

CORPORATE HEALTH & SAFETY SERVICES: CORPORATE RISK ASSESSMENT – RETURN TO WORK COVID-19 SECURE LBTH

Education settings must be able to achieve the following controls as defined by the Department of Education before opening the school to the full opening in September. The Risk Assessment must be reviewed by Head Teachers point by point and where actions are implemented, they must be reworded if necessary to show how the controls have been applied, add/amend for your school environment. The risk assessment should be reviewed at SLT and with the Governing Body. The risk rating for each identified hazard and overall risk assessment must be considered and decided/changed to Low, Medium, or High by the school on how the school proceeds with the control measures and the wider opening of the school.

The current Government guidance for detailed review to assist in your risk assessment link is <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

Description of Activity	COVID 19 Secure Educational Settings Preparing for Full Opening of School		
Location	St Agnes Primary School		
Completed by	Corporate Health and Safety Services (CHSS) template adapted by Senior Leadership Team – St Agnes School		
Date of Assessment	18/01/22	Review Date	March 2022 unless necessary

PREVENTION						
What are the hazards?	Who & how might someone be harmed?	What are you currently doing to control risks?	Risk Rating L / M / H	What else do you need to do (if applicable)?	Action by who / when?	Date Completed
<p>(1.Minimise contact)</p> <p>People unwell/ Coronavirus (COVID-19) (CV19)</p> <p>Someone entering the school/workplace/offices with CV19</p>	<p>Employees, agency, Pupils, visitors</p> <p>Causing severe infection/disease</p>	<p>1 Minimise contact with staff, pupils, visitors who are unwell with Covid-19, showing symptoms, or have tested positive in last 10 days, by sharing of communications, instructions, advice to staff, pupils, parents on what the symptoms are and actions required</p> <p>2 Anyone presenting Covid-19 symptoms at school will be sent home as soon as possible, if a pupil is awaiting collection they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age and needs of the child, with appropriate adult supervision if required. Ideally, a window</p>	M	<ul style="list-style-type: none"> Awareness training, raising profile for school communications of the importance of what the symptoms are and the need to stay away Sharing risk assessment Educational training for Pupils on symptoms and awareness Finding a dedicated room in the event of potential covid-19 concern/waiting room for parents to collect pupil – Large SEN Room to be used. Bubbles in place to reduce wider transmission and very limited cross bubbling. After school club managed by school opening from 24th January 22. Breakfast club opened 17th January – separate in bubbles. 	<p>Immediate Action</p> <p>Office – liaison with parents immediately Nominated staff member in bubble to ensure own safety and class when isolating and cleaning sought for bubble</p>	As required

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	<p>should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people. If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom must be cleaned and disinfected using standard cleaning products before being used by anyone else.</p> <p>3 PPE must be worn by staff caring for the child while they await collection <u>if a distance of 2 metres</u> cannot be maintained (such as for a very young child or a child with complex needs). More information on PPE use can be found in the safe working in education, childcare and children’s social care settings, including the use of personal protective equipment (PPE) guidance.</p> <p>4 Awareness, communication of symptoms of Covid-19, which is a new continuous cough or a high temperature, or has a loss of or change in their normal sense of taste or smell – they must be sent home and directed to self-isolate for at least 5 days and should arrange to have a test to see if they have coronavirus (COVID-19). Other members of their household (including any siblings) do not need to miss school or self-isolate whilst they wait for the result of the PCR test unless they have Covid symptoms.</p> <p>5 Any staff that have been in close contact with someone with Covid-19 symptoms do not need to self-isolate/go home unless they have symptoms or get a positive PCR or Lateral Flow test result.</p> <p>6 Lateral flow tests are taken twice a week by staff initially until further notice and as directed by government. One is taken before returning to school for the new week. If a</p>	<ul style="list-style-type: none"> • PPE in school. Staff wear masks if cannot socially distance outside own bubble. Gloves used as required e.g. for toileting. Some staff may choose to wear face shields within class. • Anyone escorting a child/staff member to the isolation area should wear PPE. • All staff to wear face coverings in communal areas within the school. <p>Staff stay on site once in the building where possible.</p>	<p>Confidentiality maintained – no names revealed unless necessary for contract tracing.</p>	
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		<p>positive result is given, the individual stays off school and this no longer is followed up with confirmatory Polymerase Chain reaction (PCR) testing. The result are sent to the office. This is to prevent asymptomatic staff entering school.</p> <p>Lateral flow tests are also to be taken by staff who have been vaccinated.</p>		<p>Office to give <u>all</u> staff lateral flow tests Staff who have a positive result from a lateral flow test when reporting their result will be provided with further information on the next steps to take when reporting results.</p> <p>Lateral Flow tests After 30 minutes, the strip of paper will show up with two lines if it is positive, one line on the top if it is negative or one line on the bottom if the test is invalid</p>		
<p>(2.Hand hygiene)</p> <p>Coronavirus (COVID-19) (CV19)</p> <p>Poor Hand hygiene</p>	<p>Employees, agency, pupils, visitors</p> <p>Causing severe infection/disease</p>	<p>1 Clean hands more often than usual. Soap and running water is available throughout the school, this is supported with hand sanitation stations. Those with allergies use special emollients.</p> <p>2 This is supported with a timetable that includes school arrival and departure times for each class bubble.</p> <p>4 Signage installed throughout, education teaching resources used to train pupils and staff how to clean hands properly</p>	M	<p>Cleaners directed by office where enhanced cleaning required. Class staff ensure children clean hands on entry/exit from classroom</p>	<p>Diva to be aware of time to clean toilets after use. Encourage silence in toilets – to avoid transmission of aerosols. Office and PS to monitor supplies of soap, disinfectants, tissues, hand</p>	

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		<p>5 Monitoring and cleaning of toilets, increasing the cleaning regime in place, including touch points, and removal of waste on a more regular basis</p> <p>6 Resources have been increased for the additional supply of cleaning products, supported with a cleaning schedule pack that details what is required, the supplier, when to reorder to prevent supplies not running out</p> <p>and skin concerns using hand sanitiser is assessed</p> <p>7 Promoting the hand cleaning if touching your face</p> <p>8 Reviewing the easiness of access to hand washing for pupils, staff, visitors</p> <p>9 Change behaviour promotion now well established but on return some children may need prompting.</p> <p>10 For the younger children and for those children who may need support see next completed column **</p> <p>11 To clean your hands, you should wash your hands thoroughly for 20 seconds with WARM running water and soap and dry them thoroughly, although hand soap and running water is much preferred in schools wherever possible this is supported under strict risk control measures with mobile hand sanitising stations, ensuring that all parts of the hands are covered</p>			<p>towels, hand gels etc. to ensure reordering is done in a timely fashion.</p> <p>All leaders in bubbles to ensure compliance with regular handwashing.</p>	
<p>(3.Respiratory hygiene)</p> <p>Coronavirus (COVID-19) (CV19)</p>	<p>Employees, agency, Pupils, visitors</p> <p>Causing severe infection/disease</p>	<p>1 Training, awareness, communication planning to promote this vital control measure in place – limit visitors to school. Parents to communicate via email and telephone as a first resort. Parents to remain outside the school gates unless participating in Nursery and Reception Inductions.</p>	M			

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<p>Someone entering the school/workplace/offices with CV19</p>		<p>2 Supported by signage PS to place signage in appropriate areas to facilitate understanding of new rules and regulations.</p> <p>3 Educational resources used as ongoing 'change behaviour' and importance of 'catch it, bin it, kill it' is stressed.</p> <p>4 Assessment completed on resources required, including tissues/bins, waste supplies, and locations of increased tissue stations to ensure easy access to tissues throughout school</p> <p>5 Washing of hands after use of tissues, coughing, sneezing. Children informed of risk of coughing at others.</p> <p>6 Children and other pupils who may need assistance in understanding respiratory hygiene, or pupils with complex needs that cannot maintain respiratory hygiene should be supported by a nominated adult through modelling and assistance. Encourage children to keep their hands below their shoulders rather than asking them not to touch their face. It is easier to learn a new behaviour than change an old one.</p>				
<p>(4.Cleaning regime)</p> <p>Coronavirus (COVID-19) (CV19)</p> <p>Someone entering the school/workplace/offices</p>	<p>Employees, agency, Pupils, visitors</p>	<p>1 Cleaning schedule in place that ensures cleaning is generally enhanced and includes:</p> <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 often than normal such as door handles, chairs, table tops, telephones by cleaner 	<p>M</p>	<p>Note: PHE will publish new revised guidance for cleaning non-healthcare settings Current standards for cleaning; Covid-19-decontamination-in-non-healthcare-settings</p> <p>Formal cleaning regime established – CRN Cleaning Diva - 9.00 – 3.00 Mon-Fri 4 cleaners 3.30-5.45 Mon-Fri</p>		

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<p>with CV19 and there is poor cleaning standards</p>	<p>Causing severe infection/disease</p>	<ul style="list-style-type: none"> • Areas that are shared between groups such as halls, corridors, toilets, photocopier rooms assessed and part of the enhanced cleaning regime <p>2 Toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet</p> <p>3 Outdoor playground equipment should be more frequently cleaned. This would also apply to resources used inside and outside by wraparound care providers.</p> <p>4 It is still recommended that pupils limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats, PE kits worn on the day children of PE lesson. Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development.</p>		<p>Football can be played in the pen if each class bubble has its own distinct ball.</p> <p>Book bags allowed in schools, Children bring books home. PE kits worn in school on day child has PE.</p>		
<p>(5.Minimise contact social distancing)</p> <p>Coronavirus (COVID-19) (CV19)</p> <p>Someone entering the school/workplace/offices with CV19 coming close to others, poor social</p>	<p>Employees, agency, Pupils, visitors</p> <p>Causing severe infection/disease</p>	<p>1 School has completed a full assessment to minimise contacts and mixing between people reduces transmission of coronavirus (COVID-19). For children old enough, they should also be supported to maintain distance and not touch staff and their peers where possible. This will not be possible for the youngest children and some children with complex needs and it is not feasible in some schools where space does not allow. Schools doing this where they can, and even doing this some of the time, will help. When staff or children cannot maintain distancing, particularly with younger children in primary schools, the risk can also be</p>	<p>M</p>	<p>Yellow dots have been placed 1 metre apart in playground outside each KS1 and KS2 classroom to facilitate social distancing when queueing.</p> <p>Use of direct external doors into classroom encouraged where possible to reduce the requirement to access corridor and circulation routes.</p> <p>Rota set up for two designated staff rooms to ensure contact between staff is minimised. MS and PMG. SLT to monitor use. Removal of some chairs. Staff have own crockery, cutlery.</p>		<p>8</p>

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<p>distancing, mixing of groups, lack of infection control separation</p>		<p>reduced by keeping pupils in the smaller, class-sized bubbles described above. The school has since last term allowed group work to take place, where pupils are facing each other.</p> <p>Unnecessary furniture is moved out of classrooms to make more space. Throughout this risk assessment is the awareness of risk control knowing that maintaining a distance between people whilst inside and reducing the amount of time they are face to face lowers the risk of transmission</p> <p>2 Pupils and staff will be grouped in class bubbles. The exception to this will be when teachers are covering PPA (teachers planning, preparation and assessment time). Distance should be kept where possible and when working with younger pupils, moving between groups should only be used where necessary to deliver the full curriculum. There will also be consideration given to groupings for Breakfast and lunchtime to limit cross contamination. Children will be grouped according to family groups or class bubbles where practicable.</p> <p>3 The focus is that we must do everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum, consistent groups limit those in contact with each other and therefore limit the risk of transmission. Maintaining these groups will also make it quicker and easier to identify those who need to self-isolate if a case of Covid-19 arises within the group.</p> <p>4 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')</p>		<table border="1"> <thead> <tr> <th>Class</th> <th>Timing</th> <th>Entrance/Exit</th> </tr> </thead> <tbody> <tr> <td>Nursery</td> <td>8.50 – 11.50 p/t or f/t 8.50 – 3.15 f/t</td> <td>Via car park – front of school</td> </tr> <tr> <td>Reception</td> <td>8.50 - 3.20pm</td> <td>Via car park – front of school</td> </tr> <tr> <td>Year One</td> <td>9.00-3.30 pm</td> <td>Via car park – front of school</td> </tr> <tr> <td>Year Two</td> <td>9.00-3.25pm</td> <td>Via car park – front of school</td> </tr> <tr> <td>Year Three</td> <td>9.00-3.325pm</td> <td>Alleyway</td> </tr> <tr> <td>Year Four</td> <td>9.00-3.30pm</td> <td>Alleyway</td> </tr> <tr> <td>Year Five</td> <td>9.00-3.25pm</td> <td>Double gates next to pen</td> </tr> <tr> <td>Year Six</td> <td>9.00-3.30pm</td> <td>Double gates next to pen</td> </tr> </tbody> </table> <p>Access to school carpark closes between 8.45-9.15. Again between 11.40 12.00 and 3.30 -3.40 due to parents from Nursery/Reception accessing gate for entrance to /egress from the school. No bell used to signal timings <i>Children in Nursery or Reception who have older siblings will start at 9.00am.</i> All children in Years 1-6 will start school at 9.00am but Years 2, 3 and 5 will finish at 3.25pm. Drop off for Year 1-6 should be at the youngest sibling's entrance. <i>If the finish time for two siblings is different in Years 1-6, pick up is from the youngest siblings entrance/exit.</i></p> <p>Staff sign in via front office then KS2 based staff use double doors or classroom doors opposite the new hall to enter the school via two exits. Two staff rooms in use and staff are assigned to one of them (See table drawn up and saved in Office, Covid, Spring 2, Rotas for March 8th or check door to each room)</p> <p>ENCOURAGE ALL PARENTS TO BE ON TIME FOR DROP OFF AND COLLECTION TO SUPPORT SMOOTH RUNNING OF SCHOOL.</p>	Class	Timing	Entrance/Exit	Nursery	8.50 – 11.50 p/t or f/t 8.50 – 3.15 f/t	Via car park – front of school	Reception	8.50 - 3.20pm	Via car park – front of school	Year One	9.00-3.30 pm	Via car park – front of school	Year Two	9.00-3.25pm	Via car park – front of school	Year Three	9.00-3.325pm	Alleyway	Year Four	9.00-3.30pm	Alleyway	Year Five	9.00-3.25pm	Double gates next to pen	Year Six	9.00-3.30pm	Double gates next to pen		
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		<p>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:</p> <ul style="list-style-type: none"> •children’s ability to distance •the layout of the school •the feasibility of keeping distinct groups separate while offering a broad curriculum (the school plans to cancel arrangements with outside agencies for the Autumn term and then review.) <p>5 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.</p> <p><u>6 Measures within the classroom</u></p> <ul style="list-style-type: none"> • Reducing face to face contact. • Where classes are divided into smaller groups for targeted interventions, these groups can only join with their original class bubble once activities are finished. • Where possible, classrooms should be adapted by removing excess furniture to create more space. Seating. <p><u>7 Measures outside the classroom</u></p> <ul style="list-style-type: none"> • Groups will keep apart from each other, avoiding large gatherings such as assemblies and collective worship. • Timetabling to allow groups to be kept separate and minimise movement around the school are in place 	<p>Late arrivals and pick ups – KS2 children go directly to class from front entrance and KS1 go via school office to class. EYFS are escorted to class by staff. Those who have not been picked up are returned to their classroom where they await instruction with an adult supervising.</p> <p>No scooters in playground to avoid pinch points, cross bubbling.</p>		
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		<ul style="list-style-type: none"> • Staggered starts and finishes for classes are timetabled. • Shared staff spaces to help to distance, ensuring staff have a reasonable break are in place. • PPE pack provided to all staff and will be replenished once a request has been made. Visors can be cleaned and reused. These are used at the discretion of staff. • Deliveries are left for 72 hours before unpacked to avoid cross contamination. Children are discouraged from bringing anything other than what has been specified into school to avoid cross contamination. <p><u>8. Arriving and leaving school</u></p> <ul style="list-style-type: none"> • Travel to and from school will be via 3 separate exits. See table in next column. • Changes are communicated to parents via letter and information on website so they understand drop off and collection processes and visiting the site. Parents should not visit the school without an appointment. • If required ensure the safe removal of face coverings for pupils and staff (Not touching their face, washing hands immediately, remove outside school gate and give to parents or if not possible (Y6) remove in class and place in plastic bag given to you by a member of your class team and then place in your tray or a designated storage area. Disposal as you would normal domestic waste unless the wearer has symptoms of coronavirus. <p>9. Pupils with SEND or EHCP will need specific help for the routine changes and new processes, plans to be in place</p>				
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		<p>with support from outside agencies. Social stories have already been disseminated to all autistic children within the school.</p> <p>10. Rely on HLTA, PPA teachers within the bubble or designated as attached to the bubble if feasible to safeguard against cross contamination.</p> <p>11. Specialists, therapists, clinicians and other support staff should provide interventions as usual, following safety guidelines where possible.</p> <p>12. Management of other visitors to site such as contractors should be considered as part of this risk assessment and explained to visitors on arrival. They must be recorded and should be kept outside of school hours where possible.</p> <p>13. Where a child routinely attends more than one setting on a part-time basis, a system of controls to address any risks identified and allowing them to jointly deliver a broad and balanced curriculum for the child. This is currently not applicable.</p> <p>iPad = Reception 8; (Y1 &2) – 15 shared (Y3&Y4) – 30 shared (Y5 &6) – 30 shared</p> <p>Resources used within and across bubbles must be cleaned after use.</p> <p>Note - Both the approaches of separating groups and maintaining distance are not 'all-or-nothing' options, and will still bring benefits even if implemented partially. We will keep children in their class groups for the majority of the classroom time, but also allow mixing with outside agencies</p>				
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		<p>supporting SEN, Social Care and during the provision of wraparound care when reintroduced. Siblings may also be in different groups. Endeavouring to keep these groups at least partially separate and minimising contacts between children will still offer public health benefits as it reduces the network of possible direct transmission.</p> <p>Risk assessments with outside agencies to be drawn up for individuals who are extremely vulnerable.</p> <p>Note - All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable. This will be undertaken with the utmost caution and mixing kept to a minimum. In this school staff covering PPA and SEN support will operate between bubbles. No external experts will be used. Where staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults. Again, we recognise this is not likely to be possible with younger children and teachers in younger classes in school can still work across groups if that is needed to enable a full educational offer.</p>				
<p>(6.PPE)</p> <p>Coronavirus (COVID-19) (CV19)</p>	<p>Employees, agency, Pupils, visitors</p> <p>Causing severe infection/disease</p>	<p>1 The majority of staff in education settings will not require PPE beyond what they would normally need for their work. PPE is only needed in a very small number of cases, including:</p> <ul style="list-style-type: none"> where an individual child or young person becomes ill with coronavirus (COVID-19) 	M	<p>Masks available and must be worn by all staff outside their bubble. Visitors discouraged or scheduled where possible outside school time. If within the school day they are given a mask to wear if they don't have their own.</p>		

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<p>Someone entering the school/workplace/offices with CV19</p>		<p>symptoms while at schools, and <u>only then if a distance of 2 metres cannot be maintained</u></p> <ul style="list-style-type: none"> • where a child or young person already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used • encourage staff to take additional precautions and still adhere to previous safeguarding measures. <p>Read the guidance on safe working in education, childcare and children’s social care for more information about preventing and controlling infection, including when, how PPE should be used, what type of PPE to use, and how to source it.</p>				
<p>(7.Test and trace)</p> <p>Coronavirus (COVID-19) (CV19)</p> <p>Someone entering the school/workplace/offices with CV19</p>	<p>Employees, agency, Pupils, visitors</p> <p>Causing severe infection/disease</p>	<p>1 The NHS Test and Trace process and contact with our local Public Health England health protection team. The school must ensure that staff members and parents/carers understand that they will need to be ready and willing to:</p> <ul style="list-style-type: none"> • book a test if they are displaying symptoms. Staff and pupils must not come into the school if they have symptoms, and must be sent home to self-isolate if they develop them in school. All children can be tested, including children under 5, but children aged 11 and under will need to be helped by their parents/carers if using a home testing kit • provide details of anyone they have been in close contact with if they were to test positive for 	<p>M</p>	<p>Information from Tower Hamlets</p> <ul style="list-style-type: none"> • When you have a case to report please use this form and email it to PHCov19@towerhamlets.gov.uk • The forms won’t be kept, they are to enable the transfer of data into our TH Covid Case Tracker in Schools. • We hope this will simplify the process – please do let us know if you have any feedback on the new form and process. <p>Please note that schools do not need to inform LBTH Public Health of cases where the staff member/pupil was not in school whilst infectious and there are no concerns about them having caught Covid-19 in school.</p> <p>Initial call to DFE helpline 0800 046 86 87 who make a referral to local Health Protection Team and local authority</p>		

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		<p>coronavirus (COVID-19) if asked by NHS Test and Trace</p> <ul style="list-style-type: none"> • https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests can be booked online through the NHS testing and tracing for coronavirus website, or ordered by telephone via NHS 119 for those without access to the internet. Essential workers, which includes anyone involved in education or childcare, have priority access to testing. <p>2 The school will ask parents and staff to inform them immediately of the results of a test:</p> <ul style="list-style-type: none"> • if someone tests negative, if they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating. They could still have another virus, such as a cold or flu – in which case it is still best to avoid contact with other people until they are better.. • if someone tests positive, they should follow the ‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’ and must continue to self-isolate for at least 5 days from the onset of their symptoms. If you have two negative LFD tests taken on consecutive days 5 and 6 then self isolation can end. The first LFD should not be taken before the 				
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		<p>fifth day after your symptoms started (or the day your test was taken if you did not have symptoms). The self isolation period remains 10 full days for those without negative results from 2 LFD tests taken a day apart.</p>			
<p>(8.Confirmed cases)</p> <p>Coronavirus (COVID-19) (CV19)</p> <p>Someone entering the school/workplace/offices with CV19</p>	<p>Employees, agency, Pupils, visitors</p> <p>Causing severe infection/disease</p>	<p>1 The schools will take swift action when it becomes aware that someone who has attended has tested positive for coronavirus (COVID-19). The school will contact the local health protection team. This team will also contact schools directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school – as identified by NHS Test and Trace.</p> <p>2 Based on the advice from the health protection team, the school will advise close contacts to book a PCR test. Children and those double vaccinated do not need to miss school or self isolate whilst they wait for the result of the test unless they have Covid symptoms.</p> <p>3 ‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’.</p> <p>4 The school would like to see evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation.</p> <p>Further guidance is available on testing and tracing for coronavirus (COVID-19).</p>	M		
<p>(9.Outbreak)</p>	<p>Employees, agency, Pupils, visitors</p>	<p>If school has 5 cases of Covid across a class within 10 days this could mean that Covid is spreading within that group of children each child must self-isolate for 10 days and the</p>	M	<p>Staggered play and lunch times. Enhanced cleaning of communal cross over areas. Parents/carers informed of a positive case within their child’s class, advising to take a PCR test if unwell.</p>	

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<p>Coronavirus (COVID-19) (CV19)</p> <p>Someone entering the school/workplace/offices with CV19</p>	<p>Causing severe infection/disease</p>	<p>school must work with their local health protection team who will be able to advise if additional action is required.</p> <p>Contact the DFE helpline on 0800 046 8686 who make a referral to the local health protection team and local authority. The local HPT conduct an over the phone risk assessment based on control measures in place using a green/amber/red rating system. Advice for enhance social distancing measures and increased cleaning is given. Any cases resulting in hospitalization or death may result in the the closure of classes, if not a 2 week review is scheduled.</p> <p>In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure – perhaps the whole site or year group. 2 Because the school is implementing controls from this list, addressing the risks identified and therefore reducing transmission risks, whole school closure based on cases within the school will not generally be necessary, and should not be considered except on the advice of health protection teams.</p> <p>3 In consultation with the local Director of Public Health, where an outbreak in the school is confirmed, a mobile testing unit may be dispatched to test others who may have been in contact with the person who has tested positive. Testing will first focus on the person’s class, (in liaison with parents as cannot test without parental consent) followed by their year group, then the whole school if necessary, in line with routine public health outbreak control practice.</p>	<p>Keep the local borough contact up to date with confirmed cases.</p>		
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<p>(10.Educational Visits)</p> <p>Coronavirus (COVID-19) (CV19) with CV19</p>	<p>Employees, agency, Pupils, visitors</p> <p>Causing severe infection/disease</p>	<p>In the event of a school outbreak with significant cases trips including swimming will be cancelled to prevent spread of Covid 19.</p>	<p>L</p>			
<p>(11.Individual)</p> <p>Coronavirus (COVID-19) (CV19)</p> <p>Someone entering the school/workplace/offices with CV19</p>	<p>Employees, agency</p> <p>Causing severe infection/disease</p>	<p>It is no longer necessary for government to instruct the wider workforce to work from home.</p> <p>The school at present will limit the use of supply teachers and other supply staff during this period.</p> <p>3 Individual risk assessments have been completed for school staff with vulnerable conditions, in line with current government guidance. These staff members should bring any concerns to the lead in their bubble or a member of the SLT who will then inform the Headteacher. Further 1:1 meetings will be held to address concerns and find solutions. Those who are living with extremely vulnerable should also complete individual risk assessments.</p> <p>Reasonable adjustment should be made by employers where possible.</p> <p>Staff who are clinically vulnerable or extremely clinically vulnerable</p> <p>The school has applied the full measures in the DFE guidance to ensure the risks to all staff will be mitigated significantly, including those who are extremely clinically vulnerable and clinically vulnerable. We expect this will allow most staff to return to the workplace, although we</p>	<p>M</p>			

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		<p>advise those in the most at risk categories to take particular care.</p> <p>Advice for those who are clinically-vulnerable, including pregnant women, is available.</p> <p>Advice for those who are extremely clinically vulnerable can be found in the guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19.</p> <p>School leaders should be flexible in how those members of staff are deployed to enable them to work remotely where possible or in roles in school where it is possible to maintain social distancing. This is impossible where staff are class based.</p> <p>People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace.</p> <p>Staff who are pregnant</p> <p>As a general principle, pregnant women are in the 'clinically vulnerable' category and are advised to follow the relevant guidance available for clinically-vulnerable people.</p> <p>Staff who may otherwise be at increased risk from coronavirus (COVID-19)</p> <p>Some people with particular characteristics may be at comparatively increased risk from coronavirus (COVID-19), as set out in the COVID-19: review of disparities in risks and outcomes report. The reasons are complex and there is ongoing research to understand and translate these findings for individuals in the future. Staff with significant risk factors who are concerned have already completed an individual risk assessment and discussed mitigation with</p>				
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		class teachers where appropriate, the leadership team and the Headteacher.				
<p>(12.Physical Education)</p> <p>Coronavirus (COVID-19) (CV19)</p> <p>Someone entering the school/workplace/offices with CV19</p>	<p>Employees, agency, Pupils, visitors</p> <p>Causing severe infection/disease</p>	<p>1 The school has the flexibility to decide how physical education, sport and physical activity will be provided whilst following the measures in our system of controls.</p> <p>2 Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided.</p> <p>3 Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene</p> <p>This is particularly important in a sports setting because of the way in which people breathe during exercise. External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities.</p> <p>Schools should refer to the following advice:</p> <ul style="list-style-type: none"> • guidance on the phased return of sport and recreation and guidance from Sport England for grassroots sport • advice from organisations such as the Association for Physical Education and the Youth Sport Trust <p>4 Teachers will teach PE. There will be no external visitors and no offers of extra-curricular activities for the Autumn Term. This will be reviewed for the Spring Term.</p> <p>5 Activities such as active miles, making break times and lessons active and encouraging active travel help to enable pupils to be physically active while encouraging physical</p>	L	PE Co-ordinator to consider provision with a focus on safe zones, hygiene, good behaviour, not sharing equipment, promotion of physical wellbeing, stamina, avoidance of physical contact. Children on the day they have PE come to school in their PE kits – wearing navy jogging bottoms once weather gets colder.	PE Co-ordinator	

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		distancing will be investigated by the PE Coordinator. These would all be outdoor activities. Children are discouraged from engaging in physical activities indoors, particularly where they can't socially distance.				
(13.Pupil Wellbeing) Coronavirus (COVID-19) (CV19) Someone entering the school/workplace/offices with CV19	Employees, agency, Pupils, visitors Causing severe infection/disease	1 The school to consider the provision of pastoral and extra-curricular activities to all pupils designed to: • Targetted interventions (where possible) to support catch up. •support the rebuilding of friendships and social engagement •address and equip pupils to respond to issues linked to coronavirus (COVID-19) •support pupils with approaches to improving their physical and mental wellbeing including training via Stephen Aravena short videos, Initial English books chosen with focus on wellbeing and emotional literacy and individual sessions with Stephen available to staff and pupils if required. Referrals also possible to outside agencies through SENCo. Whilst also ensuring to •establish routines and normality of school life as quickly as possible to enable pupils to catch up. 2 Schools to ensure the promotion of awareness of the virus suitable for the age group, with the repeated gentle reminders of control measures	M	Risk assessments for children with EHCPs, Behaviour support plans for SEMH children INSET 1 st Sept – focus on behaviour and safeguarding as well as further exploration of risk assessment Transition programme given to targeted children in preparation for September Children with 1:1 have been introduced to SEN TAs. In preparation for the previous year.. A Powerpoint and risk assessment was placed online to inform and reassure prior to attending school. Mental Health Week was celebrated where the Community shared and put on website to signpost support and offer solidarity. Referrals made where required to AWA or to trained staff members for Additional support	SLT/SENCo SA LO, MML	
(14.Staff wellbeing) Coronavirus	Employees, agency, Pupils, visitors	1 Change is managed in consultation with and supported by staff and rationale for change clearly explained through information sharing.	M	AWA can provide counselling and signpost additional support Referrals as required through occupational health	SA	

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<p>(COVID-19) (CV19)</p> <p>Someone entering the school/workplace/offices with CV19</p>	<p>Causing severe infection/disease</p>	<p>2 Support is offered for staff wellbeing as some staff may be particularly anxious about returning to school. The Department for Education is providing additional support for both pupil and staff wellbeing in the current situation. Information about the extra mental health support for pupils and teachers is available via this links and through our Attendance and Welfare Officer – Stephen Aravena. The Education Support Partnership provides a free helpline for school staff and targeted support for mental health and wellbeing</p>				
<p>(15. Behaviour change/support)</p> <p>Coronavirus (COVID-19) (CV19)</p> <p>Someone entering the school/workplace/offices with CV19</p>	<p>Employees, agency, Pupils, visitors</p> <p>Causing severe infection/disease</p>	<p>1 Assessment and implementation of ‘change management’ for behaviour, recognising that the school’s control measures for the virus is actually all based on human behaviour to manage, i.e. washing hands, respiratory health, cleaning, staying at home when have symptoms, staying at a distance, all of which requires training, support, guidance, correction, monitoring. The school has benefitted from being continually opened to children of key workers and vulnerable children and then Nursery, Reception, Y1 and Y6 allowing time for staff to embed routines, share good practice and make changes.</p>	<p>M</p>	<p>Behaviour policy with updates, safeguarding policy with updates shared September Inset.</p>		
<p>(16. Ventilation)</p> <p>Coronavirus (COVID-19) (CV19)</p>	<p>Employees, agency, Pupils, visitors</p> <p>Causing severe infection/disease</p>	<p>1 Open windows and doors frequently to encourage ventilation where possible.</p> <p>2 Do not use air conditioning or fans in class bubbles.</p> <p>3 Don’t use hot air dryers (EYFS toilets)</p>		<p>Fans removed from classrooms. Air conditioning switched off. Hand dryers in EYFS not in use. Replace with paper towels. Doors and windows kept opened and children encouraged to wear layers.</p>		

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Someone entering the school/workplace/offices with CV19						
<p>(17. First aid)</p> <p>Coronavirus (COVID-19) (CV19)</p> <p>Someone entering the school/workplace/offices with CV19</p>	<p>Employees, agency, Pupils, visitors</p> <p>Causing severe infection/disease</p>	<p>1 There are no additional PPE requirements because of coronavirus (COVID-19) for first aid, or for non-symptomatic children who present behaviours which may increase the risk of droplet transmission or who require care that cannot be provided without close hands-on contact</p> <p>2 It is accepted that 2m social distancing cannot be maintained during the delivery of first aid, but physical contact should be kept to a minimum e.g. pupils apply cold pack, wipe, plaster where able to do so.</p> <p>3 First aid where possible children attended to outside in the playground if incident occurs during playtime. Otherwise small area of foyer leading out to playground will be screened off for use</p> <p>4 Daily medication held in classrooms where possible administration overseen by TAs when appropriate paperwork completed by parents.</p> <p>Medication kept in fridge is found in front office.</p>	L	First aiders identified and working across the school.		
<p>(18 Staff room/kitchens)</p> <p>Kitchen staff</p> <p>Coronavirus (COVID-19) (CV19)</p>	<p>Employees, agency, Pupils, visitors</p> <p>Causing severe infection/disease</p>	<p>3x kitchen staff to return Autumn 1 to make and serve hot meals.</p> <p>Children may have own packed lunch. Children bring own cutlery if required. Not provided by school to avoid cross contamination. Advice for a healthy packed lunch from various websites including</p>	M	<p>https://www.nhs.uk/change4life/recipes/healthier-lunchboxes</p> <p>Rotas for school dinners in place</p>		

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<p>Someone entering the school/workplace/offices with CV19</p>		<p>https://www.nhs.uk/change4life/recipes/healthier-lunchboxes</p> <p>Kitchen staff to ensure safe disposal of lunchtime remains including packaging. .</p> <p>Handwashing regime maintained throughout.</p> <p>Staff member from class bubble sits with children when eating lunch. Reception seated in new hall.</p> <p>After food, children directed to area of playground where they must remain.</p>				
<p>(20. Water fountains) Coronavirus (COVID-19) (CV19)</p> <p>Someone entering the school/workplace/offices with CV19</p>	<p>Employees, agency, Pupils, visitors</p> <p>Causing severe infection/disease</p>	<p>1 Switch the water fountains off and pupils use school water bottles where possible. Parents to provide children with school or clear plastic water bottles.</p> <p>2 Have a designated area for pupils to store or/have access to water</p>	<p>L</p>		<p>PS</p>	
<p>(21. Swimming pools) swimming Coronavirus (COVID-19) (CV19)</p> <p>Someone entering the school/workplace/offices with CV19</p>	<p>Employees, agency, Pupils, visitors</p> <p>Causing severe infection/disease</p>	<p>Swimming</p>	<p>L</p>	<p>See shared drive, 00 Academic Year year_planner_2021-2022 (1) Swimming cancelled for Autumn 2 following outbreak to prevent spread. Will review for Spring 1 based on case numbers in school.</p>		

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<p>(22. building/estate) Building preparedness/Statutory compliance Coronavirus (COVID-19) (CV19) Someone entering the school/workplace/offices with CV19</p>	<p>Employees, agency, Pupils, visitors Causing severe infection/disease</p>	<p>1 It is important that, prior to reopening for the autumn term, all the usual pre-term building checks are undertaken to make the school safe. If buildings have been closed or had reduced occupancy during the coronavirus (COVID-19) outbreak, water system stagnation can occur due to lack of use, increasing the risks of Legionnaires' disease. Advice on this can be found in the guidance on Legionella risks during the coronavirus outbreak.</p> <p>2 Once the school is in operation, it is important to ensure good ventilation. Advice on this can be found in Health and Safety Executive guidance on air conditioning and ventilation during the coronavirus outbreak.</p> <p>3 In classrooms, it will be important that schools improve ventilation (for example, by opening windows).</p> <p>4 Statutory compliance completed and up to date</p>	<p>L</p>	<p>EA – Chair to be satisfied that all is in place. Maintain Fire Evacuation plan as more important to get out safely than be concerned about social distancing.</p>		
<p>(23. Contractor/visitor) Contractors/Visitors/ Parents Coronavirus (COVID-19) (CV19) Someone entering the school/workplace/offices with CV19</p>	<p>Employees, agency, Pupils, visitors Causing severe infection/disease</p>	<p>1 Only necessary contractors to be allowed on site, and approved/authorised by managers</p> <p>2 Agency staff and contractors to be inducted to the normal health and safety induction processes, including the current COVID-19 risk assessments and social distancing requirement, and promotion of hand cleaning and hygiene</p> <p>3 Pre-communicated to ensure a health check question-set is asked regarding any symptoms of COVID-19, and information given to them before they get to site on the social distancing and COVID-19 management standards in place</p> <p>4 Normal risk assessment, method statements review, considering your own COVID-19 risk assessment to review</p>	<p>L</p>	<p>Masks offered to visitors</p>		

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		<p>if the works will compromise social distancing for others, such as increasing of numbers of people by contractors working in staff areas breaking the social distancing requirements</p> <p>5 Normal management and monitoring of contractor works, wellbeing on site</p> <p>6 School to assess to keep the parents off site and reduce the concerns of gatherings, this is a school based review/plan, supported by regular communication</p>			
<p>(24.Change management)</p> <p>Coronavirus (COVID-19) (CV19)</p> <p>Someone entering the school/workplace/offices with CV19</p>	<p>Employees, agency, Pupils, visitors</p> <p>Causing severe infection/disease</p>	<p>1 Providing clear consistent and regular communication to improve understanding for all staff throughout the pandemic</p> <p>2 Providing early information instruction before any changes to working practices</p> <p>3 Keeping all risk assessments/changes in risk updated as government guidance seems to be updating daily, weekly</p> <p>4 Full guidance to staff on changes to work environment and procedures in advance of any physical changes</p> <p>5 Increased staff communication to raise awareness of potential risks; directing staff to Government, NHS, PHE and local Council guidelines and resources:</p> <ul style="list-style-type: none"> ▪ NHS guidance, how to wash your hands video (20 second rule) ▪ NHS advice on CV19; risks, symptoms, how CV19 is spread, how to avoid catching or spreading germs ▪ School website; communication via callparent ▪ Information posters displayed at key points and throughout premises 	L	<p>Relies on timely advice from DfE. Quick response and relevant rules/routines/timetables established to facilitate clarity and shared with all staff.</p>	

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		<ul style="list-style-type: none"> ▪ Hygiene requirements (handwashing etc.) and practise of social distancing (2 metres) ▪ Hand driers not used in EYFS. <p>6 Follow signage of egress and access to premises</p> <p>7 Government/LA guidance on trace and track measures and clear guidance to managers and staff on actions required and support available</p>			
<p>(25.Stress and anxiety)</p> <p>Stress and anxiety concerning returning to work</p> <p>Coronavirus (COVID-19) (CV19)</p> <p>Someone entering the school/workplace/offices with CV19</p>	<p>Employees, agency, Pupils, visitors</p> <p>Causing severe infection/disease</p>	<p>1 Managers to identify staff with stress or anxiety and complete a follow up stress risk assessment</p> <p>2 For staff who have returned into work whether to be communicated with by sharing risk assessments and control measures for covid-19 controls</p> <p>3 Ongoing clear communication between individuals / teams / homeworkers and Managers is clear:</p> <ul style="list-style-type: none"> • Agreed work activities • Scheduled calls / contact time • Access to resources through school insurance. • Wellbeing and Health on HR website (includes stress risk assessment) <p>4 Review of pupils that present stress and anxiety due to the covid-19 fears</p> <p>5 Pupils and families who are anxious about return to school</p> <p>All other pupils must attend school. This may include pupils who have themselves been shielding previously but have been advised that this is no longer necessary, those living in households where someone is clinically vulnerable, or those concerned about the comparatively increased risk</p>	M	<p>Where identified Stephen A to complete stress risk assessments with staff who request them.</p> <p>Ann supplied staff with link to Mental Health App</p> <p>DH meets staff who cite stress as factor for absence.</p>	SA

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		<p>from coronavirus (COVID-19), including those from Black, Asian and Minority Ethnic (BAME) backgrounds or who have certain conditions such as obesity and diabetes.</p> <p>If parents of pupils with significant risk factors are concerned, we will discuss their concerns and provide reassurance of the measures they are putting in place to reduce the risk in school. We will be clear with parents that pupils of compulsory school age must be in school unless a statutory reason applies (for example, the pupil has been granted a leave of absence, is unable to attend because of sickness, is absent for a necessary religious observance etc).</p>				
<p>(26.Transport)</p> <p>Coronavirus (COVID-19) (CV19)</p> <p>Someone entering the school/workplace/offices with CV19</p>	<p>Employees, agency, Pupils, visitors</p> <p>Causing severe infection/disease</p>	<p>1 Social distancing has significantly reduced available transport capacity. The new DFE guidance sets out a new framework for supporting transport to and from schools from the autumn term.</p> <p>They have made a distinction between dedicated school transport and wider public transport:</p> <ul style="list-style-type: none"> by dedicated school transport, they mean services that are used only to carry pupils to school. This includes statutory home to school transport, but may also include some existing or new commercial travel routes, where they carry school pupils only by public transport services, they mean routes which are also used by the general public <p>Dedicated school transport, including statutory provision</p>	M	<p>Consider disposal of masks – from public transport, storage if reusing – keep in plastic wallet on desk. Children will be asked to place masks in plastic bag provided and stored in tray or appropriate area designated by the class teacher.</p> <p>Y6 wear masks on school transport and stay in carriage with adult, not talking and not moving about.</p>		

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		<p>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.</p> <p>It is important to consider:</p> <ul style="list-style-type: none"> • how pupils are grouped together on transport, where possible this should reflect the bubbles that are adopted within school • use of hand sanitiser upon boarding and/or disembarking, and how this is supervised and managed • additional cleaning of vehicles • organised queuing and boarding where possible • distancing within vehicles wherever possible • 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 <p>Dedicated school services can take different forms. Some journeys involve coaches regularly picking up the same pupils each day, others involve use of a minibus whilst other services are used by different pupils on different days, or by pupils with SEND. The precise approach taken will need to reflect the range of measures that are reasonable in the different circumstances.</p>				
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		<p>It will also require a partnership approach between local authorities, schools, trusts, dioceses and others. In particular, it is imperative that schools work closely with local authorities that have statutory responsibility for ‘home to school transport’ for many children, as well as a vital role in working with local transport providers to ensure sufficient bus service provision.</p> <p>Wider public transport</p> <p>In many areas, pupils normally make extensive use of the wider public transport system, particularly public buses. To facilitate the return of all pupils to school, it will be necessary to take steps to both depress the demand for public transport and to increase capacity within the system. Both will require action at a national and local level. Schools have a critical role to play in supporting collaboration between all parties - providers, local authorities, parents and pupils.</p> <p><u>Schools should work with partners to consider staggered start times to</u> enable more journeys to take place outside of peak hours. We recognise that this option will be more feasible in some circumstances than others.</p>				
<p>(27.Pupils shielding)</p> <p>Pupils shielding</p> <p>Self-isolating</p>	<p>Employees, agency, Pupils, visitors</p> <p>Causing severe infection/disease</p>	<p>1 The majority of pupils will be able to return to school, but we note that:</p> <ul style="list-style-type: none"> a small number of pupils will still be unable to attend in line with public health advice because they are self-isolating and have had symptoms or a positive test result themselves; or because they 	<p>M</p>	<p>Ensure provision of remote learning for children who are shielding. Engage staff shielding in remote support.</p>		

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<p>Coronavirus (COVID-19) (CV19)</p> <p>Someone entering the school/workplace/offices with CV19</p>		<p>are a close contact of someone who has coronavirus (COVID-19)</p> <ul style="list-style-type: none"> shielding advice for all adults and children will pause on 1 August, subject to a continued decline in the rates of community transmission of coronavirus (COVID-19). 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 current advice on shielding if rates of the disease rise in local areas, children (or family members) from that area, and that area only, will be advised to shield during the period where rates remain high and therefore they may be temporarily absent (see below). some pupils no longer required to shield but who generally remain under the care of a specialist health professional may need to discuss their care with their health professional before returning to school (usually at their next planned clinical appointment). You can find more advice from the Royal College of Paediatrics and Child Health at COVID-19 - 'shielding' guidance for children and young people. 				
<p>(28.Music)</p> <p>Music</p> <p>Coronavirus</p>	<p>Employees, agency, Pupils, visitors</p>	<p>1 We are aware that there may be an additional risk of infection in environments where you or others are singing, chanting, playing wind or brass instruments or shouting. This applies even if individuals are at a distance.</p>	<p>L</p>	<p>Early Years/KS1 used as a means of developing language through learning new words and structures in songs, developing understanding of pattern and number in Maths Mitigate risk through enforcing social distance, avoiding facial contact, singing only in small well spaced out groups using quiet voices.</p>	<p>SO</p>	

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<p>(COVID-19) (CV19)</p> <p>Someone entering the school/workplace/offices with CV19</p>	<p>Causing severe infection/disease</p>	<p>2 Schools should consider how to reduce the risk, particularly when pupils are playing instruments or singing in small groups such as in music lessons by, for example, physical distancing and playing outside wherever possible, limiting group sizes to no more than 15, positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation.</p> <p>3 Singing, wind and brass playing will begin to take place in larger groups such as school choirs and ensembles, or school assemblies.</p> <p><u>Further more detailed DfE guidance will be published shortly.</u></p>		<p>Music Co to ensure the music curriculum is covid safe. KS1 and KS2 begin singing Carol Service and Nativity will be virtual Dec 2021.</p>		
<p>(29.Contingency planning)</p> <p>Coronavirus (COVID-19) (CV19)</p> <p>Someone entering the school/workplace/offices with CV19</p>	<p>Employees, agency, Pupils, visitors</p> <p>Causing severe infection/disease</p>	<p>1 Contingency planning for outbreaks are being developed and are awaiting the updated information</p> <p>2 If a local area sees a spike in infection rates that are resulting in localised community spread, appropriate authorities will decide which measures to implement to help contain the spread. 3 The Department for Education will be involved in decisions at a local and national level affecting a geographical area and will support appropriate authorities and individual settings to follow the health advice. <u>More information will be provided on this process in due course.</u></p> <p>4 For individuals or groups of self-isolating pupils, remote education plans should be in place. These should meet the same expectations as those for any pupils who cannot yet attend school at all due to coronavirus (COVID-19).</p>	<p>M</p>			

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		<p>5 In the event of a local outbreak, the PHE health protection team or local authority may advise a school or number of schools to close temporarily to help control transmission.</p> <p>6 Schools will need a contingency plan for this eventuality. This may involve a return to remaining open only for vulnerable children and the children of critical workers and providing remote education for all other pupils.</p>				
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Overall Residual Risk for Activity (L / M / H):	MEDIUM
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Level of Risk	Suggested Action
LOW	Control measures are adequate but continue to monitor and review; ensure that they remain satisfactory and appropriate
MEDIUM	Control measures need to be introduced within a specified time period; continue to monitor and review
HIGH	Unless control measures can be immediately introduced to reduce the risk so far as is reasonably practicable, the task or activity should be suspended

