

THE EMMAUS FEDERATION HEALTH & SAFETY

MASTER RISK ASSESSMENT C Collett 30.4.2021

Location / Site	Swineshead St. Mary's
Sutterton Fourfields CE Primary School	
Activity / Procedure	Insert name/type of activity or procedure being assessed
School Covid-19 operational guidance	
Assessment date	Insert date when assessment is being carried out
<ul style="list-style-type: none"> • Consulted with staff and governors on 30.04.21 • Consulted with parents/carers on 04.05.21 • On-going checks and measures 	

Identify people at risk	YES or NO
Employees	YES
Children	YES
Visitors	YES
Contractors	YES

Risk Assessment Guidance

Hazard: Something with the potential to cause **harm**.

To Assess Risk: Using the **tables below**, consider **Severity (S)** and **Likelihood (L)** **without** Control Measures.

Multiply (S x L)

Describe Control Measures: Control measure(s) **reduce** the likelihood, **and/or** severity of **harm**, reducing risk.

Re-assess Risk, considering Severity (S) and Likelihood (L) **with** Control Measures in place.

Multiply (S x L) = Risk Rating (with controls).

Severity (S)	Likelihood (L)	Risk Ratings (R)	
Fatality = 5	Likely = 5	20 +	Very High Risk
Injury (Specified injury / RIDDOR reportable) = 4	Probable = 4	15 - 19	High Risk
Injury (requiring treatment and/or 3 to 7-day absence) = 3	Possible = 3	9 - 14	Medium Risk
Injury (requiring treatment and/ or absence less than 3 days) = 2	Unlikely = 2	4 - 8	Low Risk

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It is a legal requirement that schools should revisit and update their risk assessments to consider the additional risks and control measures - this means making judgments at a school level about how to balance minimising any risks from coronavirus (Covid-19) by maximising control measures with providing a full educational experience for children and young people.

Schools coronavirus (Covid-19) operation guidance (6th April 2021)

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/schools-coronavirus-covid-19-operational-guidance>

Department for Education System of Controls

This is the set of actions schools must take. They are grouped into 'prevention' and 'response to any infection' and are outlined in more detail in the sections below.

Prevention

You must always:

- 1) Minimise contact with individuals who are required to self-isolate by ensuring they do not attend the school.
- 2) Ensure face coverings are used in recommended circumstances.
- 3) Ensure everyone is advised to clean their hands thoroughly and more often than usual.
- 4) Ensure good respiratory hygiene for everyone by promoting the 'catch it, bin it, kill it' approach.
- 5) Maintain enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents.
- 6) Consider how to minimise contact across the site and maintain social distancing wherever possible.
- 7) Keep occupied spaces well ventilated.

In specific circumstances:

- 8) Ensure individuals wear the appropriate personal protective equipment (PPE) where necessary.
- 9) Promote and engage in asymptomatic testing, where available.

Response to any infection

You must always:

- 10) Promote and engage with the NHS Test and Trace process.
- 11) Manage and report confirmed cases of coronavirus (COVID-19) amongst the school community.
- 12) Contain any outbreak by following local health protection team advice.

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Identify hazard		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Lack of adherence to national guidelines and advice, lack of awareness to policies and procedures resulting in direct transmission of the virus			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
Control measures		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<div>1. To ensure that all relevant guidance is followed and communicated</div> <div>2. The school to keep up-to-date with advice issued by, but not limited to, DfE, NHS, PHE and the Local Authority</div> <div>3. Information on the school website is updated</div> <div>4. Any change in information to be shared with Chair of Governors and passed on to parents and staff by Class Dojo or email</div> <div>5. All staff have regard to all relevant guidance and legislation as it is issued by the DfE and PHE</div> <div>6. Weekly Zoom staff meeting on control procedures</div> <div>7. Pupils, staff and other adults must not come into the school if:</div> <div>•they have one or more coronavirus (COVID-19) symptoms</div> <div>• a member of their household (including someone in their support bubble or childcare bubble if they have one) has coronavirus (COVID-19) symptoms</div> <div>•they are required to <u>quarantine having recently visited countries outside the Common Travel Area</u></div> <div>•they have had a positive test</div> <div>They must immediately cease to attend and not attend for at least10 days from the day after:</div> <div>•the start of their symptoms</div> <div>•the test date if they did not have any symptoms but have had a positive test (whether this was a <u>Lateral Flow Device (LFD) or Polymerase Chain Reaction (PCR) test</u>)</div> <div>Anyone told to isolate by NHS Test and Trace or by their public health protection team has a legal obligation to self-isolate, but you may leave home to avoid injury or illness or to escape risk of harm.</div> <div>If anyone in 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:</div> <div>•must send them home to begin isolation-the isolation period includes the day the symptoms started and the next 10 full days</div> <div>•advise them to follow the <u>guidance for households with possible or confirmed coronavirus (COVID-19) infection</u></div>			

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- 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.

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.

The pupil or staff member who tested positive for coronavirus (COVID-19) can return to their normal routine and stop self-isolating after they have finished their isolation period and their symptoms have gone or if they continue to have only a residual cough or anosmia. This is because a cough or anosmia can last for several weeks once the infection has gone. If they still have a high temperature after 10 days or are otherwise unwell, you should advise them to stay at home and seek medical advice.

Staff in primary schools will continue to test with LFDs twice a week at home, as per existing guidance on testing for staff in primary schools and nurseries. Primary age pupils will not be tested with LFDs.

School attendance will be mandatory for all pupils from 8 March.

The usual rules on school attendance apply, including:

- Parents' duty to secure their child's regular attendance at school (where the child is a registered pupil at school and they are of compulsory school age)
- The ability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct

Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

<u>Identify hazard</u>	Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards
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Lack of social distancing in the classroom resulting in direct transmission of the virus			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
<u>Control measures</u>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<div>1. Settings should restrict all visits to the setting to those that are absolutely necessary</div> <div>2. Staggered start and finish times</div> <div>3. Ensure 2 metre clear access to all exits</div> <div>4. ‘Sneeze shield’ available for all staff who may have to be within 2m of a child for more than 15 minutes</div> <div>5. Children to stay in the same bubble throughout the day, including lunchtimes and breaktimes</div> <div>6. Keep excess furniture (to increase space and remove soft furnishings) in storage</div> <div>7. ‘Bubble Rules’ shared with the children on a regular basis</div> <div>8. In situations where social distancing between adults is not possible (for example when moving around in corridors and communal areas), staff are recommended to wear face coverings</div> <div>9. Children in KS1 and KS2 should sit in forward facing rows where possible. This should include seating pupils side by side and facing forwards, rather than face-to-face or side-on</div> <div>10. Phonics will be ‘bubbles within bubbles’, creating small ability-based phonics groups within a class group bubble</div> <div>11. EYFS staff/cleaning staff to clean equipment and surfaces to allow for free-flow provision</div> <div>12. Where possible staff to be at front or side or back of room</div> <div>13. Conversation in the classroom from adult height, where appropriate</div> <div>14. If close feedback or communication needed – side to side not facing child</div> <div>15. Set seating plan so children have their desk which is the same every day</div> <div>16. Water bottle and individual stationery on desks to remove the need for moving around</div> <div>17. Fire doors left clear and doors left ajar</div> <div>18. 2m strip left at the front of each class for teaching – staff to try not cross over this line</div> <div>19. Leaders will continue to ‘walk the school’, particularly at times when transitions are at a minimum and wear face coverings</div> <div>20. Each classroom will have a demarcation on the floor where no children, furniture or equipment will be, enabling leaders and visitors to enter the classroom, speak to children, observe learning and generally be present around the school - a 2m2 area near the door for visits from SLT/office staff. Where this is not possible, visitors to remain within the threshold of the classroom</div> <div>21. Ensure good ventilation in each classroom - windows or doors to be opened during the day. Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces. These can be achieved by a variety of measures including:<div>- Mechanical ventilation systems – these should be adjusted to increase the ventilation rate wherever possible and checked to confirm that normal operation meets current guidance and that only fresh outside air is circulated. If possible, systems should be adjusted to full fresh air or, if not, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply</div><div>-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</div><div>-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)</div></div> <div>22. Strip left for access to sinks</div> <div>23. ‘Systems of Control’ measures reinforced regularly (how to line up, use of toilet, handwashing, sneezing etc)</div>			

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24. Peripatetic music lessons in a ventilated space. The space for music will be cleaned by the tutor after use (if on site) and staff to wear PPE
25. Assemblies in bubbles via Zoom
26. PE kit worn to school on the day that a bubble has PE
27. Any educational day visits must be conducted in line with relevant coronavirus (COVID-19) secure guidelines and regulations in place at that time. This includes system of controls, such as keeping children within their consistent groups and the COVID-secure measures in place at the destination
28. All educational day visits will involve a thorough risk assessments in relation to all educational visits to ensure they can be undertaken safely. As part of this risk assessment, schools will need to consider what control measures need to be used and follow wider advice on visiting indoor and outdoor venues
29. Some pupils may be experiencing a variety of emotions in response to the coronavirus (COVID-19) outbreak, such as anxiety, stress or low mood. This may particularly be the case for vulnerable children, including those with a social worker and young carers. It is important to contextualise these feelings as normal responses to an abnormal situation.
We will use pastoral and extra-curricular activities to:
 - 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
30. Music control measures:
 - Any spaces where singing is taking place should be well ventilated
 - Where possible, sing with the windows open or outdoors
 - Singing can take place, for short periods of time, within pupil bubbles
 - Discourage loud singing in favour of quality of sound in quiet singing to generate fewer bioaerosols
 - Extremes of diction (particularly plosives) generate higher volumes of bioaerosols, so should be avoided or discouraged
 - Pupils take up the largest space possible with social distancing in place wherever possible within the bubble
 - Tutor and other adults to be at least 2m from the nearest pupil and forward facing or side-ways on
 - A plexi-glass screen can be used as an extra precaution.

Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

<u>Identify hazard</u>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Lack of social distancing in the classroom for staff working in different bubbles or for specialist teaching and support services resulting in direct transmission of the virus (read in conjunction with the rest of the risk assessment)			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
<u>Control measures</u>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
Guidance from the DfE: <i>All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable. Where staff need to move between</i>			

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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.

1. Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. They, as well as supply teachers, peripatetic teachers or other temporary staff, can move between settings. They should ensure they minimise contact and maintain as much distance as possible from other staff. Such specialists will be aware of the PPE most appropriate for their role
2. PPA staff to have their own 'sneeze shield' to support with social distancing measures
3. MSA staff to support children sideways on and not to cross bubbles
4. MSA staff to wear gloves (or regular handwashing) and an apron
5. In situations where social distancing between adults is not possible (for example when a MSA is collecting food from the MDS, staff are recommended to wear face coverings
6. 'Bubble Rules' shared with the children on a regular basis
7. Children keep to their desks when in the room or on their seat in the hall whilst having lunch
8. Where possible staff to be at front or side or back of room
9. Conversation in the classroom from adult height, where appropriate
10. Support from specialist services given sideways on and in a room that is well ventilated and where social distancing measures can be applied
11. If close feedback or communication needed – side to side not facing child
12. Set seating plan so children have their desk which is the same every day
13. Fire doors left clear and doors left ajar
14. 2m strip left at the front of each class for staff
15. 2m2 area near the door for visits from SLT/office staff
16. Ensure good ventilation in each classroom and hall (windows or doors open at varying points)
17. 'Systems of Control' measures reinforced regularly (how to line up, use of toilet, handwashing, sneezing etc)

Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

<u>Identify hazard</u>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Lack of social distancing using toilets and poor hygiene and for first aid resulting in direct and indirect transmission of the virus			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
<u>Control measures</u>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<div>1. Additional cleaning during the school day by the premises team</div> <div>2. Toilet and hand-washing rota per class carried out by staff who are not clinically vulnerable. Staff to wear PPE when cleaning toilets to reduce the risk of contamination with fluids</div> <div>3. Hand gel used after toilet use as well as washing hands</div> <div>4. Extra signs in toilet re washing hands</div> <div>5. Extra soap/hand sanitiser in stock and plentiful always</div> <div>6. PPE for staff involved in any intimate toilet care. Children encouraged to change themselves and clean themselves. Children known to soil to bring in a change of clothes. School to have baby wipes available. All soiled items double-bagged. Waste products double bagged and put in a sealed bin.</div>			

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7. First aid qualified member of staff on site always
8. Children, young people or learners who require first aid should continue to receive care in the same way from staff in the child's bubble. No additional PPE is needed because of coronavirus (COVID-19) for anyone who does not have coronavirus (COVID-19) symptoms
9. Cleaning materials in each staff toilet and staff to clean after use.
10. Light switches left on in all toilets and any automatic light switches turned off – turned off at the end of the day by premises staff
11. Hand dryers turned off and staff to use paper towels.

Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

<u>Identify hazard</u>	Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards
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Drop off and collection systems to reduce the direct transmission of the virus

Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE

<u>Control measures</u>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls
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1. All adults to wear a face mask when collecting/dropping off (unless they are medically unable to do so)
2. One-way system in use at all times
3. Hand sanitiser on entry to school or classroom. Hand sanitiser on departure of school or classroom (placed in front and behind of door)
4. Markers outside the classroom door and path on entry for the children and parent to wait 2 metres apart
5. Staggered start and departure times to avoid crowding and adhere to social distancing
6. Different entry and exit points to each classroom where feasible
7. Only staff and the taxi providers to use the staff carpark due to children entering and departing from doors leading onto the carpark and parents waiting to collect/depart with their child
8. No school staff on duty each day for arrivals and departures – parents to supervise their own child/ren
9. Staff/parents to communicate via Dojo/telephone or email – no entry into the classroom/school
10. Systems of Control put in place for those coming to school by bus or taxi
11. A member of staff will escort taxi/bus children
12. Childminders remain open, and parents can continue to use these settings as normal
13. Parents will be able to access other childcare activities (including wraparound care) where reasonably necessary to enable parents to work, seek work, attend education or training, or for the purposes of respite care for carers
14. Nannies will be able to continue to provide services in the home
15. Parents are able to form a childcare bubble with another household for the purposes of informal childcare, where the child is 13 or under
16. If it is necessary for a childminder to pick up or drop off a child at school and walking is not practical, then a private vehicle for single household use is preferable. Use of public transport should be minimised
17. Taxi children:

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a. use a vehicle with a bulkhead or partition that separates the driver and passenger b. the driver and passenger should maintain 2 metres from each other c. the driver should use PPE, and the passenger should wear a face mask			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

<u>Identify hazard</u>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Lack of social distancing during PE, playtimes and lunchtimes, breaktimes, non-classroom-based areas resulting in direct transmission of the virus			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
<u>Control measures</u>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<div>1. Staggered playtimes and use of key stage playground</div> <div>2. Hand gel used before playing on outdoor play equipment</div> <div>3. PE kit worn to school on the day of PE</div> <div>4. The provision of after school clubs for bubbles only during the summer term</div> <div>5. Schools must only provide team sports listed on the <u>return to recreational team sport framework</u>. Competition between different schools should not take place, in line with the wider restrictions on grassroots sport. Competition between different schools should not take place until wider grassroots sport for under 18s is permitted</div> <div>6. Sports equipment thoroughly cleaned between each use by the bubble staff or the PE coach</div> <div>7. Playground equipment has been purchased for each bubble in their own washable net drawstring bag. Children to only use the equipment in the bag for playtimes</div> <div>8. Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising natural ventilation flows (through opening windows during the PE session), distancing between pupils and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during exercise</div> <div>9. Staff supervision throughout – actively encouraging and insisting on social distancing</div> <div>10. Guidance issued to JB Sports and they have their own risk assessment. All coaching staff to be 2m from all children always</div> <div>11. Where social distancing is not possible in areas outside of classrooms between members of staff or visitors, for example in staffrooms, corridors or shared office spaces, staff or visitors should wear face coverings if they are eligible to do so</div>			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE


<u>Identify hazard</u>	Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards
Lack of social distancing when eating lunch resulting in direct transmission of the virus	

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Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
<u>Control measures</u>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<div>1. Children eat in the hall in a space demarcated for their bubble</div> <div>2. MSA staff to wear gloves (or regular handwashing) and an apron</div> <div>3. In situations where social distancing between adults is not possible (for example when a MSA is collecting food from the MDS, staff are recommended to wear face coverings</div> <div>4. All eating areas thoroughly cleaned by MSA staff before the next bubble can enter (10 minutes allocated for cleaning each eating space)</div> <div>5. MSAs assigned to bubbles and MDS to have overall supervision, including serving the food and ensuring the risk assessment is applied</div> <div>6. All children/staff wash hands and use hand sanitiser before and after eating</div> <div>7. Waste food is double bagged and taken to the outside bins. Regular handwashing after emptying the bins</div> <div>8. The staffroom door kept open. Staff to wash hands before entering the staffroom</div> <div>9. The staffroom to have chairs placed 2m apart and staff to clean down any areas after use</div> <div>10. Staff do not use the kitchen area for making drinks during any Breakfast Club period or lunchtime.</div> <div>11. The kitchen and hall are cleaned thoroughly after use</div> <div>12. The Mid-Day Supervisor have a responsibility to ensure the risk assessment is applied</div>			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

<u>Identify hazard</u>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Lack of social distancing in the corridors resulting in direct transmission of the virus			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
<u>Control measures</u>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<div>1. Children staying in their classroom and accessing outside from classroom door</div> <div>2. Children going to toilet on a rota system where possible</div> <div>3. Messages to the office via email or Teams</div> <div>4. When moving class around any area of the school – to try and maintain 2 metres between children – one adult at back insisting the distance is maintained – regular practice of this in the first few days</div> <div>5. Where social distancing is not possible in areas outside of classrooms between members of staff or visitors, for example in staffrooms, corridors or shared office spaces, staff or visitors are recommended to wear face coverings</div>			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

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Identify hazard		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Contact of shared resources resulting in indirect transmission of the virus			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
Control measures		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
1. Children asked to bring in own stationery (or have packs of school stationery labelled with their name on)			
<div></div>			
2. Tubs of resources for individuals if needed – maths cubes/playdough etc			
3. Resources on tables ready for lesson and not distributed within the lesson			
4. Tables, door handles, entry buttons, light switches and other surfaces cleaned with Milton/disinfectant every night			
5. All surfaces left clear at end of the day – no clutter or rubbish			
6. Resources disinfected each evening and left to dry if not same person using them the next day			
7. Tables, door handles, and other surfaces cleaned every evening			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

<u>Identify hazard</u>	Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards
Support for the pupils	
Existing level of risk	Consider current level of risk

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HIGH	MEDIUM	LOW	NEGLIGIBLE
<u>Control measures</u>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
1. Catch-up curriculum and Covid Catch-Up Strategy to support pupils 2. PSHE curriculum to be delivered to support children’s well-being – slowly increasing the cognitive load			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

<u>Identify hazard</u>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Support for the staff			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
<u>Control measures</u>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<div>1. Inclusion in risk assessment process – input into hazard identification and control measures</div> <div>2. Staff may need additional support and access to services such as counsellors and access to NHS mental health services</div> <div>3. Zoom staff meeting to discuss concerns and shared control measures</div> <div>4. Sharing of support helplines – Lincolnshire County Council Counselling Service</div> <div>5. SLT member of staff to share concerns with</div> <div>6. PPA taken off-site</div>			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

<u>Identify hazard</u>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Risk of spreading virus due to close contact with children – 1:1 and restraint resulting in direct transmission of the virus			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
<u>Control measures</u>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<div>1. Individual risk assessments for SEND child shared with key-worker and parents</div> <div>2. Some pupils with SEND (whether with EHC plans or on SEN support) will need specific help and preparation for the changes to routine that these measures will involve. Staff should plan to meet these needs. for example using social stories</div>			

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3. 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. 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
4. Seek expert guidance from special schools re support for children with behaviour difficulties – that might need restraint and display spitting, biting etc. Leading to individual risk assessments
5. Pupils may need additional support and access to services such as educational psychologists, social workers and counsellors alongside internal support from staff members
6. Staff wash hands before and after working with a pupil or the use of gloves if there is an increased risk of contamination due to increased bodily fluids
7. Pupil to wash hands before the session – water bowls with toys in may encourage pupils who do not like handwashing or to use antibacterial wipes instead of hand sanitiser
8. A space is identified for the intervention to take place, and interventions are forward facing
9. All equipment needed for the child is set up in the space before the start of the session
10. Staff/specialist SEND/EBS staff to go to the child's classroom, standing at the entrance to collect the pupil (not entering the classroom) and work in a ventilated space which allows for social distancing and not forward facing the child
11. The child follows the staff member (at a distance) to the identified area and returns to class following the intervention in the same way
12. The intervention is provided at a distance
13. After the child has returned to class, the member of staff cleans the desk area and washes any equipment that needs to be used by another pupil
14. PPE for any intimate care – disposable and plentiful in school
15. 'Sneeze shield' for any close 1:1 work where there is a risk of contact with bodily fluid
16. A 'Physical Intervention Skills' trained member of staff on site at all times
17. If non-symptomatic children present behaviours which may increase the risk of droplet transmission (such as biting, licking, kissing or spitting) or require care that cannot be provided without close hands-on contact, they should continue to receive care in the same way, including any existing routine use of PPE. The issues will be specific to each child or young person and individual responses will be required. Staff should review and update existing risk assessments. In these circumstances, to reduce the risk of coronavirus (COVID-19) transmission, no additional PPE is necessary because these are non-symptomatic children in a non-healthcare setting and so the risk of viral transmission is very low. However, additional space and frequent cleaning of surfaces, objects and toys will be required. Cleaning arrangements should be increased in all settings, with a specific focus on surfaces which are touched a lot.
18. Where a pupil routinely attends more than one setting on a part time basis, for example because they are dual registered at a mainstream school and a special setting, the settings should work through the system of controls collaboratively, enabling them to address any risks identified and allowing them to jointly deliver a broad and balanced curriculum for the pupil. Pupils should be able to continue attending both settings. While some adjustment to arrangements may be required, pupils in this situation should not be isolated as a solution to the risk of greater contact except when required by specific public health advice.

Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

<u>Identify hazard</u>	Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards
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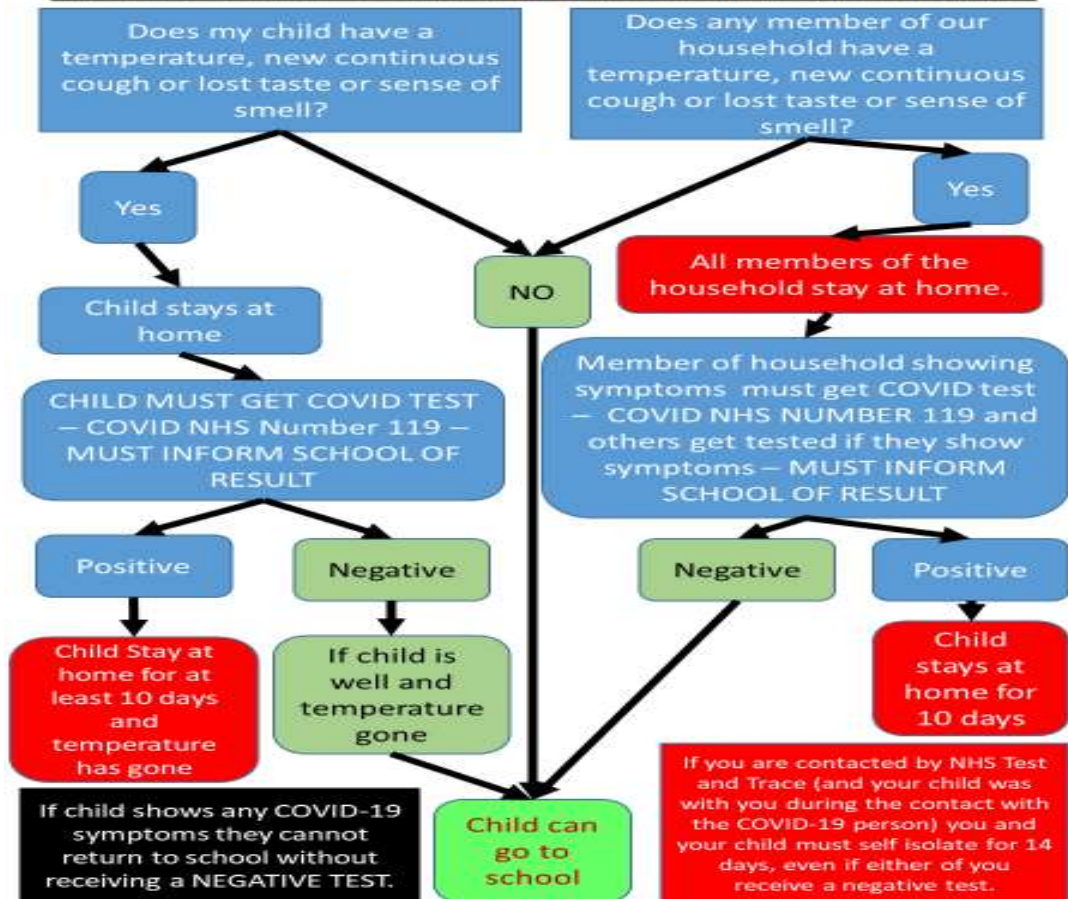
Risk of spreading virus due to poor hygiene resulting in indirect transmission of the virus			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
Control measures		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<div>1. Hand gel dispenser on a table/wall mounted dispenser outside of all classrooms to be used on entry to the school and in the foyer for staff on entry and departure</div> <div>2. Extra soap dispenser re-fills in each classroom</div> <div>3. Sinks accessible in all classrooms or classrooms without a sink to use toilets (adhering to guidance on use of toilets above)</div> <div>4. Staff and children handwash or use hand gel on entry to school, before break, after break, before lunch, after lunch, leaving school, using the toilet and any time they cough or sneeze or when a new person has to enter a bubble (PPA staff/MSA/SLT/office staff)</div> <div>5. Public Health England ‘washing hands’ posters in all washing areas</div> <div>6. Reminders how to wash hands properly – videos and posters</div> <div>7. Procedure agreed for children to wash hands so thorough hand washing</div> <div>8. Toilet and hand washing rota per class</div> <div>9. Lidded bins in KS1 and staff and pupils trained how to clean the bin area after each use in KS2</div> <div>10. School thoroughly cleaned twice per day</div> <div>11. The caretaker/cleaner in charge is responsible for overseeing all cleaning with the business manager having overall accountability for premises and final accountability with the EHT</div> <div>12. Staff to raise any concerns with cleaning direct to cleaning staff. If the matter is not resolved, to pass this up the chain</div> <div>13. The Business Manager to ensure all checks are complete</div> <div>14. Used PPE and any disposable face coverings that staff, children, young people or other learners arrive wearing should be placed in a refuse bag and can be disposed of as normal domestic waste unless the wearer has symptoms of coronavirus (COVID-19), in line with COVID-19: cleaning of non-healthcare settings outside the home. Used PPE and face coverings should not be put in a recycling bin or dropped as litter.</div> <div>15. Any homemade non-disposable face coverings that staff or children, young people or other learners are wearing when they arrive at their setting must be removed by the wearer and put in a plastic bag that the wearer has brought with them in order to take it home. The wearer must then clean their hands.</div> <div>16. To dispose of waste such as disposable cleaning cloths, face coverings, tissues and PPE from people with symptoms of coronavirus (COVID-19), including people who are self-isolating and members of their household:</div> <div><div>• put it in a plastic rubbish bag and tie it when full</div><div>• place the plastic bag in a second bin bag and tie it</div><div>• put it in a suitable and secure place marked for storage for 72 hours</div></div>			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

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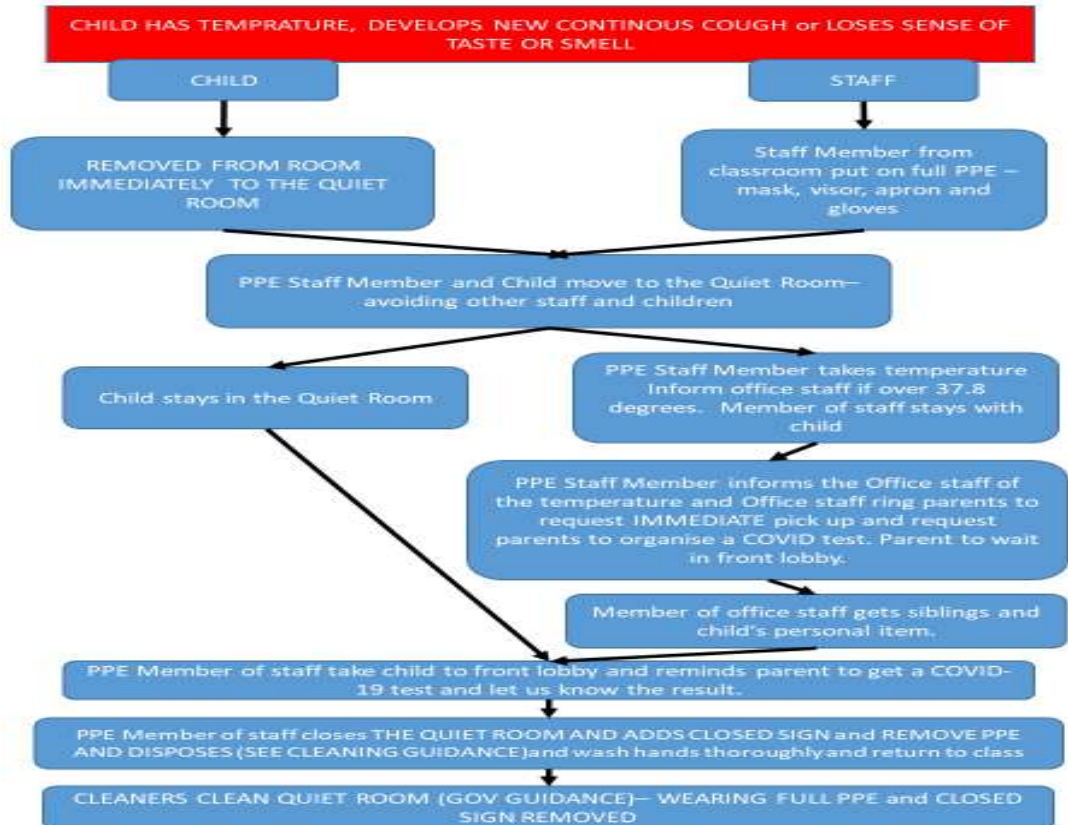
<u>Identify hazard</u>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Risk of infection due to lack of cleaning resulting in indirect transmission of the virus			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
<u>Control measures</u>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
1. All surfaces, handles, toilets and shared equipment will be cleaned each day using disinfectant 2. PPE to be worn by all cleaning staff 3. Soft furnishings and soft / cloth toys will be removed from use in classrooms 4. Netting and disinfectant to clean EYFS toys and equipment 5. Cleaning products available near shared areas e.g. photocopiers.			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

<u>Identify hazard</u>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Risk of illness of pupils, staff and family members through direct and indirect transmission of the virus			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
<u>Control measures</u>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	

COVID SYMPTOMS AT HOME FLOW CHART



ACTIONS IF CHILD SHOWS COVID-19 SYMPTOMS AT SCHOOL



1. If a pupil is awaiting collection:

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- they should be moved, if possible, to the Medical 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 the disabled 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
 2. In an emergency, call 999 if someone is seriously ill or injured or their life is at risk. Anyone with coronavirus (COVID-19) symptoms should not visit the GP, pharmacy, urgent care centre or a hospital, unless advised to
 3. The pupil should not use public transport if they are symptomatic
 4. 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
 5. 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
 6. 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
 7. The school must take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19). Based on the advice from their local PHE health protection team, settings must ask those people who have been in close contact with the person who has tested positive to self-isolate for 10 days since they were last in close contact with that person when they were infectious
 8. The advice service (or PHE local health protection team) will work with schools to guide them through the actions they need to take. Based on their advice, 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 from the day after contact with the individual tested positive. Close contact means: 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) 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.
 9. If someone becomes unwell with a new continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell, they must be sent home and follow: COVID-19: guidance for households with possible coronavirus infection guidance. They must be moved to a designated sick-bay (The Medical Room) where they can be isolated behind a closed door with ventilation with adult supervision if this is required that is 2 metres away and with full PPE. The room must be cleaned after use and is **out-of-bounds until it has been cleaned**.
 10. Pupil contact lists available to each class teacher/HLTA. In case of emergency, staff contacts are shared with colleagues in each bubble. The school office, EHT and HoS informed of all symptomatic individuals.

How to work safely in specific situations, including where PPE may be required

Reference to PPE in the following situations means:

1. fluid-resistant surgical face masks (also known as Type IIR)
2. disposable gloves

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3. disposable plastic aprons
4. eye protection (for example a face visor or goggles)

The PPE that should be used in the following situations when caring for someone with symptoms of coronavirus (COVID-19) is:

5. a face mask should be worn if a distance of 2 metres cannot be maintained
6. if contact is necessary, then gloves, an apron and a face mask should be worn
7. eye protection if a risk assessment determines that there is a risk of fluids entering the eye, for example, from coughing, spitting or vomiting

When PPE is used, it is essential that it is used properly. This includes scrupulous hand hygiene and following DfE guidance on how to put PPE on and take it off safely in order to reduce self-contamination.

Face masks must:

8. cover both nose and mouth
9. not be allowed to dangle around the neck
10. not be touched once put on, except when carefully removed before disposal
11. be changed when they become moist or damaged
12. be worn once and then discarded - hands must be cleaned after disposal

Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

<u>Identify hazard</u>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Lack of social distancing in the school office resulting in direct transmission of the virus			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
<u>Control measures</u>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<div>1. School office can only speak to visitors through a screen – 1 person at a time in the foyer area</div> <div>2. Shared office staff to always be 1m+ apart at all times (including entry/exit points)</div> <div>3. No staff member/visitor or child to enter the school office</div> <div>4. A table left at front of the office entrance for all documents and paperwork (regular handwashing and hand gel will minimise the risk of transmission)</div> <div>5. No visitors allowed on site</div> <div>6. Contactors to arrive before or end of the school day and follow all social distancing</div> <div>7. Office staff will be unable to deliver items that are forgotten (lunches/drink bottles). School to provide items and notify parent</div> <div>8. Staff/parents to monitor Dojo/Teams/emails to/from the office to ensure social distancing.</div>			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

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<u>Identify hazard</u>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Contingency plans for outbreaks, local school closures, pupils and staff self-isolating			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
<u>Control measures</u>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
In the event of a local outbreak or when a pupil or member of staff are set to study/work from home: <div><div>1. Home-learning timetable and resources– work matches the work taught in lessons and uploaded on Class Dojo (see remote learning policy)</div><div>2. Parents notified if there is a bubble closure</div><div>3. SLT to put contingency plans into place for vulnerable and key worker children</div><div>4. Video link of first quality teaching - the member of staff teaches remotely or the pupil is able to access teaching through a video link of the teacher teaching in school</div><div>5. ICT device scheme in place for children</div><div>6. Printing work where essential</div><div>7. Pupils in receipt of FSM are issued weekly food boxes if they are shielding or isolating because they are symptomatic</div></div>			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

<u>Identify hazard</u>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Fire risk due to change in routine and guidance because of social distancing measures			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
<u>Control measures</u>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<p>As we are not implementing a one-way system, the normal fire evacuation routes will apply. Please note the following:</p> <ol style="list-style-type: none">1. All classrooms to have laminated pupil class list and ensure children are marked present am and pm2. Please be aware of social distancing guidelines when leading children out on to the playground3. A fire drill in the second week back of term (without new EYFS pupils) and then two weeks later to include new EYFS children4. Assembly point for all will be the KS2 playground – please line up along the long edge of the playground and go on to the grass if necessary to maintain 2m distance between children. There will be marks for each bubble on the playground.5. To try to follow social distancing guidelines when leading children out on to the playground in order to maintain social distancing			

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6. Staff should walk through the evacuation with their “bubble” to get the children used to evacuating while maintaining social distancing during the first week

- ✚ Richmond to evacuate through external fire door on to KS2 playground
- ✚ Regent’s to evacuate through fire door on corridor on to KS2 playground
- ✚ Central to evacuate through external fire door on to KS2 playground
- ✚ St James to evacuate through external fire door on to KS2 playground
- ✚ Phoenix to evacuate through external fire door on to KS2 playground
- ✚ Hyde to evacuate through library corridor fire exit on to KS2 playground being aware of staff and children coming from Regent’s and Richmond
- ✚ Hall to evacuate through Regent’s corridor external fire doors, being aware of children coming out of Regent’s
- ✚ Office staff to evacuate through main entrance and on to KS2 playground, ensuring gate is opened. Non-bubble-based staff or visitors to evacuate through nearest fire door to their location and make presence known to office staff at assembly point

Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

OVERALL level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE
Assessor’s comments		Insert comments relevant to findings as appropriate	
Name/Position/Date/Comments:			