

**Schools operating safely during pandemic risk assessment**

**Update 12 April 2021**

This risk assessment is updated in the light of feedback, experience and guidance. Trade unions and staff are invited to comment and this is being made pubic via the school’s website. The Department for Education’s guidance is at <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

Attending school is vital for children’s education and for their wellbeing. Time out of school is detrimental for children’s cognitive and academic development, particularly for disadvantaged children.

On Monday 22nd February, the Prime Minister announced the government’s plan for the return of all pupils to schools and colleges, as part of the [roadmap for leaving lockdown](https://www.gov.uk/government/publications/covid-19-response-spring-2021?utm_source=24%20February%202021%20C19&utm_medium=Daily%20Email%20C19&utm_campaign=DfE%20C19). The overwhelming evidence is that the risk to children and young people from coronavirus (COVID-19) is low, but the risks to children and young people of being out of school and college are high and increase the longer restrictions on education are in force. Whilst education settings can be places where transmission occurs, there is no strong evidence of them driving largescale community transmission.

Based on the recent ONS data, the risks to education, childcare and HE staff are similar to those for most other occupations. Although the public health picture is improving, it remains crucial that steps are taken to reduce and mitigate any risks within education and childcare settings.

The DfE has worked closely with PHE to develop and refresh the system of controls to reduce the risk of transmission in education and childcare settings, based on scientific rationale. When implemented in line with a revised risk assessment, Government advice is that these measures create an inherently safer environment for children and staff where the risk of transmission of infection is substantially reduced.

Essential measures include:

* a requirement that people who are ill stay at home
* robust hand and respiratory hygiene
* wearing a [face covering](https://www.gov.uk/government/publications/face-coverings-when-to-wear-one-and-how-to-make-your-own/face-coverings-when-to-wear-one-and-how-to-make-your-own) to protect others (unless exempted from doing so), when required and properly fitted to cover the nose and mouth.
* enhanced cleaning and ventilation arrangements
* active engagement with NHS Test and Trace
* formal consideration of how to reduce contacts and maximise distancing between those in school wherever possible and minimise the potential for contamination so far as is reasonably practicable

Key to the school’s risk assessment is:

* avoiding contact between groups
* staff maintaining distance from pupils and other staff as much as possible
* staff participating in the twice weekly asymptomatic testing programme, please see separate testing risk assessment

Key measures to prevent spread of coronavirus are:

* minimising contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school
* the use of face coverings by adults in schools where recommended
* clean hands thoroughly more often than usual
* ensuring good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach
* introducing enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents
* minimising contact between individuals and maintain social distancing wherever possible
* where necessary, wearing appropriate personal protective equipment (PPE)
* always keeping occupied spaces well ventilated
* engaging with the NHS Test and Trace process
* engage in the schools testing process
* managing confirmed cases of coronavirus (COVID-19) amongst the school community
* containing any outbreak by following local health protection team advice
* responding to additional guidance

If staff are concerned, including those who may be clinically vulnerable or who believe they may be at possible increased risk from coronavirus, school leaders discuss any concerns individuals may have around their particular circumstances and reassure staff about the protective measures in place.

Those identified through a letter from the NHS or a specialist doctor as in the group deemed clinically extremely vulnerable (CEV), are advised not to attend the workplace and should talk to school leaders about how they will be supported, including to work from home. The [guidance](https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19) updated 16 February provides advice on what additional measures individuals in this group can take.

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

Increased ventilation may make school buildings cooler than usual over the winter months. Parents are encouraged to ensure their children wear additional, suitable indoor items of clothing to be worn during the winter period.

When children are required to self-isolate, remote learning will be provided. Remote learning will include:

* ensuring pupils receive clear explanations
* supporting growth in confidence with new material through scaffolded practice
* application of new knowledge or skills
* enabling pupils to receive feedback on how to progress

# Principles

In order to prevent the spread of coronavirus, schools will:

# Minimise contact with individuals who are required to self-isolate by ensuring they do not attend the school.

# Ensure face coverings are used in recommended circumstances.

# Ensure everyone is advised to clean their hands thoroughly and more often than usual.

# Ensure good respiratory hygiene for everyone by promoting the ‘catch it, bin it, kill it’ approach.

# Maintain enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents.

# Consider how to minimise contact across the site and maintain social distancing wherever possible.

# Keep occupied spaces well ventilated.

# In specific circumstances:

# Ensure individuals wear the appropriate personal protective equipment (PPE) where necessary.

# Promote and engage in asymptomatic testing, where available.

# Response to any infection

In the event of a positive test, schools will:

1. engage with the NHS Test and Trace process
2. manage confirmed cases of coronavirus (COVID-19) amongst the school community
3. contain any outbreak by following local health protection team advice

Expectations in all schools

***a) Prevention***

# i) Schools will minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school

When an individual develops coronavirus (COVID-19) symptoms or has a positive test Pupils, staff and other adults must not come into the school if:

* they have one or more coronavirus (COVID-19) symptoms
* a member of their household (including someone in their support bubble or childcare bubble if they have one) has coronavirus (COVID-19) symptoms
* they are required to quarantine having recently visited countries outside the Common Travel Area
* they have had a positive test

They must immediately cease to attend and not attend for at least 10 days from the day after:

* the start of their symptoms
* the test date if they did not have any symptoms but have had a positive test (whether this was a Lateral Flow Device (LFD) or Polymerase Chain Reaction (PCR) test)

You must follow this process and ensure everyone onsite or visiting is aware of it.

If anyone in your school develops a new and continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), you:

* must send them home to begin isolation - the isolation period includes the day the symptoms started and the next 10 full days
* advise them to follow the guidance for households with possible or confirmed coronavirus (COVID-19) infection
* advise them to arrange to have a test as soon as possible to see if they have coronavirus (COVID-19)

Other members of their household (including any siblings and members of their support or childcare bubble if they have one) should self-isolate. Their isolation period includes the day symptoms started for the first person in their household, or the day their test was taken if they did not have symptoms, whether this was a Lateral Flow Device (LFD) or Polymerase Chain Reaction (PCR) test), and the next 10 full days. If a member of the household starts to display symptoms while self-isolating they will need to restart the 10 day isolation period and book a test.

If anyone tests positive whilst not experiencing symptoms but develop symptoms during the isolation period, they must restart the 10 day isolation period from the day they developed symptoms.

In non-residential schools, if a pupil displays coronavirus (COVID-19) symptoms, or has a positive test, while at their school they should avoid using public transport and, wherever possible, be collected by a member of their family or household.

In exceptional circumstances, if parents or carers cannot arrange to have their child collected, if age-appropriate and safe to do so the child should walk, cycle or scoot home following a positive test result. If this is not possible, alternative arrangements may need to be organised by the school. The local authority may be able to help source a suitable vehicle which would provide appropriate protection for the driver, who must be made aware that the individual has tested positive or is displaying symptoms.

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 pupil, with appropriate adult supervision if required
* a window should be opened for fresh air ventilation if it is safe to do so
* 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
* personal protective equipment (PPE) must be worn by staff caring for the pupil while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs)

In an emergency, call 999 if someone is seriously ill or injured or their life is at risk.

Public Health England (PHE) has good evidence that routinely taking the temperature of pupils is not recommended as this is an unreliable method for identifying coronavirus (COVID-19).

Any member of staff who has provided close contact care to someone with symptoms, regardless of whether they are wearing PPE, and all other members of staff or pupils who have been in close contact with that person, do not need to go home to self-isolate unless:

* the symptomatic person subsequently tests positive
* they develop symptoms themselves (in which case, they should self-isolate immediately and arrange to have a test)
* they are requested to do so by NHS Test and Trace or the Public Health England (PHE) advice service (or PHE local health protection team if escalated)
* they have tested positive from an LFD test as part of a community or worker programme

Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. The area around the person with symptoms must be cleaned after they have left, to reduce the risk of passing the infection on to other people.

**ii) Ensure face coverings are used in recommended circumstances**

In primary schools, we recommend that face coverings should be worn by staff and adult visitors in situations where social distancing between adults is not possible (for example, when moving around in corridors and communal areas). Children in primary school do not need to wear a face covering.

Transparent face coverings, which may assist communication with someone who relies on lip reading, clear sound or facial expression to communicate, can also be worn. There is currently very limited evidence regarding the effectiveness or safety of transparent face coverings, but they may be effective in reducing the spread of coronavirus (COVID-19). Those who rely on visual signals for communication, or communicate with or provide support to such individuals, are currently exempt from any requirement to wear face coverings in schools or in public places.

Face visors or shields should not be worn as an alternative to face coverings. They may protect against droplet spread in specific circumstances but are unlikely to be effective in reducing aerosol transmission when used without an additional face covering. They should only be used after carrying out a risk assessment for the specific situation and should always be cleaned appropriately.

Exemptions Some individuals are exempt from wearing face coverings. This applies to those who:

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

The same exemptions will apply in education and childcare settings and you should be sensitive to those needs, noting that some people are less able to wear face coverings and that the reasons for this may not be visible to others.

Access to face coverings

Due to the increasing use of face coverings in wider society, staff and pupils are already likely to have access to face coverings.

We will have a small contingency supply available for people who:

* are struggling to access a face covering
* are unable to use their face covering as it has become damp, soiled or unsafe
* have forgotten their face covering No pupil should be denied education on the grounds that they are not wearing a face covering.

Safe wearing and removal of face coverings requires:

* the cleaning of hands before and after touching – including to remove or put them on
* Not touching the front of the face covering during use or when removing it
* the safe storage of them in individual, sealable plastic bags between use

Where a face covering becomes damp, it should not be worn, and the face covering should be replaced carefully. Staff may consider bringing a spare face covering to wear if their face covering becomes damp during the day.

**iii) Schools will ensure that staff and pupils clean their hands thoroughly more often than usual**

Schools must ensure that pupils clean their hands regularly, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating. Each school is:

* checking whether it has enough hand washing or hand sanitiser ‘stations’ available so that all pupils and staff can clean their hands regularly
* ensuring supervision of hand sanitiser use given risks around ingestion. Small children and pupils with complex needs should continue to be helped to clean their hands properly. Skin friendly skin cleaning wipes can be used as an alternative
* building these routines into school culture, supported by behaviour expectations and helping ensure younger children and those with complex needs understand the need to follow them

# iv) Schools will ensure that good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach

The ‘catch it, bin it, kill it’ approach continues to be very important, so schools must ensure that they have enough tissues and bins available in the school to support pupils and staff to follow this routine. As with hand cleaning, schools must ensure younger children and those with complex needs are helped to get this right, and all pupils understand that this is now part of how school operates. Some pupils with complex needs will struggle to maintain as good respiratory hygiene as their peers, for example those who spit uncontrollably or use saliva as a sensory stimulant. This should be considered in risk assessments in order to support these pupils and the staff working with them, and is not a reason to deny these pupils face to face education.

**v) Schools will have enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents** Each school will have a cleaning schedule that ensures cleaning is generally enhanced and includes:

* more frequent cleaning of rooms / shared areas that are used by different groups
* frequently touched surfaces being cleaned more often than normal
* that toilets are cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet

**vi) Schools will minimise contact between individuals and maintain social distancing wherever possible**

This includes keeping where possible to children staying in the same group or ‘bubble’ – in primary schools as a class and in secondary schools as a year group. Where possible, staff will be part of a bubble with children or maintain distance from their pupils. In the latter case, staff should stay at the front of the class, and away from their colleagues where possible. Ideally, adults should maintain 2 metre distance from each other, and from children. In particular, they should avoid close face to face contact and minimise time spent within 1 metre of anyone.

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 moving unnecessary furniture out of classrooms to make more space.

Groups should be kept apart. Schools will avoid large gatherings and only hold assemblies or collective worship with one group or virtually with more groups.

When timetabling, groups will be kept apart and movement around the school site will be kept to a minimum. Schools will avoid creating busy corridors, entrances and exits and consider staggered break times and lunch times (and time for cleaning surfaces in the dining hall between groups).

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

**vii) Keep occupied spaces well ventilated**

Good ventilation reduces the concentration of the virus in the air, which reduces the risk from airborne transmission. This happens when people breathe in small particles (aerosols) in the air after someone with the virus has occupied and enclosed area.

When your school is in operation, it is important to ensure it is well ventilated and a comfortable teaching environment is maintained.

These can be achieved by

* natural ventilation – opening windows (in cooler weather windows should be opened just enough to provide constant background ventilation and opened more fully during breaks to purge the air in the space). Opening internal doors can also assist with creating a throughput of air
* natural ventilation – if necessary external opening doors may also be used (as long as they are not fire doors and where safe to do so)

To balance the need for increased ventilation while maintaining a comfortable temperature, we will consider:

* opening high level windows in colder weather in preference to low level to reduce draughts
* increasing the ventilation while spaces are unoccupied (for example, between classes, during break and lunch, when a room is unused)
* providing flexibility to allow additional, suitable indoor clothing – for more information see school uniform
* rearranging furniture where possible to avoid direct draughts Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces.

# viii) Where necessary, staff will wear appropriate personal protective equipment (PPE)

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:

* where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at schools, and only then if a distance of 2 metres cannot be maintained
* 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

Staff will be trained on the use of PPE should it be needed.

***b) Response to any infection***

# i) Schools will promote and engage with the NHS Test and Trace process

Staff members and parents/carers will be briefed to understand that they will need to be ready and willing to:

* [book a test](https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested) 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](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection) if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19)

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,](https://www.nhs.uk/conditions/coronavirus-covid-19/testing-for-coronavirus/) 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.

All schools should have a small number of home testing kits that they can give directly to parents/carers collecting a child who has developed symptoms at school, or staff who have developed symptoms at school, where they think providing one will significantly increase the likelihood of them getting tested. Advice will be provided alongside these kits.

Schools will ask parents and staff to inform them immediately of the results of a test:

* 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’](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance) 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 temperature returns to normal. Other members of their household should continue self-isolating for the full 10 days.

# ii) Schools will follow the guidance in managing confirmed cases of coronavirus

Schools will 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 and the trust central team. The local health protection team provides the advice that must be followed. In the event that this advice is slow and heads need to make rapid decisions, the trust central will support heads with this.

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 10 days since they were last in close contact with that person when they were infectious. Close contact means:

* anyone who lives in the same household as someone with coronavirus (COVID-19) symptoms or who has tested positive for coronavirus (COVID-19)
* anyone who has had any of the following types of contact with someone who has tested positive for coronavirus (COVID-19) with a PCR or LFD test:
* face-to-face contact including being coughed on or having a face-to face conversation within 1 metre
* been within 1 metre for 1 minute or longer without face-to-face contact
* sexual contacts
* been within 2 metres of someone for more than 15 minutes (either as a one-off contact, or added up together over one day)
* travelled in the same vehicle or a plane

The health protection team will provide definitive advice on who must be sent home. To support them in doing so, schools keep a record of pupils and staff in each group, and any close contact that takes places between children and staff in different groups. (Schools do not need to ask pupils to record everyone they have spent time with each day or ask staff to keep definitive records in a way that is overly burdensome.)

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 will not share the names or details of people with coronavirus (COVID-19) unless essential to protect others.

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 10-day isolation period they should follow [‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’.](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance) They should get a test, and:

* if the test delivers a negative result, they must remain in isolation for the remainder of the 10-day isolation period. This is because they could still develop 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 original 10-day isolation period). Their household should self-isolate for at least 10 days from when the symptomatic person first had symptoms, following [‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance)

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

# iii) Schools will look to contain any outbreak by following local health protection team advice

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 will continue to work with their local health protection team who will be able to advise if additional action is required.

In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure – perhaps the whole site or year group. If schools are implementing controls from this list, addressing the risks they have identified and therefore reducing transmission risks, whole school closure based on cases within the school will not generally be necessary, and should not be considered except on the advice of health protection teams.

***c) Transport***

**i) Dedicated school transport, including statutory provision**

Schools will arrange, and discuss with transport providers:

* the way pupils are grouped together on transport, where possible, will reflect the bubbles that are adopted within school
* use of hand sanitiser upon boarding and/or disembarking
* 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

# ii) Wider public transport

Use by pupils of public transport, particularly in peak times, will be kept to an absolute minimum. Schools will work with partners to consider staggered start times to enable more journeys to take place outside of peak hours.

Schools encourage parents, staff and pupils to walk or cycle to school if at all possible, and will consider using ‘walking buses’. Should refer to the [safer travel guidance for passengers.](https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers)

***d) Other issues***

# Attendance

School attendance will be mandatory for all pupils from 8 March

The usual rules on school attendance apply, including:

* parents’ duty to secure that their child attends regularly at school where the child is a registered pupil at school and they are of compulsory school age;
* schools’ responsibilities to record attendance and follow up absence
* the availability to issue sanctions, including fixed penalty notices in line with local authorities’ codes of conduct

# Pupils who are shielding or self-isolating

When the school is open to all pupils, the majority of pupils, including those shielding will be able to return to school.

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 are a close contact of someone who has coronavirus (COVID-19)

* Shielding advice should be followed for the appropriate tier or for any lockdown period.
* Those who have family members who are shielding can attend school.
* 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.
* 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.

Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, schools will look immediately to offer them access to remote education.

# Staff who are clinically vulnerable or extremely clinically vulnerable

Where staff are not required to shield, the Government expects all staff, including those who clinically vulnerable, to return to the workplace. Individual risk assessment should be discussed and implemented with necessary staff and regularly reviewed. Please seek HR advice when necessary. Those in the most at-risk categories should take particular care.

People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace.

As a general principle, pregnant women are in the ‘clinically vulnerable’ category and are advised to follow the relevant guidance available fo[r clinically](https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing/staying-alert-and-safe-social-distancing#clinically-vulnerable-people) [vulnerable people.](https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing/staying-alert-and-safe-social-distancing#clinically-vulnerable-people) In some cases, pregnant women may also have other health conditions that mean they are considered clinically extremely vulnerable, where advice for CEV staff will apply.

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

If people with significant risk factors are concerned, school leaders will discuss their concerns and explain the measures the school is putting in place to reduce risks. School leaders will try as far as practically possible to accommodate additional measures where appropriate.

People who live with those who have comparatively increased risk from coronavirus (COVID-19) can attend the workplace.

# Educational visits

Overnight and overseas educational visits will not be taking place.

When the government allows school to do so, they may offer non-overnight domestic educational visits. As normal, schools will undertake full and thorough risk assessments in relation to all educational visits to ensure they can be done safely. As part of this risk assessment, schools will consider what control measures need to be used and will consult the trust [health and safety officer](https://www.gov.uk/government/publications/health-and-safety-on-educational-visits/health-and-safety-on-educational-visits) when considering visits.

# School uniform

Schools will have their usual uniform policies. Uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal. Schools will be mindful and considerate in relation to parents who may be experiencing financial pressures. Schools may ask pupils to attend school in their PE kits (on necessary PE session days), to reduce risks in changing areas and additional items from home coming into school.

# Specific curriculum provision and extra-curricular provision

Schools will operate their breakfast and after-school provision, where this is possible, which was previously in place and in line with government advice. Schools will look to keep children within their year groups or bubbles where possible but if this is not possible, will use small, consistent groups. As with physical activity during the school day, contact sports will not take place.

When pupils are playing instruments or singing in small groups such as in music lessons, schools will use physical distancing and play 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. Singing, wind and brass playing will not take place in larger groups such as school choirs and ensembles, or school assemblies.

Pupils will be kept in consistent groups for physical activity, sports equipment will be thoroughly cleaned between each use by different individual groups, and contact sports will not take place.

**Contingency planning for outbreaks**

## Process in the event of local outbreaks

If a local area sees a spike in infection rates that is resulting in localised community spread, appropriate authorities will decide which measures to implement to help contain the spread. The Department for Education will be involved in decisions at a local and national level affecting a geographical area, and schools will follow advice provided.

## Contingency plans for outbreaks

Schools will have in place remote education plans for individuals or groups of self-isolating pupils. These will:

* use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school’s curriculum expectations
* give access to high quality remote education resources
* use the online tools that are consistently used across the school in order to allow interaction, assessment and feedback (staff will be trained in their use)
* provide digital hardware resources, such as chrome books and internet access, for pupils who do not have suitable online access
* recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools will work with families to deliver a broad and ambitious curriculum.

When teaching pupils remotely, schools will:

* set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
* teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practiced in each subject
* provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos
* gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
* enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils’ understanding
* plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers

All staff will be instructed on the nature of COVID-19 and its transmission. They will confirm they understand the reason for the control measures that are required. All staff will confirm that they are confident in applying the control measures identified in school risk assessments. Staff will receive appropriate instructions in relation to the specific measures that have been put in place by the school setting. Staff will be involved in the practical implementation of the school risk assessments.

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|  | **Risk** | **Countermeasure** | **By whom?** | **By when?** |
| 1 | Insufficient toilets to enable social distancing | * Different toilets allocated to each bubble * R and Yr1 to use R/Yr1 toilets * Y2, Y3 and Y4 to use toilets outside of year 2 * Y5 and Y6 to use toilets between year 5 and 6 classroom | MM to share toilet plan with all staff | 08/03/2021  Ongoing |
| 2 | Pupil or member of staff is sent home with symptoms of COViD | * PPE packs provided for every classroom to be used by staff member supervising pupil. * PPA room designated suspected COVID isolation room, separate to normal first aid room. Deep clean of isolation room and areas staff member or pupil had contact with. * Fogging of school by cleaning staff * Self-isolating in PPA room wearing PPE until parent/carer collects. Staff member to wait outside of PPA with door open. PPE to be removed, bagged and sealed * Refer to guidance on communicating with staff and parents * Information provided about testing procedure * Request to be informed of test outcome * If a test is positive, follow guidance about isolation | SD | 01/03/2021 and ongoing |
| 3 | Parents do not have confidence in the school being safe | * Frequent communication. * Clear expectations on arrangements and procedures if a child shows symptoms * Opportunity for parents to share concerns via class teacher and email * Class teacher to speak individually to families who previously expressed concerns * Coordinated message across local schools * Information on procedures in schools sent out prior to the start of term * Explain measure being taken to adapt the school’s operations | MM  All staff | 05/03/2021 |
| 4 | Congestion at start and end of day | * Stagger drop offs and pick ups * One parent maximum * Limiting contact between parents and staff by clearly labelled 2m spaced ‘crosses’ for each pupil within their class bubbles. * Pupils to be dropped off at cross and parents encouraged not to wait with pupil * SLT to supervise and manage social distancing measures are adhered. * One way system with clearly signed entry and exit gate * Drop off / collection station outside front office * Staggered start and end times communicated with parents and strictly adhered to * All staff to wear face coverings when collecting and delivering pupils from and to parents * Parents requested to wear face coverings at drop off and pick up | SLT | 08/03/2021 |
| 5 | Repeated touching of door handles increases risk of spreading infection | * Keep internal doors open * Thorough cleaning of rooms including door handles daily * Additional cleaning of door handles in the middle of the day from cleaning team (ACS) | SLT  All staff  Caretaker to open all doors at the start of the day | 08/03/2021  and ongoing |
| 6 | Maintaining avoiding contact between groups in the event of emergency evacuation | * Fire drill routine reconsidered and shared with all, then practised as soon as is practicable * All staff to endeavour that fire doors in their vicinity are shut when room is empty * All staff to endeavour that fire doors in their vicinity are shut in the event of a fire alarm or invacuation | SLT  All staff | 08/03/2021  Drill by 26/03/2021 |
| 7 | Insufficient cleaning | * Continued review of working hours of cleaners and draft in additional if necessary, to ensure sufficient capacity * ‘fogging’ of whole school if any symptomatic individual in school or any positive case * ACS risk assessment of deep clean protocol for cleaning staff * Staff who carry out cleaning are familiar with the cleaning and disinfecting processes that are required at this time. * Infection control training for site manager, caretaker and ACS supervisor * All cleaners to wear face coverings when not able to socially distance from other adults * Midday cleaner to wear a face covering at all times as school still occupied | SD | 05/03/2021 |
| 8 | Cross contamination in shared spaces such as toilets | * Protocol for students – sanitise hands on entry, hand wash on exit * Increased enhanced cleaning * Communicate with parents to reinforce expectations * Cleaning after using shared spaces such as The Discovery Centre (antibacterial wipes in all classrooms and Discovery Centre) | SLT | 08/03/2021  and onwards |
| 9 | Parents send children who are unwell to school | * Clear guidance for parents on indicators and actions if child unwell and reporting to school to allow monitoring of those presenting with symptoms. * Parent guidance document * Flow chart guidance to all families and staff | MM | 08/03/2021 |
| 10 | Parents not aware of testing protocols | * Communication planning and protocols regularly. * Flow chart guidance to all families * Whole school community encouraged to take part in community twice weekly asymptomatic testing * All staff encouraged to take part in twice week asymptomatic testing at home | MM | 08/03/2021 |
| 11 | Safety around facemasks | * Refer to DfE guidance that does not recommend face coverings for children under 11 in Primary Schools * Safe wearing of face coverings requires cleaning of hands before and after touching – including to remove or put them on – and the safe storage of them in individual, sealable plastic bags between use. Where a face covering becomes damp, it should not be worn and the face covering should be replaced carefully. * Any visitors should wear face masks when moving around school. Face masks can be removed in meeting rooms if social distance of 2m can be maintained * All adults in school to wear a face mask in areas of high congestion: corridors and by the photocopier * Face coverings may be worn by staff working with pupils outside of classroom * Spare face masks provided by school * Parents/carers requested to wear face covering at drop off and pick up | MM | 08/03/2021 |
| 12 | Classrooms have resource that does not need to be present with adjusted curriculum, but gets handled by pupils | * Classrooms to have unnecessary equipment removed before opening and stored away where possible – consider noting down what has been removed from where to where for future return | MM and all staff | 05/03/2021 and ongoing |
| 13 | Unable to maintain social distancing whilst carrying out first aid. | * Appropriate CPD and PPE provided for all staff * Staff to carry out first aid within their bubble to reduce exposure. * First aid kits to be placed in every bubble | SD | 08/03/2021 |
| 14 | Providing school meals pupils safely | * Kitchens will be open to provide hot food to all pupils who want it, including for those eligible for benefits-related free school meals or universal infant free school meals. * School kitchens will comply with the [guidance for food businesses on coronavirus (COVID-19)](https://www.gov.uk/government/publications/covid-19-guidance-for-food-businesses/guidance-for-food-businesses-on-coronavirus-covid-19) * Staff working at lunch times to wash or sanitise between pupils when assisting with opening packaging for younger pupils. * Lunches to be eaten in lunch bubbles | SD | 08/03/2021 |
| 15 | Necessary checks before opening | * School leaders have followed arrangements to bring areas of the premises into safe use before opening e.g. asbestos, fire, site security and legionella reviews as normally undertaken at the end of the summer period. * Liaison with PCM | MM and SD | 05/03/2021 |
| 16 | Congestion using bike racks | * Pupils are advised to use the racks one at a time * Staggered start times reducing number of pupils entering school at one time | MM | 08/03/2021 and onwards |
| 17 | Travel | * Parents are encouraged to only travel with members of the same year group bubble or siblings | MM | 08/03/2021 and onwards |
| 18 | Physical Education | * Pupils will come in to school wearing PE kit on PE days * PE will be taught in class bubbles * PE will be taught outside wherever possible * If teaching indoors, ventilation will be maximised through opening windows and doors * Sport’s equipment will be cleaned thoroughly between each group’s use | MM | 12/4/21 and onwards |