

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 Version 6		
Location	Columbia Primary School		
Completed by	Corporate Health and Safety Services (CHSS) draft template for school risk review and planning		
Date of Assessment	17 July 2020 updated 19 August updated 18th September updated 14th October updated 19th January updated 4th March	Review Date	26th March 2021

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
Preventative Measure: 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.						
People unwell/ Coronavirus (COVID-19) (CV19)	Employees, agency, Pupils, visitors	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	M	General <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 Campaigns of symptom awareness 	SLT on INSET day Olly to publish on website	

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<p>Someone entering the school/workplace/offices with CV19</p>	<p>Causing severe infection/disease</p>	<p>2 Anyone presenting Covid-19 symptoms (new persistent cough or a high temperature or has a loss of or change in, their normal sense of taste or smell/anosmia) at school will be sent home as soon as possible and advised to follow guidance for households with possible or confirmed coronavirus (COVID-19) infection stay at home guidance, they should self-isolate for at least 10 days and arrange for a test (get tested). 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 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 If someone has 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.</p> <p>4 Other members of their household including any siblings should self-isolate for 14 days from when the symptomatic person first had symptoms.</p> <p>5 PPE must be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with</p>		<ul style="list-style-type: none"> • 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 • Schools must do this and have evidence of staff understanding • Plan to have a small amount of PPE for in the event of point.3 – if cannot social distance to at least 2m whilst dealing with pupils presenting covid-19 symptoms PPE to include; <p>Columbia</p> <ul style="list-style-type: none"> • Covid Room relocated to Parents’ Room • Only invited parents will be allowed in to school. • Protocol for visitors. • Deliveries are non-contact • Staff keep phones on them and contact office if they have suspected case for advice/ to ask for child to be collected • Staff handbook identifies different ‘tests’ to check for COVID symptoms 	<p>Olly to send letter to parents</p> <p>Class teachers in September</p> <p>Sarah in August</p> <p>Olly</p> <p>Sarah</p> <p>Sarah by September All staff</p> <p>Olly by September Staff in September</p> <p>Staff in September</p>	
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		<p>complex needs). More information on PPE use can be found in the use of personal protective equipment (PPE) guidance.</p> <p>6 Any staff that have been in close contact with someone with Covid-19 symptoms do not need to self-isolate/go home unless have symptoms, in which case they should arrange a test or if the symptomatic person subsequently tests positive or they have been requested to do so by NHS test and trace</p>				
Preventative Measure: Mass testing of staff						
<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>	<ol style="list-style-type: none"> 1. Staff working on site will complete a weekly PCR test, leading to a twice weekly LFT. 2. Staff will complete the PCR test before school at the start of their working week. They will bring it to the office to send off. 3. Staff will be notified by NHS track and trace if they test positive. The staff will then contact Olly who will decide on which other pupils/ staff need to self isolate. 4. Staff who have tested positive for COVID-19 in the last 90 days will not be asked to complete a PCR test as it may lead to a false positive. They instead will be asked to complete a LFT. 5. Once LFT are implemented, all staff working on site will be asked to complete two tests a week before they come to school. They should wait for the outcome of the test before attending and log their results with track and trace. The tests take approximately 30 minutes to process and are done at home. 	M	Create spreadsheet to record completion of tests	Heidi in January	

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		6. If staff have symptoms, they should always self isolate and take a PCR test (unless they have already had COVID-19 in the last 90 days) irrespective of whether they have recently received a negative test as part of the mass testing.				
Preventative Measure: Mass testing of parents						
People unwell/ Coronavirus (COVID-19) (CV19) Someone entering the school/workplace/offices with CV19	Employees, agency, pupils, visitors, parents Causing severe infection/disease	1. Parents of school age children are able to access twice weekly Lateral Flow Device Tests 2. If a parent tests positive, they will self isolate with their family and then take a PCR test to check the result. They will also inform the school.	M		Letter sent in March	
Preventative Measure: In some cases, face coverings are necessary.						
Face Coverings Coronavirus (COVID-19) (CV19)	Employees, agency, pupils, visitors Causing severe infection/disease	1 Follow local restriction measures from Public Health and Health Protection Units (in areas of local lockdown or restrictions are in place, face coverings should be worn by adults and pupils in years 7 and above) Follow any exemptions from wearing of face coverings. 1a – ensure a communication plan is in place in the event of short notice of implementing use of face coverings 2 Have a supply of face coverings in the event of local restrictions and implementing any preventative measures at short notice		Staff and parents are required to wear face coverings at pick up and drop off. Staff are required to wear face coverings in communal areas, when they are working in spaces that are not their own and when they are unable to socially distance from people outside their bubble.	Olly in October Olly in November	

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		<p>3 Schools year 7 and above – complete an assessment of areas where school bubbles/groups may mix/cross over such as reception, atrium, corridors, dining hall (not when eating), stairwells and implement any face covering zones, ensuring the school has a supply of face coverings, and the pupils/parents/staff/visitors are all aware of the changes and required control measures, this could be extended to staff areas where social distancing of 2m cannot be implemented</p> <p>4 Primary schools have completed an assessment of all staff areas to ensure social distancing of 2m is implemented, the Head teacher can implement face coverings in these areas if social distancing is a concern</p> <p>5 All visitors, and contractors such as cleaning teams and catering teams (not whilst working in kitchen – but based on their risk assessment) will be instructed to wear face coverings</p> <p>6 School should ensure a constant supply of face coverings in the event of pupils or staff/visitors not having a face covering when needed to wear one</p> <p>7 Staff and Pupils should be informed on type of face covering, the hygiene arrangements of wearing and storing these items, the requirement for clean face coverings, and use of sealed plastic bags for storage. The need not to touch the face coverings once put on.</p> <p>8 Not to dispose of these in recycling bins</p> <p>9 Implementing hand washing/sanitising around the times of use and removal</p>				
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		<p>10 Face coverings are required on public transports except for children under the age of 11, and on school minibus/transport face covering should also be worn for those 11 and over</p> <p>*Links to face covering guidance - face-coverings-in-education</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 is the schools control measure, for staff, pupils, visitors, soap and running water is available throughout the school, this is supported with hand sanitation stations</p> <p>2 This is supported with communication plan that includes when to wash your hands, including when arriving into the school, returning from breaks, when changing rooms, before and after eating</p> <p>3 An assessment of hand hygiene procedures have been completed and implemented, what areas/toilets can be used, at what time, to ensure this doesn't become a crowding concern these areas will be supervised, supported with mobile hand sanitising stations where needed as part of the assessment</p> <p>4 Signage installed throughout, education teaching resources used to train pupils and staff how to clean hands properly</p> <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>	M	<p>Pupils:</p> <ul style="list-style-type: none"> On entry to classroom Before and after break Before and after lunch break. Before and after eating. After movement between teaching spaces/ other spaces in the school. Before they go home. When they get home. <p>Staff</p> <ul style="list-style-type: none"> On entry to school. Before and after using communal areas (staffroom, toilets, resource rooms). At the same time as children. Before leaving school. <p>Visitors</p> <ul style="list-style-type: none"> On entry to school <p>Communication with parents about how to encourage their children to wash hands properly.</p>	<p>Staff with children from September</p> <p>SLT from September</p> <p>Office Team from September</p> <p>Olly from September</p> <p>Sarah from September</p>

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		<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>7 Repeated communications and campaigns on this very important control measures</p> <p>8 COSHH risk assessment updated to ensure storage and use of chemicals are assessed with appropriate control measures, this includes the strict assessment and control measures of hand sanitiser being used and located around the school, with hand and soap preferred, but assessed to ensure the risk of ingestion and skin concerns using hand sanitiser is assessed</p> <p>9 Promoting the hand cleaning if touching your face</p> <p>10 Reviewing the easiness of access to hand washing for pupils, staff, visitors</p> <p>11 Change behaviour promotion of implementing this control measure, aware of the break of pupils and staff not being in the school for a while and they may not have been washing their hands at home, now the school is creating a 'behaviour change' of a very important control measure</p> <p>12 For the younger children and for those children who may need support on this must be detailed here, and how you implement this</p> <p>13 To clean your hands, you should wash your hands thoroughly for 20 seconds with running water and soap and dry them thoroughly, although hand soap and running water</p>		<p>Additional signage added around the school reminding school users how to wash their hands</p> <p>Two onsite cleaners focusing on shared areas where poor hand hygiene would be a concern:</p> <ul style="list-style-type: none"> ● Handrails after entry to building ● Touchpoints ● Toilets ● Staffroom ● Dining hall ● Gates <p>All rooms cleaned daily</p> <p>COSHH risk assessment updated</p>	<p>Sarah from September</p> <p>Sarah from September G4S from July</p>	
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		<p>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>14 Supervision of hand sanitiser use especially for younger children and the risk of ingestion, very young children and those with complex needs should be supported in cleaning their hands properly and skin friendly cleaning wipes can be used as an alternative, although the focus for primary/nursery is hand and soap wherever possible, supported by sanitising areas as part of the risk review</p>				
<p>Preventative Measure: Ensure good respiratory hygiene by promoting ‘catch it, bin it, kill it’ approach.</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 Training, awareness, communication planning to promote this vital control measure in place, focusing on the ‘catch it, bin it, kill it’</p> <p>2 Supported by signage</p> <p>3 Educational resources used as ongoing ‘change behaviour’ and importance of ‘catch it, bin it, kill it’ school classroom media training etc</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</p> <p>6 Supporting and assisting younger children and other pupils who may need assistance in understanding respiratory hygiene,</p>	<p>M</p>	<p>Lidded bins for all classrooms</p> <p>Additional risk assessment for named children.</p> <p>Lidded bins around the school – for group rooms and halls.</p> <p>Tissues provided</p> <p>Discussion about face coverings and individual risk assessment completed PPE provided for intimate care, in the COVID Room and for first aid.</p>	<p>Sarah from September</p> <p>Julie and Olly from September</p> <p>Sarah from September</p> <p>Lilla from September</p> <p>Olly from September</p> <p>Sarah from September</p>	

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		or pupils with complex needs that cannot maintain respiratory hygiene should be detailed here				
Preventative Measure: Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergent or bleach.						
<p>Coronavirus (COVID-19) (CV19)</p> <p>Someone entering the school/workplace/offices with CV19 and there is poor cleaning standards</p>	<p>Employees, agency, Pupils, visitors</p> <p>Causing severe infection/disease</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 ● detailed listing of areas being cleaned, by whom whether this is external resource or internal or mixture of both ● Areas that are shared between groups such as halls, canteens, corridors, toilets, need to be assessed and part of the enhanced cleaning regime <p>*<u>COVID-19-decontamination-in-non-healthcare-settings</u></p>	M	<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>On site cleaner focusing on shared areas where poor hand hygiene would be a concern:</p> <ul style="list-style-type: none"> ● Handrails after entry to building ● Touchpoints ● Toilets ● Staffroom ● Dining hall ● Gates ● Fridge <p>All rooms cleaned daily</p> <p>Children not allowed to bring bikes and scooters to school</p> <p>Children have their own set of pens/ pencils to use.</p> <p>Children keep frequently used resources with them (books, pens, rulers)</p> <p>Reading books allocated to each class.</p> <p>Playground resources allocated to each year group</p>	<p>Sarah in September</p> <p>Sarah in September Olly in July</p> <p>Class Teachers in September Class Teachers in September</p> <p>Vicky, Ellie and Jayda in September Hayley in September</p>	

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				PE equipment allocated to each year group Packed lunches stay with children in classes	Kelly and Russell in September Class Teachers in September	
Preventative Measure: Minimise contact between individuals and maintain social distancing wherever possible.						
<p>Coronavirus (COVID-19) (CV19)</p> <p>Someone entering the school/workplace/offices with CV19 coming close to others, poor social distancing, mixing of groups, lack of infection control separation</p>	<p>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) wherever possible. 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 reduced by keeping pupils in the smaller, class-sized groups described above. Schools should make small adaptations to the classroom to support distancing where possible. That should include seating pupils side by side and facing forwards, rather than face to face or side on, and might include moving unnecessary furniture out of classrooms to make more space. 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>	M	<p>2 Children mix in year groups and phases at lunchtime</p> <p>Remote assemblies</p> <p>Play Centre and Breakfast Club allocated separate areas and staff for phases. Clear record of when children from different groups have mixed.</p> <p>Social distancing encouraged in play centre and breakfast club.</p> <p>Clubs are suspended.</p> <p>6 Classes organised so children are forward facing</p> <p>Most staff work in one year group.</p> <p>Unnecessary furniture removed from classrooms.</p> <p>Where possible, staff keep distance from children.</p> <p>Talk partners mostly kept the same for half a term</p> <p>Staff give feedback alongside children rather than face to face</p> <p>7</p>	<p>Olly in September</p> <p>Olly in September Dilwara and Olly in September</p> <p>Dilwara in September</p> <p>From now</p> <p>Class Teacher in September</p> <p>Olly in September</p> <p>Class Teacher in July</p> <p>Staff in September Staff in September</p> <p>Staff in September</p>	

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		<p>2 Having an implementation plan of how the pupils and staff will be grouped, and this will be monitored from September, but staff within the school are permitted to operate across different classes and groups in order to facilitate the delivery of the school timetable, particularly in secondary school. Distance should be kept wherever possible and when working with younger pupils, moving between groups should only be used where necessary to deliver the full curriculum</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') 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 lay out of the school •the feasibility of keeping distinct groups separate while offering a broad curriculum (especially at secondary) <p>5 It is likely that for younger children the emphasis will be on separating groups, and for older children it will be on</p>		<p>EYU toilets monitored by staff – staff check groups aren't mixing</p> <p>Toilet rota for when children in years 1 - 6 use toilets independently</p> <p>First Aid Area in hall where children can spread out</p> <p>One year group in each part of the playground. At lunchtime children are in phases.</p> <p>One phase in the dining hall at anyone time.</p> <p>Children have allocated lunch seats.</p> <p>Staff meetings and briefings mostly happen on zoom or in the hall.</p> <p>One to one meetings not be held face to face in offices - class and groups rooms only.</p> <p>No more than three people in a face to face meeting.</p> <p>Staff keep distance in staff room with only staff member per table.</p> <p>Consider other spaces where staff can eat lunch</p> <p>8 Each year group has allocated entry and exit point and timing.</p>	<p>EYU staff in September</p> <p>Staff in September</p> <p>Sarah in September</p> <p>Olly in September</p> <p>Olly and Hayley in September</p> <p>Olly in September</p> <p>Olly in September</p> <p>Olly in December</p> <p>Olly in December</p> <p>All staff in September SLT in July</p> <p>Olly in July</p> <p>Office Team in September</p>	
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		<p>distancing. For children old enough, they should also be supported to maintain distance and not touch staff where possible.</p> <p>*follow the guidance on how to group children guidance-for-full-opening-schools (page 13/51)</p> <p><u>6 Measures within the classroom</u></p> <ul style="list-style-type: none"> · Reducing face to face contact · Secondary schools that staff stay at the front of the class and away from colleagues. 2 metres should be maintained where possible, whilst ensuring all pupils, including those with complex needs, continue to receive the best education possible whilst reducing risk. · Children encouraged to maintain distance and not touch staff or peers. · Smaller groups can help reduce risks. · Where possible, classrooms should be adapted by removing excess furniture and seating pupils side by side rather than face to face or side-on. <p><u>7 Measures outside the classroom</u></p> <ul style="list-style-type: none"> · Groups will kept apart from each other wherever possible, avoiding large gatherings such as assemblies and collective worship. · Timetabling to allow groups to be kept separate and minimise movement around the site, wherever possible 		<p>Late pupils not admitted until after other groups have entered the school</p> <p>Parents queue up using social distancing when dropping off and picking up their child.</p> <p>Parents are not allowed in to the schools groups unless they are attending a specific activity for which have they have been invited.</p> <p>Register of parents attending these events.</p> <p>Where possible, parents meetings delivered remotely.</p> <p>No bikes or scooters in school for most children</p> <p>9 Social stories for pupils with SEN.</p> <p>10/ 11 Protocol for visitors</p> <p>14 Teachers can mark books but should wash hands regularly, after 6 books for example.</p> <p>Lost property and jumper boxes will be removed to prevent children’s clothes from mixing. in class, children can keep jumpers on their pegs/ backs of chairs in year 1. All clothing which is removed (jumpers etc) needs names in them. These can then be returned immediately by any</p>	<p>SLT in September</p> <p>Office Team in September</p> <p>Person running meeting in September SLT in September</p> <p>Olly in July</p> <p>Liz in July</p> <p>Olly in September</p> <p>Staff in September</p> <p>Olly in September</p>	
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		<ul style="list-style-type: none"> · Staggered breaks and lunchtimes, giving time for cleaning between groups · Shared staff spaces to help to distance, ensuring staff have a reasonable break <p><u>8. Arriving and leaving school</u></p> <ul style="list-style-type: none"> · Where travel patterns allow, schools will consider staggered start and finish times to keep groups apart (This should not reduce overall teaching time) · Condensing/staggering free periods and break times · Starting or finishing earlier or later to avoid busy times · Communicating changes to parents so they understand drop off and collection processes and visiting the site with or without an appointment. <p>9. Pupils with SEND or EHCP will need specific help for the routine changes and new processes, plans need to be in place (For example, social stories and educational resources)</p> <p>10. Supply/peripatetic teachers and other temporary staff can move between schools but should ensure distancing is maintained where possible, and a review from school management of how to minimise the numbers of visitors to the school wherever possible,</p> <p>11. Specialists, therapists, clinicians and other support staff should provide interventions as usual, following safety</p>		<p>member of staff. Any unnamed clothes will be given to charity.</p>		
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		<p>guidelines where possible. A review of their covid-19 risk management, sharing of the schools control measures, and ensuring strict signing in and record keeping of visitors, keeping data for at least 21 days (for all visitors)</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. Seeking their covid-19 risk assessment, training, competent in managing covid, and ensuring the contractors follow the schools covid risk management, such as wearing face coverings. All visitors can be asked to wear face coverings as a school control measure, if they are not teaching in classrooms etc (example cleaning staff, contractors that may be all over the school and come from site to site)</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.</p> <p>14. For essential equipment, such as pencils and pens, staff and pupils have their own items that are not shared. Classroom-based resources, such as books and games, can be used and shared within the bubble/group; these should be cleaned regularly, along with all frequently touched surfaces. Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles or rotated to allow them to be left unused and out of reach for a</p>				
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		<p>period of 48 hours (72 hours for plastics) between use by different bubbles</p> <p>15. Outdoor playground equipment should be more frequently cleaned. This would also apply to resources used inside and outside by wraparound care providers.</p> <p>16. It is still recommended that pupils limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats, books, stationery and mobile phones. Bags are allowed.</p> <p>17. Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development. Similar rules on hand cleaning, cleaning of the resources and rotation should apply to these resources.</p> <p>Note – In secondary schools, and certainly in the older age groups at key stage 4 and key stage 5, the groups are likely to need to be the size of a year group to enable schools to deliver the full range of curriculum subjects and students to receive specialist teaching. If this can be achieved with small groups, they are recommended. At primary school, and in the younger years at secondary (key stage 3), schools may be able to implement smaller groups the size of a full class. If that can be achieved, it is recommended, as this will help to reduce the number of people who could be asked to isolate</p>				
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		<p>should someone in a group become ill with coronavirus (COVID-19).</p> <p>Note - Schools should assess their circumstances and if class-sized groups are not compatible with offering a full range of subjects or managing the practical logistics within and around school, they can look to implement year group sized 'bubbles'. Whatever the size of the group, they should be kept apart from other groups where possible and older children should be encouraged to keep their distance within groups. Schools with the capability to do it should take steps to limit interaction, sharing of rooms and social spaces between groups as much as possible. When using larger groups the other measures from the system of controls become even more important, to minimise transmission risks and to minimise the numbers of pupils and staff who may need to self-isolate. We recognise that younger children will not be able to maintain social distancing, and it is acceptable for them not to distance within their group.</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. Some schools may keep children in their class groups for the majority of the classroom time, but also allow mixing into wider groups for specialist teaching, wraparound care and transport, or for boarding pupils in one group residentially</p>				
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		<p>and another during the school day. Siblings may also be in different groups. Endeavouring to keep these groups at least partially separate and music contacts between children will still offer public health benefits as it reduces the network of possible direct transmission.</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 particularly important for secondary schools. 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 primary schools can still work across groups if that is needed to enable a full educational offer.</p>				
Preventative Measure: Where necessary, wear appropriate PPE.						
<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 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) symptoms while at schools, and <u>only then if a distance of 2 metres cannot be maintained</u> 	H	<p>Pupils who this is the case for are identified.</p> <p>Staff wear PPE for First Aid which involves close contact.</p> <p>PPE and instructions in COVID Room and in First Aid area.</p>	<p>Sarah in September</p>	

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		<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 <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>				
Preventative Measure: Engage with the NHS Test and Trace process						
<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 Schools must ensure they understand the NHS Test and Trace process and how to contact their local Public Health England health protection team. Schools 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 coronavirus (COVID-19) or if asked by NHS Test and Trace self-isolate if they have been in close contact with someone who develops coronavirus (COVID-19) 	H	<p>Record of children sent home with COVID symptoms</p> <p>Insisting staff stay home if they are unwell</p> <p>Encouraging parents to ask if they are uncertain about anything.</p> <p>Parents/ staff to give evidence to school of negative test result before returning to school/ work by emailing outcome of test to covid@columbia.towerhamlets.sch.uk</p>	<p>Office Team in September</p> <p>Olly in September</p> <p>Olly in September</p> <p>Olly in September</p>	

		<p>symptoms or someone who tests positive for coronavirus (COVID-19)</p> <p>2 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> <p>3 Schools should 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. Other members of their household can stop self-isolating. • 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 10 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone. The 10-day period starts from the day when they first became ill. If they still have a high temperature, they should keep self-isolating until their 				
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		temperature returns to normal. Other members of their household should continue self-isolating for the full 14 days.			
Preventative Measure: Manage confirmed cases of coronavirus amongst the school community.					
<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 Schools must take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19). Schools should 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, schools must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 14 days since they were last in close contact with that person when they were infectious.</p> <p>Close contact means:</p> <ul style="list-style-type: none"> • direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin) 	H		

		<ul style="list-style-type: none"> • proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual • travelling in a small vehicle, like a car, with an infected person <p>A template letter will be provided to schools on the advice of the health protection team, to send to parents and staff if needed. Schools must not share the names or details of people with COVID-19 unless essential to protect others.</p> <p>3 Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within their 14-day isolation period they should follow ‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’. They should get a test, and:</p> <ul style="list-style-type: none"> • if the test delivers a negative result, they must remain in isolation for the remainder of the 14-day isolation period. This is because they could still develop the coronavirus (COVID-19) within the remaining days. • if the test result is positive, they should inform their setting immediately, and must isolate for at least 10 days from the onset of their symptoms (which could mean the self-isolation ends before or after the 				
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		<p>original 14-day isolation period). Their household should self-isolate for at least 14 days from when the symptomatic person first had symptoms, following ‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’</p> <p>4 Schools should not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation.</p> <p>Further guidance is available on testing and tracing for coronavirus (COVID-19).</p> <p>*Note – In most cases parents and schools will be in agreement that a child with symptoms should not attend school, given the potential risk to others, schools can take the decision to refuse the child if in their reasonable judgement it is necessary to protect their pupils and staff from possible infection with COVID-19.</p>				
<p>Preventative Measure: Manage confirmed cases of coronavirus amongst the school community.</p>						
<p>Coronavirus (COVID-19) (CV19)</p>	<p>Employees, agency, Pupils, visitors</p> <p>Causing severe infection/disease</p>	<p>1 If schools have two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak, and must continue to work with their local health protection team who will be able to advise if additional action is required.</p> <p>In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a</p>				

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<p>Someone entering the school/workplace/offices with CV19</p>		<p>precautionary measure – perhaps the whole site or year group.</p> <p>2 If schools are implementing controls from this list, addressing the risks they have identified and therefore reducing transmission risks, whole school closure based on cases within the school will not generally be necessary, and should not be considered except on the advice of health protection teams.</p> <p>3 In consultation with the local Director of Public Health, where an outbreak in a 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, followed by their year group, then the whole school if necessary, in line with routine public health outbreak control practice.</p>				
Other Preventative Measures						
<p>Educational Visits</p> <p>Coronavirus (COVID-19) (CV19) with CV19</p>	<p>Employees, agency, Pupils, visitors</p> <p>Causing severe infection/disease</p>	<p>1 In the autumn term, schools can resume non-overnight domestic educational visits.</p> <p>2 This should be done in line with protective measures, such as keeping children within their consistent group, and the coronavirus (COVID-19) secure measures in place at the destination.</p> <p>3 Schools should also make use of outdoor spaces in the local area to support the delivery of the curriculum</p>	M	<p>Local visits not using public transport</p> <p>Added section to risk assessment re coronavirus including</p> <ul style="list-style-type: none"> ● hand sanitiser ● avoiding mixing at destination ● requesting venue’s risk assessment and evaluating it 	<p>Teachers in September</p> <p>SLT in September</p>	
<p>Staff/individual</p> <p>Coronavirus</p>	<p>Employees, agency, visitors</p>	<p>1 Staff that are clinically extremely vulnerable who would have received a letter confirming this or have been told</p>	M	<p>* Complete Risk Assessment for members of staff who are concerned about risk level of their role.</p>	<p>Olly in September</p> <p>Olly in September</p>	

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<p>(COVID-19) (CV19)</p> <p>Individuals/Staff with existing medical conditions</p> <p>(Protecting staff at higher risk of covid-19)</p> <p>Someone entering the workplace/offices with CV19</p>	<p>An employee being asked to come into work that have existing medical conditions and are clinically extremely vulnerable</p> <p>Causing severe infection/disease</p>	<p>directly by your GP or hospital to shield, this has now paused.</p> <p>2 The school will follow specific guidance on what will happen if there is a local lockdown including any direct or national advice for any changes to shielding. Upper tier local authorities (UTLAs) are leading local outbreak planning, within a national framework, and with the support of NHS Test and Trace, PHE and other government departments. You could be advised to shield again if the situation changes and there is an increase in the transmission of COVID-19 in the community.</p> <p>3 The guidance for the clinically extremely vulnerable is that shielding has been paused. This means:</p> <ul style="list-style-type: none"> • you do not need to follow previous shielding advice • you can go to work as long as the workplace as they are Covid-secure • Home working where possible is still an important control measure • you should continue to wash your hands carefully and more frequently than usual and that you maintain thorough cleaning of frequently touched areas in your home and/or workspace <p>4 Staff who are clinically vulnerable must follow the covid secure building control measures, including observing good hand and respiratory hygiene, adults being able to social</p>		<p>Vulnerable staff not required to complete First Aid or intimate care</p> <p>Ensure staff inform Head if there is a change of circumstance</p>	<p>All staff ongoing</p>	
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		<p>distance from each other wherever possible, and minimising time spent within 1 metre of others (people who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the school/workplace)</p> <p>5 Pregnant staff are in the 'clinically vulnerable' category and follow the above control measures, in addition to this an individual pregnant/expectant mother risk assessment should be completed</p> <p>6 Staff who may be otherwise be at increased risk from coronavirus such as factors including age/sex/deprivation/ethnicity all are able to at work as the control measures of having buildings covid-secure, with controls measures identified within this risk assessment</p> <p>7 The school buildings have been confirmed as covid-secure workplaces, a covid-secure assessment was completed as part of this risk assessment all based on current government guidance.</p> <p>8 There are individual risk assessment for every member of staff *</p> <p>9 Provide support for staff with mental health and wellbeing concerns, following your individual risk assessment completion</p> <p>10 All school staff are advised that the control measures within this assessment, will reduce the risk of transmission,</p>				
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		<p>but is an ongoing behaviour action that includes observing good hand and respiratory hygiene and maintaining social distancing as set out in this risk assessment wherever possible</p> <p>*Note - National Annual flu programme</p> <p>As part of the 2020 to 2021 flu vaccination programme, all other members of households of those who are identified as clinically extremely vulnerable at the time of the flu programme delivery are eligible for free flu vaccinations.</p> <p>Most people who are clinically extremely vulnerable will already be eligible for a free flu vaccination.</p>				
<p>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 Schools have the flexibility to decide how physical education, sport and physical activity will be provided whilst following the measures in their 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>	L	<p>Equipment not shared between year groups.</p> <p>PE, where possible, is outside</p> <p>Sports coach informed of Risk Assessment and need to social distance from pupils</p>	<p>Kelly in September</p> <p>Kelly in September</p> <p>Kelly in September</p>	

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		<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 Schools are able to work with external coaches, clubs and organisations for curricular and extra-curricular activities where they are satisfied that this is safe to do so.</p> <p>5 Schools should consider carefully how such arrangements can operate within their wider protective measures.</p> <p>6 Activities such as active miles, making break times and lessons active and encouraging active travel help enable pupils to be physically active while encouraging physical distancing.</p>				
<p>Pupil Wellbeing</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 Schools should consider the provision of pastoral and extra-curricular activities to all pupils designed to:</p> <ul style="list-style-type: none"> •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 <p>2 Schools to ensure the promotion of awareness of the virus suitable for the age group, with the repeated gentle reminders of control measures</p>	L	<p>Time in staff meetings to discuss approach</p> <p>Support allocated according to need</p>	<p>Olly in September</p> <p>Julie in September</p>	

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<p>Staff wellbeing</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 Change management and information sharing is vital</p> <p>2 Support 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.</p> <p>The Education Support Partnership provides a free helpline for school staff and targeted support for mental health and wellbeing</p>	L	<p>Regular opportunities to review and discuss Risk Assessment</p> <p>Regular and frequent line management</p> <p>Return to work meetings for staff who have been absent</p>	<p>Ongoing from July</p> <p>All staff in September</p> <p>Olly in September</p>
<p>Behaviour change/support/expectations</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</p> <p>2 Staff need to make themselves be accountable for their own actions for hand and respiratory hygiene measures and actions, and social distancing control measures, this should be a focus and support set up, where if you notice staff and or visitors/pupils not being covid secure, you are able to ‘remind’ ‘advise’ ‘correct’ to ensure the vital control measures are being completed</p>	L	<p>Staff meeting time to discuss how to help children changing habits</p>	<p>Olly in September</p>

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		3 A review of the school's behaviour policy around the covid-secure and risk management required, including what is expected and the consequences for poor unsafe behaviour				
<p>Ventilation</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 Keep ventilation systems maintained regularly and adjusting s current HSE, government and CIBSE guidance https://www.cibse.org/coronavirus-covid-19/emerging-from-lockd</p> <p>2 Premises maintain/monitor ventilation systems</p> <p>3 Premises to check service and or adjustments required, so tha ventilation levels due to lower than normal occupancy, follow ex for covid-ventilation-heating assessments/reviewing/servicing</p> <p>4 Opening windows and doors frequently to encourage ventilati</p> <p>5 Keep the systems operating continuously, i.e. not shutting down at weekends</p>	M	<p>Check all windows open well</p> <p>Remind staff to open windows first thing in the morning</p> <p>Check this is happening</p> <p>Doors open</p> <p>Fans in class if heat is too high</p>	<p>Sarah and Tony in August</p> <p>Olly in September</p> <p>Sarah in September</p> <p>Sarah in September</p> <p>Sarah in September</p>	
<p>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 rooms can be very busy and are often small rooms. Schools should make arrangement for only one person being</p>	M	<p>Separate space for children with COVID symptoms</p> <p>First Aid space set up in hall</p> <p>Encourage staff to triage before sending children to first aid area.</p> <p>Staff who are vulnerable will not be required to complete First Aid/ intimate care. Staff to self identify</p>	<p>Sarah in September</p> <p>Sarah in September</p> <p>Olly and Hayley in September</p> <p>Olly in September</p>	

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		<p>treated in the first aid room at a time and allocate another room / area as a waiting/collection area.</p> <p>4 If daily medication is administered from 1st aid rooms then consider if this needs relocating to reduce demand on space</p>				
<p>Staff room/kitchens</p> <p>Kitchen staff</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 in place with signage</p> <p>2 Zip taps/Kettles to be cleaned</p> <p>3 Staff reminded with signage next to Zip taps NOT to allow their cups to touch the Zip tap</p> <p>4 Staff behaviour staying alert to others around them and keeping to the 2 metre rule as a minimum wherever possible</p> <p>5 Staff to wash their hands before / after eating for at least 20 seconds</p> <p>6 Staff to dispose of their food waste into the bins provided, and clean their cutlery and put away</p> <p>7 Staff not to share cups and cutlery</p> <p>8 Staff to be encourage to go outside during breaks</p> <p>9 These areas to have an increased cleaning regime in place managed and monitored</p>	M	<p>Provide additional spaces for staff to eat lunch</p> <p>Staff store food in sealed containers in the fridge and remove it at the end of the day to allow for cleaning of the fridge overnight.</p>	<p>Olly in September</p> <p>G4S in September</p>	
<p>Kitchens</p> <p>Main kitchen</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 kitchen's will be fully open from the start of the autumn term and normal legal requirements will apply about provision of food to all pupils who want it, including for those eligible for benefits-related free school meals or universal infant free school meals.</p> <p>School kitchens can continue to operate, but must comply with the guidance for food businesses on coronavirus (COVID-19).</p>	M	<p>Separate Risk Assessment for Kitchen</p> <p>Pupils collected school dinner in year group bubble.</p> <p>Some year groups eating in classes to avoid congestion in hall.</p> <p>Dots on floor so children are distancing as they approach the servery.</p>	<p>Afusat in September</p> <p>Hayley in September</p> <p>Hayley in September</p> <p>Hayley in September</p>	

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		<p>2 Ensure social distancing is in place for the kitchen and kitchen staff wherever possible, and ask to review the contract kitchen Covid-19 risk assessment, as significant changes due to the full opening of the school</p> <p>4 Social distancing at the servery which is managed and monitored</p> <p>5 If the social distancing cannot be managed in this area a review of shielding/sneeze screens to be considered to protect the kitchen staff serving</p> <p>6 Staff and pupils to be encouraged to wash their hands before / after eating for at least 20 seconds and frequently during the day</p> <p>7 Communication with contract company/service re covid-19 sickness procedures in place to ensure that the school to be informed of any covid-19 related staff/agency sickness, without delay, including BC plan if the whole kitchen crew have to self-isolate, re Test and Trace planning</p>		<p>All food distributed by kitchen staff.</p> <p>Places set for children to eat.</p> <p>Operate servings as opposed to continuous service.</p>	<p>Afusat in September</p> <p>Hayley in September</p> <p>Hayley in September</p>	
<p>Water fountains</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 Switch the water fountains off and provide water via bottles, or having the pupils use their own personal bottle</p> <p>2 Having a designated area for pupils to store or/have access to water</p> <p>3 If have water coolers provide disposable cups</p>	<p>M</p>		<p>Sarah in September</p> <p>Class Teachers in September</p>	

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<p>Swimming pools swimming 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 Follow current Government guidance (this will be changing with new guidance expected) and update risk assessment before opening 2 Ensure the pool equipment receives the required maintenance, and recommissioning required in preparing to open 3 Assess the changing rooms and pool area for social distancing, to ensure a restriction of numbers, limits are decided before re-opening, this will include pool side and all areas of pool, changing rooms 4 Review the area for touch points, shared equipment, commonly used equipment, that may have to have an increased cleaning regime, and/or removal of some equipment 5 Ancillary equipment such as hoists, plant room equipment, will require an assessment review of compliance re service/maintenance schedules 6 Health and safety inspection of all areas in preparation for opening 7 Cleaning to be completed as part of the recovery stage planning</p>	<p>M</p>	<p>N/a When children start attending swimming, obtain the pool’s risk assessment to review procedures.</p>	<p>Kelly</p>	
<p>building/estate Building preparedness/Statutory compliance Coronavirus (COVID-19) (CV19)</p>	<p>Employees, agency, Pupils, visitors Causing severe infection/disease</p>	<p>1 Following a risk assessment, some schools may determine that small adaptations to their site are required, such as additional wash basins. This will be at the discretion of individual schools, based on their particular circumstances. 2 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</p>	<p>L</p>	<p>Install sink in Reception Class Hygiene station on each floor and in staff room Regular checks to ensure the stations are correctly resourced.</p>	<p>Sarah in July Sarah in August Lilla in September</p>	

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<p>Someone entering the school/workplace/offices with CV19</p>		<p>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>3 Additional advice on safely reoccupying buildings can be found in the Chartered Institute of Building Services Engineers' guidance on emerging from lockdown.</p> <p>4 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>5 Fire doors should not be propped open</p> <p>6 In classrooms, it will be important that schools improve ventilation (for example, by opening windows).</p> <p>7 Statutory compliance completed and up to date</p>				
<p>Wraparound provision and extra-curricular activity</p> <p>Coronavirus (COVID-19) (CV19) with CV19</p>	<p>Employees, agency, Pupils, visitors</p> <p>Causing severe infection/disease</p>	<p>1 Breakfast and after school provision in place, covid risk assessments reviewed for all external provision, with controls measures in place, cleaning of areas, numbers agreed, recording of all visitors for at least 21 days</p> <p>2 Bubbles and groups will be maintained wherever possible for these provisions, or small consistent groups maintained, working with supporting vulnerable children, parents, providing enrichment activities and healthy breakfast in a safe covid-secure way</p>	<p>L</p>	<p>Accurate register maintained</p> <p>Children attend in bubbles</p> <p>Staff member manages the entrance/ exit</p>	<p>Dilwara</p> <p>Dilwara</p> <p>Dilwara</p>	

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		<p>3 Follow guidance produced for providers here protective-measures-for-holiday-or-after-school-clubs</p> <p>4 School will access on risk based approach any lettings, provision, or letting of areas of school, reviewing the provider covid risk assessment including test and trace measures, communication, control measures including social distancing, agreed numbers, areas of use, cleaning measures, outbreak concerns</p>			
<p>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, covid-19 risk assessments must be sent by contractors and reviewed and works/visits agreed/authorised before the works/visits commence</p> <p>2 Agency staff and contractors to be inducted to the normal health and safety induction processes, including the current COVID-19 risk assessments and social distancing requirement, and promotion of hand cleaning and hygiene</p> <p>3 Pre-communicated to ensure a health check question-set is asked regarding any symptoms of COVID-19, and information given to them before they get to site on the social distancing and COVID-19 management standards in place</p> <p>4 Normal risk assessment, method statements review, considering your own COVID-19 risk assessment to review if the works will compromise social distancing for others, such as increasing of numbers of people by contractors working in staff areas breaking the social distancing requirements</p>	M	<p>Visitor Protocol</p> <p>Parents not allowed to move freely on school grounds.</p> <p>More meetings conducted remotely.</p>	<p>Olly in September Olly in September</p> <p>SLT in September</p>

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		<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>7 Contractors to follow the covid-face covering management of the school, either implement that all visitor/contractors to wear face coverings, or in defined areas</p>			
<p>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 intranet page; communication on local newsletters • Information posters displayed at key points and throughout premises 	L	<p>Weekly all staff briefing</p> <p>Register for the above to ensure attendance</p> <p>Checking all staff are reading emails</p> <p>Regular line management</p>	<p>Olly in September Sarah in September</p> <p>Line Managers</p> <p>Line Managers</p>

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		<ul style="list-style-type: none"> Hygiene requirements (handwashing etc.) and practise of social distancing (2 metres) <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>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 have been 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 e.g. Employee Assistance Programme (EAP) 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 are informed of the current covid-secure control measures, with communication being sent out to assist and inform</p>	L	<p>Guidance for Line Management on stress</p> <p>Access to EAP helpline – circulated to all staff</p>	<p>Olly in September</p> <p>Sarah in September</p>	

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<p>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. *Current guidance: transport-to-school 11 August</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> <p>It is important to consider:</p> <ul style="list-style-type: none"> Social distancing should be maximised within vehicles Children either sit with their bubble on school transport or with the same constant group of children each day Children should clean their hands before boarding transport and again on disembarking additional cleaning of vehicles 	<p>L</p>	<p>Local trips</p> <p>Encourage all children to walk to school</p> <p>Make arrangements for children who live too far away to use bikes/ scooters.</p> <p>All staff encouraged to travel at non-peak times or on foot/ bike</p> <p>Adjustment to in school hours to support travel at non-peak times.</p>	<p>Class Teacher in September Olly in July</p> <p>Olly in July</p> <p>Olly in September</p> <p>Olly in September</p>	
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		<ul style="list-style-type: none"> organised queuing and boarding where possible through ventilation of fresh air (from outside the vehicle) is maximised by opening of windows and vents the use of face coverings for children over the age of 11 to be implemented, unless exempt or concerns with individual wearing this, such as special needs or medical Children and staff must not board school transport if they or a member of their household has symptoms of coronavirus <p><u>Schools should work with partners to consider staggered start times to</u> enable more journeys to take place outside of peak hours.</p> <p><u>Schools should encourage parents, staff and pupils to walk or cycle to school if at all possible.</u> Schools may want to consider using ‘walking buses’ (a supervised group of children being walked to, or from, school), or working with their local authority to promote safe cycling routes.</p>				
<p>Pupils shielding</p> <p>Pupils shielding</p> <p>Self-isolating</p> <p>Coronavirus</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 	H	<p>Access to remote learning provided to children shielding/ isolating</p> <p>GP advice for children who are clinically vulnerable</p>	<p>Julie and Lesley in September</p> <p>Office Team in September</p>	

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<p>(COVID-19) (CV19)</p> <p>Someone entering the school/workplace/offices with CV19</p>		<p>result themselves; or because they 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>Music</p> <p>Music</p> <p>Coronavirus</p> <p>(COVID-19) (CV19)</p>	<p>Employees, agency, Pupils, visitors</p>	<p>1 Although Singing, wind and brass instrument playing can be undertaken in line with current guidance, this will not be taking place in larger groups, choirs, and assemblies</p>	<p>M</p>	<p>Very small class groups for wind instruments.</p> <p>Temporarily suspend singing assembly, recorder big band and brass ensemble.</p> <p>Advice from THAMES.</p>	<p>Janine in September</p> <p>Janine in September</p>	

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<p>Someone entering the school/workplace/offices with CV19</p>	<p>Causing severe infection/disease</p>	<p>https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/performing-arts</p> <p>2 As it is known that the cumulative aerosol transmission from both those performing in and attending events or lesson is likely to create risk. Singing, wind and brass playing will not take place in larger groups such as school choirs and ensembles, or school assemblies.</p> <p>3 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, hand hygiene.</p> <p>4 External provision/clubs will have their covid-19 risk assessment reviewed before any activity is agreed</p> <p>5 Everything will be done to minimise contacts and mixing, to reduce the number of contacts between pupils and staff, through bubbles/groups, and maintaining social distancing between individual where possible, this means numbers will be limited for these classes</p> <p>6 Background music should be then make staff and pupils raise their voices, use microphones where possible, that are not shared, keeping them clean</p> <p>7 Individual music and performance lessons will follow the above control measures, with social distancing implemented and good ventilation in place</p>		<p>Change whole class lessons to xylophone.</p> <p>Ensure children are not facing each other when they are playing a wind/ brass instrument.</p> <p>Text maps will be done at talking volume and in the hall where possible</p> <p>Introduce clapping games</p> <p>Singing only allowed in groups of 6 and where children are spread out and distanced from teacher</p>	<p>Janine in September Janine in September</p> <p>Janine in September</p> <p>Staff in September</p> <p>Janine in September Staff in September</p>	
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<p>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 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.</p> <p>2 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.</p> <p>3 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>4 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>	<p>M</p>	<p>Establish which families struggle to access remote learning</p> <p>Purchase chromebooks and use these for families who don't have access to remote learning.</p> <p>Continue to provide education to the most vulnerable – target these children.</p> <p>Involvement in Community Connect Programme.</p> <p>Focus curriculum to allow time for teaching 'learning skills' and ICT skills.</p> <p>Clarity over what needs to be taught if children are learning remotely.</p> <p>Introduce Google Classroom.</p> <p>Priority on School Improvement Plan.</p> <p>Implement online safeguarding.</p> <p>Letter to parents asking them to buy chromebooks if they can afford it.</p>	<p>Lesley in September</p> <p>Sarah in July</p> <p>Olly in September</p> <p>Olly in July</p> <p>Lesley in July</p> <p>Lesley in July</p> <p>Olly in September Olly in July</p> <p>Olly and Julie in September Olly in July</p>	
<p>Science</p> <p>Coronavirus</p>	<p>Employees, agency,</p>	<p>1 Science lessons and heads/leads should follow the specific covid-science related CLEAPSS guidance and have detailed within this section or specific risk assessment</p>	<p>L</p>			

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<p>(COVID-19) (CV19)</p> <p>Someone entering the school/workplace/offices with CV19</p>	<p>Pupils, visitors</p> <p>Causing severe infection/disease</p>	<p>http://science.cleapss.org.uk/Resource/GI343-Guide-to-doing-practical-work-during-the-COVID-19-Pandemic-Science.pdf</p>				
<p>Staff required to quarantine</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 Staff returning from named countries will be required to quarantine.</p> <p>2. Above could lead to staffing shortages.</p>	M	<p>Inform staff it is their responsibility to check destinations.</p>	<p>Olly in July</p>	

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 reasonable practicable, the task or activity should be suspended

