. School lessons/ activities	Biological hazard - Covid-19	Staff, parents and pupils could become infected with COVID-19. If so, they are likely to experience mild symptoms such as fever or cough. In severe cases, this could lead to acute respiratory syndrome respiratory symptoms, and in rare cases, even death.	<ul style="list-style-type: none"> Resume teaching a broad and balanced curriculum. Complete a class timetable that demonstrates a broad and balanced curriculum. Reduce unnecessary movement around the school or buildings. Assembly delivered via interactive white board. Timetable for use of playground zones in own year group bubbles. Outdoor activities are non-contact based. Pupil exercise books to stay in school as much as possible but can be taken home. Left open at pages to be looked and feedback given. Reading books to go home changed once a week. No sharing of resources between year group bubbles. Pupils can bring in own pencil cases. Teachers to ensure each class group has necessary resources. EY class groups allocated assigned own outside learning space. Designated spaces for year group interventions. Teachers and support staff to maintain social distancing and to wear visors when delivering interventions. Break out spaces for children needing brain breaks. Use of outdoor space for self-regulation as much as possible. Children to be encouraged to go to the toilet throughout the day to avoid overcrowding at break times. No more than 4 children in the toilet on a floor at once. (1 child per class) 	2	3	(2X3) +3 = 9 (Low)

Task / Activity Area	Hazard	Who might be harmed and how?	Recommended Control Measures	Likelihood of occurrence after recommended controls (L)	Impact (I)	Overall Risk (L X I) + I
5. Leaving and entering the classroom	Biological hazard- Covid-19	Staff, parents and pupils could become infected with COVID-19. If so, they are likely to experience mild symptoms such as fever or cough. In severe cases, this could lead to acute respiratory syndrome respiratory symptoms, and in rare cases, even death.	<ul style="list-style-type: none"> Staff and pupils to wash their hands with soap and water for at least 20 seconds before entering the classroom. Bubbles move together for break and lunch Children should not leave the classroom without permission Belongings will be kept in the classroom or just outside in designated boxes. Cloakrooms will remain clear for pathways to and from the sinks. Children can go to the toilet throughout the day – washing hands before and after using the toilet. Avoid busy corridors, entrances and exits, however, passing briefly in a corridor or stairwell is low risk. 	2	3	(2X3) +3 = 9 (Low)
6. Leaving the school	Biological hazard- Covid-19		<ul style="list-style-type: none"> Staff and pupils to wash their hands with soap and water for at least 20 seconds before leaving school. Reminder to continue social distancing on leaving school. Social distancing marking and signage Nursery to year 2 will be dismissed in the usual way from their classroom door. Parents encouraged to leave immediately unless collecting another child. Years 3 and 4 will be dismissed from designated spaces on the main playground. Parents are expected to wait around the edge and your child will go to you. There will be no opportunity to speak to teachers at this time and we ask for any questions or information to be shared by emailing or calling school. Year 5 and 6 will be dismissed first so they can leave the premises quickly and walk home or meet their parents along the way. Parent permission for children to go home alone will be collected. If permission is not given for years 5 or 6 children, the same procedure as year 3 and 4 will be followed. The gates will be closed promptly at 3.30. Late collections will be required to queue at the canteen and a member of staff will record the late collection. 	3	3	(3X3) +1 = 10 (Medium)
7. Transport Arrangements	Biological hazard- Covid-19		<ul style="list-style-type: none"> Schools, parents and students should follow the Coronavirus (COVID-19): safer travel guidance for passengers. 	2	3	(2X3) +3 = 9 (Low)

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8. Break time and Lunch time	Biological hazard- Covid-19	Staff, parents and pupils could become infected with COVID-19. If so, they are likely to experience mild symptoms such as fever or cough. In severe cases, this could lead to acute respiratory syndrome respiratory symptoms, and in rare cases, even death.	<ul style="list-style-type: none"> Children in reception will eat their lunch in their classrooms, on their desk for the first few weeks. Desks will be cleaned by cleaning staff after lunch, whilst children are outside on break. Staggered lunch times, so children are not moving around the school at the same time. Use halls, dining areas and playgrounds for lunch in year group bubbles. One-way circulation, entry and exit points in canteens Where possible, all spaces should be well ventilated using natural ventilation (opening windows) or ventilation units. Prop doors open, where safe to do so (bearing in mind fire safety and safeguarding- schools will need to make a decision on this and seek advice where needed), to limit use of door handles and aid ventilation. SMSA attached to zones and year groups where possible. Designated areas for bubbles across playgrounds. Adults to remain socially distant from children. Year group toilets to be used at lunchtime. SMSAs to monitor usage of toilets at lunch time to avoid overcrowding. Member of SLT out all of lunchtime to support with behaviour. During wet break pupils stay indoors in own classroom, maintaining class bubble. Range of activities on offer during this time e.g. video, reading, drawing. 	2	3	(2X3) +3 = 9 (Low)
9.. Child protocols	Biological hazard- Covid-19		<ul style="list-style-type: none"> Children need to bring in own drink bottle and packed lunch unless free school meals or wanting a Harrison's lunch. The new behaviour approach and expectations will be shared with children and agreed. A risk assessment has been completed for children with special needs - to consider which children and young people with EHC plans may benefit more from remaining at school or home. Expectation that all children attend school unless valid reasons given e.g. unwell, in quarantine etc. A return to full school uniform including PE kit. PE kit to be worn on PE days to avoid changing at school. Phone calls to children who do not attend school. Children can go to the toilet throughout the day. 	2	3	(2X3) +3 = 9 (low)

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10. Staff protocols	Biological hazard-Covid-19	Staff, parents and pupils could become infected with COVID-19. If so, they are likely to experience mild symptoms such as fever or cough. In severe cases, this could lead to acute respiratory syndrome respiratory symptoms, and in rare cases, even death.	<ul style="list-style-type: none"> All staff meetings and professional development training to be held remotely wherever possible, in the hall or in phases/key stages Strict hand-washing before/after, sitting side by side, forward facing, 1m+ distancing, windows and doors open. Planning, preparation and assessment (PPA) to work side by side in PPA room. Social distancing adhered to for phase briefings and for all meetings. Maximum of 2 adults in each main toilet area Close lid before flushing and wipe sink, taps and door handle after use Additional cleaning at lunchtime of shared areas. Avoid office by phoning or only speak to office staff at a distant or through office window. Teachers to avoid sending pupils to offices. Use email or phone instead. S SMSAs, PPA teachers, supply teachers and others who move between class bubbles maintain strict social distancing and hand-washing or sanitising in-between class group bubbles Use of photocopier on own floor to minimise risk of infection crossing floors. Sanitise hands before and after using shared resources e.g. photocopier, pcs, signing in and signing out screen. Use of staffroom limited to making drinks and warming up food – use of outdoor space and own classrooms where possible if staffroom has 6 people in it. Avoid busy corridors, entrances and exits, however, passing briefly in a corridor or stairwell is low risk. Teachers offered visors to wear in class –optional Staff can wear masks in shared areas with other adults e.g. meetings. Not in the classroom with children. 	2	3	(2X3) +3 = 9 (Low)

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11. Dealing with suspected and confirmed cases of Covid-19	Biological hazard-Covid-19	Staff, parents and pupils could become infected with COVID-19. If so, they are likely to experience mild symptoms such as fever or cough. In severe cases, this could lead to acute respiratory syndrome respiratory symptoms, and in rare cases, even death.	<p>Suspected cases:</p> <ul style="list-style-type: none"> If anyone in the school becomes unwell with a new and persistent cough or a high temperature, or has a loss of or change in, their normal sense of taste or smell (anosmia), they must be sent home and advised to follow guidance for households with possible or confirmed coronavirus (COVID-19) infection, which sets out that they should self-isolate for at least 10 days and should arrange to have a test to see if they have coronavirus (COVID-19). We will inform parents about the need to self-isolate, according to current government expectations If a child is awaiting collection, they will be moved to the foyer. Ideally, a window should be opened for ventilation. Isolate them and ensure they are at least 2 metres away from other people Anyone who shows symptoms will have access to a test by following the guidance for the Test and Trace scheme. If they test negative, they can return to education. <p>Confirmed cases:</p> <ul style="list-style-type: none"> Head teacher to contact the local health protection team and seek advice. If a child, young person or staff member tests positive, the rest of their bubble and staff will be sent home and advised to self-isolate for 14 days. If they have tested positive whilst not experiencing symptoms but develop symptoms during the isolation period, they should restart the 10-day isolation period from the day they develop symptoms. Other members of their household (including any siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms. The other household members of that wider class or group do not need to self-isolate unless the child, young person or staff member they live with in that group subsequently develops symptoms. Government guidance to be followed including for test and trace. The other bubbles and staff should use a separate bathroom if possible. The bathroom/classroom should be cleaned and disinfected using standard cleaning products before being used by anyone else. Refer to the flowchart on dealing with suspected and confirmed cases on EGfL 	2	3	(2X3) +3 = 9 (Low)

Task / Activity Area	Hazard	Who might be harmed and how?	Recommended Control Measures	Likelihood of occurrence after recommended controls (L)	Impact (I)	Overall Risk (L X I) + I
12. Use of PPE	Biological hazard- Covid-19	Staff, parents and pupils co Staff, parents and pupils could become infected with COVID-19. If so, they are likely to experience mild symptoms such as fever or cough. In severe cases, this could lead to acute respiratory syndrome respiratory symptoms, and in rare cases, even death.	<ul style="list-style-type: none"> No children with complex special educational needs in our setting PPE will be provided in the following cases: <ul style="list-style-type: none"> Children, young people and students whose care routinely already involves the use of PPE due to their intimate care needs. If a child, young person or other learner becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home, and a distance of 2 metres cannot be maintained. Government guidance on PPE to be followed. PPE should be disposed of in line with Government guidance on cleaning in non-healthcare settings. External providers of OT/ physiotherapy/ hydrotherapy sessions should provide their own PPE. School staff will be provided with PPE as required. The family Information Service can arrange for this PPE to be delivered to schools via the Family Information Service – children@ealing.gov.uk tel. 0208 825 5588 The LA encourages the use of face coverings by staff on outdoor duty and anyone visiting over the age of 12 collecting or dropping off pupils outside the school, if social distancing can't be maintained. 	2	3	(2X3) +3 = 9 (Low)
13. Administering First aid/ Medication	Biological hazard- Covid-19		<ul style="list-style-type: none"> St John's Ambulance advice followed by first aiders during the Covid-19 pandemic. Guidance on the number of first aiders required provided here Government PPE guidance followed. First aid and medication risk assessments For other first-aid, Welfare Assistant to triage and take appropriate action. Welfare Assistant to wear enhanced PPE, as required For minor first-aid, adults supervise pupil from a 2m distance e.g. application of plasters, use of anti-septic wipes, cold compress Distant thermometers used to check temperature of pupils or staff Medication to be administered by pupil, supervised by adult at 2m distance Normal protocols for emergency medication e.g. Epi-pen, asthma attack, epileptic seizure. Immediate risk of death outweighs risk of COVID-19 infection. Staff to follow hygiene rules after any emergency event. Government PPE guidance followed. 	2	3	(2X3) +3 = 9 (Low)
14. Register and fire drill procedures	Biological hazard- Covid-19		<ul style="list-style-type: none"> Register taken each day. Follow up calls for children who are absent. Monitoring of attendance and punctuality resumes as we expect all children to return. Fire alarm protocols shared and areas labelled. 			

			<ul style="list-style-type: none">• If fire alarm goes off, children are escorted down nearest stairwell and go designated area.• Emergency paper register shared and teacher marks present against names.• Complete a fire drill practice.			
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Task / Activity Area	Hazard	Who might be harmed and how?	Recommended Control Measures	Likelihood of occurrence after recommended controls (L)	Impact (I)	Overall Risk (L X I) + I
15. Parent Events	Biological hazard- Covid-19	Staff, parents and pupils could become infected with COVID-19. If so, they are likely to experience mild symptoms such as fever or cough. In severe cases, this could lead to acute respiratory syndrome respiratory symptoms, and in rare cases, even death.	<ul style="list-style-type: none"> For now, school will avoid parents being on site other than at drop off and pick up Use of email, telephone or Google classroom to video call and message. If items are forgotten they will need to be dropped at the gate where a member of staff will collect it. This should be avoided. Conversations at the start and end of the day are not permitted at this time. Stay and play, workshops, coffee mornings and other live face-to-face events are currently postponed. As much as possible will be shared on the website or Google classroom via video links to share information. Parents can make an appointment at school in exceptional circumstances. Parents evening will be completed via phone or video link. Messages from parents will be responded to within 2 days. Information will be shared regularly in newsletters, head teacher, deputy head teacher and assistant head teacher letters. They will be emailed and shared on the school website. Year group emails will be set up so parents can receive quick responses to general questions about their child's class or year group. 	2	3	(2X3) +3 = 9 (Low)
16. Reducing exposure and transmission of Coronavirus Out-of-school settings and wraparound childcare	Biological hazard- Covid-19	Staff, parents and pupils could become infected with COVID-19. If so, they are likely to experience mild symptoms such as fever or cough. In severe cases, this could lead to severe illness and hospitalisation, and, in rare cases, even death	<ul style="list-style-type: none"> Schools should continue to offer wraparound provision, such as breakfast and after-school clubs, for those children eligible to attend school (i.e. children of critical workers and vulnerable children and young people). Pupils should, as far as possible, be kept in a group with other children from the same bubble they are in during the school day. Where this is not possible, or it is impractical to group children in the same bubbles as they are in during the school day - for example, if only one or two children are attending wraparound provision from the same school day bubble - schools and external providers may need to group children with others from outside their school day bubble or from a different school, where children from multiple schools are attending provision. If schools or external providers need to do this, they should seek to keep children in small, consistent groups with the same children each time, as far as this is possible. If necessary, it would be appropriate for one staff member to supervise up to two small groups, provided that any relevant ratio requirements are met. Schools to follow government guidance 	2	3	(2X3) +3 = 9 (Low)

Task / Activity Area	Hazard	Who might be harmed and how?	Recommended Control Measures	Likelihood of occurrence after recommended controls (L)	Impact (I)	Overall Risk (L X I) + I
17. Outdoor activities including use of playgrounds and educational visits	Biological hazard- Covid-19	Staff, parents and pupils could become infected with COVID-19. If so, they are likely to experience mild symptoms such as fever or cough. In severe cases, this could lead to severe illness and hospitalisation, and, in rare cases, even death	<ul style="list-style-type: none"> Outdoor playground equipment should be more frequently cleaned. Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups. Schools can hold PE lessons indoors, including those that involve activities related to team sports, for example practising specific techniques, within their own system of controls. However, outdoor activities and sports should be prioritised where possible, and large indoor spaces used where it is not, maximising natural ventilation flows (through opening windows and doors or using air conditioning systems wherever possible) distancing between pupils and paying scrupulous attention to cleaning and hygiene. The ability for schools to offer team sports is likely to be limited. Where schools are considering team sports schools must only consider those 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 i.e. sports on the list available at grassroots sports guidance for safe provision including team sport, contact combat sport and organised sport events. Competition between different schools should not take place. Schools should refer to advice from organisations such as the Association for Physical Education, Sport England and Youth Sport Trust Educational visits are advised against during this time. 	2	3	(2X3) +3 = 9 (Low)

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