



Coronavirus/Covid-19 Risk Assessment Template for Persons Attending a Primary or Secondary School Setting

effective from Autumn Term (September) 2020 onwards (version 1 controls continue to apply until the end of Summer Term 2020)

School name:	Duncombe Primary School		
Name(s) of person(s) covered by this assessment:	<ul style="list-style-type: none"> ▪ Teaching staff ▪ Pupils ▪ Catering staff ▪ Cleaners 		
Tasks and activities covered by this risk assessment:	<ul style="list-style-type: none"> ▪ General education/childcare provision during COVID-19 pandemic ▪ General site occupancy and site movement ▪ Personal hygiene ▪ Cleaning and sanitisation ▪ Serving school meals ▪ Interactions with maintenance contractors, not including the actual maintenance and compliance activities 		
Equipment and materials used:	<ul style="list-style-type: none"> ▪ General class and teaching and play materials (indoor and outdoor) ▪ Cleaning materials and equipment ▪ Dining hall equipment 		
Location(s) covered by this risk assessment:	<ul style="list-style-type: none"> ▪ All school premises 		
Name of person completing this risk assessment:	Helen Ryan	Date of completion:	01/09/2020
Risk assessment approved by:	Judith Fortune Chair of the IEB	Date of approval:	03/09/2020
Date risk assessment to be reviewed by:	Weekly on a Friday or as needed	Risk assessment no:	3

Record of risk assessment reviews

Date of review:		Reviewed by:		Comments / date of next review:	
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Before completing the Risk Assessment it is recommended that school leaders including those responsible for governance have read the information outlined below, including A and B, which include information referenced in the controls shown in the assessment.

IMPORTANT NOTE: in addition to completing this risk assessment and ensuring all controls are in place, schools must complete **Appendix A: Premises Guidance and Checklist. This should be signed and returned by no later than 26 August 2020.**

Background

This risk assessment will consider the risks to pupils, staff and others impacted by the infection of a member of the school community attending school (e.g. pupils, staff, contractors, visitors and household members of pupils and staff) while the coronavirus leading to Covid-19 infection is in circulation in the general community in the UK. It is based on government guidance, which indicates that it cannot be a 'one-size-fits-all' approach and school leaders are best suited to identify the system of controls that will let them effectively minimise the risk while delivering the curriculum.

Note: this risk assessment only addresses hazards directly related to physical exposure to Coronavirus/Covid-19. The school should separately consider non-physical hazards e.g. stress to staff and hazards not directly related to exposure to the virus, e.g. working at home, catering, including food preparation and building management arrangements.

Hazard - Coronavirus (SARS-CoV2), which is spread in minute water droplets that are expelled from the body through sneezing, coughing, talking and breathing. The virus can be transferred to the hands and from there to surfaces. It can survive on surfaces for a period after transfer (depending on such things as the surface type, its moisture content and temperature).

Risk Consequence - The vast majority of people who become infected with COVID-19 will have mild to moderate symptoms which will self-resolve, and will not require further NHS treatment. While Covid-19 illness can be fatal, this likelihood disproportionately impacts adults and specifically those with pre-existing conditions who should follow the relevant government guidance.

- severity of disease in children – there is high scientific confidence that children of all ages have less severe symptoms than adults if they contract coronavirus (COVID-19)
- the age of children – there is moderately high scientific confidence that younger children are less likely to become unwell if infected with coronavirus (COVID-19)
- severity of disease in adults – a small proportion of adults suffer a very serious or fatal illness, if infected. The likelihood of serious or fatal consequences is much greater for older people and those with underlying health conditions e.g. the clinically vulnerable and extremely clinical vulnerable for whom personal risk assessments should be completed (see also risk reference 1A below).

Likelihood is based on the likelihood of transmission, which may lead to one or multiple fatalities.

If personal hygiene, school cleaning measures, and social distancing measures (in accordance with government guidance) are followed and all very high risk/very vulnerable (previously shielded, until shielding was suspended) persons and high risk/vulnerable persons (see NHS lists) work to a personal risk assessment that identifies how they can optimise their social distancing, likelihood of transmission leading to a fatality will be low for persons who are not

clinically vulnerable and medium for clinically extremely vulnerable/clinically vulnerable persons. Where strict social distancing cannot be achieved for clinically extremely vulnerable persons, alternative controls should be considered in their personal risk assessment in addition to these shown in this risk assessment in order to prevent their risk becoming high.

This risk assessment is based on the "Guidance for full opening - schools", published 2 July 2020 and available at <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

Schools with early years provision (nursery classes and younger children) should also refer to <https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures>. A separate risk assessment template is available for Children's Centres and other Early Years settings.

Both the schools and early years guidance follow the same basic system of controls to prevent transmission of infection occurring and respond to infection, if it occurs.

A) Essential general control measures – applicable to all pupils, staff and others, in all schools, at all times

Procedures in place, including reminders to all adults and children via regular classroom briefings, specific learning and poster displays to ensure:

- Pupils and staff stay at home if,
 - unwell with coronavirus (COVID-19) symptoms, *or*
 - in a household where somebody else is symptomatic, *or*
 - if instructed to do so by the NHS Test and Trace system or by a Public Health England, Camden and Islington Public Health or other health protection team officer, *or*
 - where quarantine applies following travel abroad
- Pupils, staff and their households understand their obligation to be tested if displaying symptoms and follow NHS guidance.
- Frequent washing of hands with soap and water for 20 seconds and dry thoroughly using the correct hand washing technique. This includes on arrival at the setting, before and after eating, after breaks, after changing rooms and after sneezing or coughing
- Use a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it').
- Not touch their mouth, eyes and nose.
- Follow the school's procedures for removing any face coverings used on the way to school safely (not touching the front) and either putting them in a plastic bag, if reusable, or disposing in a bin (if disposable), then washing hands.
- Implement normal personal hygiene and washing of clothes following a day in an educational or childcare setting.
- Follow the school's procedures to minimise physical contact between individuals and maintain social distancing.

B) School Infection Prevention Measures

All schools **must** have processes and facilities in place,

1. To minimise contact with persons unwell with coronavirus symptoms or who have somebody in their household with symptoms, including
 - a. Procedures to ensure staff and pupils in these situations do not attend school
 - b. Procedures to isolate and send home any pupil or staff who develop symptoms while at school
 - c. Procedures to support pupils and staff with engaging with NHS Test and Trace.
 - d. Procedures to contact the local health protection team if anybody who has attended school (staff, pupil, visitor or contractor) has tested positive and then follow Public Health's advice.
2. To enable thorough hand cleansing at appropriate times
 - a. Well maintained, regularly cleaned, hand washing facilities e.g. running water, soap and either electric dryers or disposable hand towels or (where running water not available) hand sanitiser stations stocked with suitable sanitiser available at appropriate locations.
 - b. Pupils and staff educated to cleanse their hands at appropriate times and age appropriate supervision and assistance provided for children where needed.
 - c. Regular reminders of the required behaviours and staff leading by example.
3. Promote good respiratory hygiene by,
 - a. Ensuring tissues and bins with lids are available.
 - b. Bins regularly emptied and tissues re-stocked at appropriate intervals.
 - c. Appropriate education of "catch it, bin it, kill it" approach and support for pupils who need assistance e.g. EYFS and pupils with additional needs.
 - d. Arrangements to safely remove face coverings on arrival at school.
4. Enhanced cleaning – use the methods to be published in Public Health England's revised guidance on general cleaning in non-healthcare settings (expected by end of Summer Term 2020)
 - a. Identify rooms and facilities/areas used by different groups/cohorts e.g. toilets, workshops, laboratories, specialist teaching rooms (art, music, etc.) dining halls, play areas, secondary school classrooms
 - b. Identify frequently touched surfaces (e.g. door handles, toilets, wash hand basins) that require enhanced "frequently touched surfaces" cleaning.

- c. Schedule frequent and enhanced cleaning for frequently touched areas and areas used by different groups/cohorts, ensuring suitable competent staff and supplies of standard cleaning products and materials are available
 - d. Where cleaning is not practical (e.g. books), arrangements should be put in place to store items out of reach/out of use, so that they are left unused and untouched for 48 hours for most materials and 72 hours for plastics.
5. Minimise contact between individuals and maintain social distancing wherever possible
- a. Identify appropriate cohorts or bubbles of consistent groups to minimise the contact between individuals, but still maintain the ability to teach a broad and balanced curriculum. Consider the nature of the curriculum and the arrangement of the school's facilities (cohorts may be an EYFS age group, a single class, group of classes, year group or another consistent group, depending on the ages of the pupils and the curriculum requirements – **the smallest consistent group practical while maintaining the curriculum should be selected**).
 - i. Information/education of staff, pupils, parents/guardians/carers and others in the school community to explain how the cohorts/bubbles work and why they must be maintained.
 - b. Set up facilities to maintain social distancing as far as practical (it is acknowledged that EYFS pupils are not expected to fully socially distance) e.g. pupils' desks facing forward and spaced as far apart as practical
 - i. In secondary schools, where cohorts will be very large (due to the need to change teaching sets for different subjects), social distancing will need to be actively encouraged and managed by the supervising staff.
 - ii. Staggered breaks and lunch times (where this is not already in place).
 - iii. Minimise and manage corridor movements and circulations. This may involve one-way systems, corridors being marked with arrows to separate two-way flow, or a "traffic light" flow management system
 - c. Set up staff facilities to enable 2 metre social distancing wherever possible, both in the classroom and non-teaching areas such as offices and welfare facilities/staff rooms.
 - i. In EYFS, it is acknowledged that social distancing will not be possible with and among the pupils, so staff should interact with one cohort wherever possible. Any specialist staff working across more than one class/cohort should review their work practices to minimise direct contact with pupils.
 - ii. In secondary schools (KS3 onwards), where all staff teach multiple classes over several year groups, the social distancing arrangements should be particularly carefully reviewed and managed to ensure they are effective.
 - d. Set up arrangements for pupils arriving and leaving school that keep cohorts/bubbles apart as far as practical, but also prevent gathering of parents and pupils at the school gates and minimise rush hour use of public transport.
 - i. Consider the school's site and demography to decide how this can be best achieved. Options to consider can include,
 - Staggered start and finish times (unless this leads to parents gathering outside the gates with siblings, which is not desirable). Staggering may assist in reducing congestion on public transport, however it will not work where pupils use school buses.

- Off-peak start and finishing times for secondary pupils who must use public transport (they should be encouraged to walk or cycle, where practical).
 - Using different entrances, so that cohorts arrive at different points and do not mix
- ii. Ensure pupils using school buses sit in their cohorts/bubbles – where appropriate liaise with Accessible Community Transport about bus arrangements.

Ref	Activity/Area	KEY CONTROLS OR PROCESSES IN PLACE TO MITIGATE RISK If you cannot implement all controls below, you must consider if you can safely undertake the activity Where likelihood of transmission remains High, you must consider if it is acceptable to proceed.	Likelihood of transmission with all key controls in place	COMMENTS If you cannot implement all controls	OWNER / LEAD OFFICER
1	Pupils, household members or staff symptomatic	Parents/carers, pupils, staff, contractors and other visitors informed that nobody who is symptomatic or in a household where somebody else is symptomatic may attend school or enter the premises - they must all follow the government's self-isolation, testing and tracing guidelines. Remind parents/carers/staff/pupils/visitors etc e.g. by notices at entrance, that nobody in such a household may attend school and that they must be tested and follow the NHS Test and Trace process See also Ref 15 below for a suspected case of Covid-19 on site.	Medium	We have notices on the school gates and this will go out in every newsletter as a standing item. A FAQ was sent out on 1/9/2020 including full details of what to do if a person in a household is symptomatic	MR
1.1	Pupil or staff member contacted by NHS Test and Trace as a contact	Self-isolate in accordance with NHS Test and Trace instructions (<i>if persons follow these instructions, the likelihood of transmission to others is minimised</i>)	Low		
1A	Staff - Clinically extremely vulnerable (previously shielded) and clinically vulnerable staff working at	A personal risk assessment should be completed for each staff member. Where the nature of their job means that they cannot work from home (the situation that will apply to most teaching and many support roles in a school which is fully open). Shielding (extremely clinical vulnerable persons) can come to the workplace from 1 August 2020, however their risk assessment must address minimising their risk of exposure while undertaking their job role.	Medium	All clinically vulnerable and extremely clinically vulnerable staff will have their risk assessment reviewed and updated in the first week of September 2020 before school reopens.	MR

	the school/setting	<p>i) Review work methods to optimise social distancing, where practicable.</p> <p>ii) Observe personal hygiene best practice.</p> <p>iii) Where the member of staff works with very young children e.g. nursery or reception, consider whether there are options for working with a slightly older age group where social distancing is more practical.</p> <p>The guidance for extremely clinically vulnerable/shielding persons is available at 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 and for clinically vulnerable persons is https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing/staying-alert-and-safe-social-distancing#clinically-vulnerable-people</p>			
1B	Pupils who are clinically extremely vulnerable (previously shielded) or clinically vulnerable	<p>These pupils can return to school, in line with the government guidance. They should be assisted to socially distance where applicable.</p> <p>If a local rate of disease rises, clinically extremely vulnerable children may be advised to temporarily shield again, hence be temporarily absent from school.</p> <p>These children should take advice from their specialist health professional and, where applicable, the school should support the child in following this advice.</p> <p>Families can be referred to the school nursing team, who will individually be able to discuss their concerns and risks.</p>	Medium	Children identified as extremely clinically vulnerable will be contacted by the inclusion team in the last week of August and invited in for a health assessment meeting with the health and welfare officer and SENCO. An up to date risk assessment will be issued for each child and put in place with the relevant staff before school reopens in September. INSET in September will include an update to all staff on the processes required for extremely vulnerable pupils	

1C	Household members of pupils and staff who are clinically extremely vulnerable (previously shielded) or clinically vulnerable	<p>The staff and pupils living in households with extremely clinically vulnerable persons should attend school as normal.</p> <p>The pupils and staff should follow the government about personal hygiene measures and social distancing as far as practical, both at school and in the home environment.</p> <p>Pupils and staff members should be supported by the school to follow personal hygiene and social distancing best practices.</p> <p>Families can be referred to the school nursing team, who will individually be able to discuss their concerns and risks.</p>	Low		
2	Classroom/general activities	<p>Consistent groups of pupils and related staff identified, to minimise the numbers of people each individual interacts with (see B5 above) – in primary settings, the cohort will often be a class of about 30 pupils and their staff (minimising other persons in room except in an emergency). Consideration can be given to other combinations of classes where the curriculum requires. In secondary schools the group is likely to be a year group or other grouping of students where the curriculum requires them to be taught together.</p> <p>Where cohorts/consistent groups are bigger than one class, if a member of the cohort is diagnosed with Covid-19, the entire cohort may be advised by Public Health to self-isolate (in addition to the class of the pupil) – see B1d above.</p> <p>In secondary schools and some primary school roles, staff cannot remain with a single cohort, because they have specialist/subject teaching roles. These staff should be briefed to be particularly careful to optimise their social distancing, minimise their close contact with others and use other controls where they need to be close.</p> <p>Classrooms organised to optimise social distancing between pupils and staff – where appropriate, pupils should all face forward e.g. in traditional “all class” teaching (this is unlikely to be appropriate in many EYFS settings). Where possible, pupils should remain at the same desk. Where this is not possible (e.g. in secondary schools where pupils are in different sets for different subjects, rather than taught in classes), desks should have enhanced cleaning (see B4 above ref cleaning).</p> <p>Where possible, staff should not spend extended periods in very close proximity to</p>	Medium	<p><i>Each phase is put into a pod : EYFS = pod 1 / KS1 = pod 2 / KS2 = pod 3. The school has identified separate playtime areas for each bubble, a staggered drop off and pick up time and all lunches are within the bubble groupings.</i></p> <p><i>We have a enhanced cleaning routine for each classroom. All resources in EYFS are cleaned down before being used by different children. A full time cleaner was appointed in June 2020 to clean classrooms in between break times as well as heavy touch surfaces, such as stair banisters.</i></p>	KS/HR

		<p>pupils – see B5c above</p> <p>Pupils and staff should have their own personal frequently used equipment e.g. pens and pencils. Books, games and other resources can be shared within the cohort and should be cleaned regularly, where appropriate. Where equipment is shared between cohorts, meticulous cleaning is needed between cohorts. As an alternative, or where cleaning is not practical, items can be left unused for a period – see B4d above reference rotation of items)</p> <p>Books and other shared resources can be taken home when it contributes to a child’s education and development. Appropriate cleaning and rotation (see B4d) should apply to these resources.</p> <p>Parents to be requested to not allow their children to bring toys, or any other non-essential items to school.</p> <p>Arrangements for frequent handwashing, including additional support where needed by pupils (see B2), good respiratory hygiene (B3) and classroom cleaning (B4) in place</p> <p>Removing ill/symptomatic persons from classroom (see B1b and ref 15 below).</p> <p>Review timetable to consider the following:</p> <ul style="list-style-type: none"> ● use the timetable and selection of classrooms or other learning environment to reduce movement around the school building, where practical ● do not having physical assemblies involving classes outside of the cohort, use virtual assemblies ● See ref 10, 19, 20, 21 and 22 below about specific risks associated with certain aspects of specific curriculum activities (e.g. dance, drama, music, contact sports, visits) 		<p><i>Children are timetables to wash hands as frequently as possible throughout the day.; but definitely on entry to school , before and after playtime and lunchtime, before and after PE. We have sinks in every classroom and new outdoor sinks.</i></p> <p><i>In KS2 each pupil sits facing the teacher in rows. Every pupil will have their own pencil case.</i></p> <p><i>In KS1 /EYFS tables are grouped.</i></p> <p><i>Assemblies are virtual.</i></p>	
3	<p><i>This section has now been combined with 2 above, to cover all age groups</i></p>				

4	Use of toilets	<p>Enhanced cleaning of toilet facilities (see B4 above).</p> <p>Where there is a toilet facility in or near a classroom/cohort; that cohort should use it as far as practicable (to minimise contact with others).</p> <p>All staff and pupils instructed and supported to wash hands correctly after using toilet (see B2 above).</p> <p>Where toilets are shared by different groups/cohorts, an enhanced cleaning regime should be put in place.</p>	Medium	<p>Each phase bubble has their own toilets.</p> <p>Enhanced cleaning after break, lunch as well as before and after school.</p> <p>Soap, paper towels checked daily.</p>	
5	One-on-one teaching and personal care for infants and children with additional needs	<p>PPE only needed for pupils whose care routinely already involves the use of PPE due to their intimate care needs should continue to receive their care in the same way - see https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe</p> <p>Where PPE is required, staff should be instructed in when it is needed and how to don and doff it correctly.</p> <p>Minimise close contact time without negative impact on personal care. Where close contact is necessary, stand behind or beside the pupil, where practicable, rather than face-to-face</p> <p>Where a pupil is displaying symptoms they should be removed from classroom and the appropriate procedures followed (see B1b and ref 15 below).</p>	Medium	<p>PPE is available in the newly opened medical room. Staff will be instructed on how to use it in September. Procedural training for staff should a pupil show signs of coronavirus , will be given on the extra INSET day in September 2020. A procedural flow chart is in the medical room to ensure that staff are clear .</p>	
6	<i>This section has now been combined with 5 above</i>				
7	Playground activities <i>Outdoor transmission</i>	<p>Staggered breaks and lunch times to ensure pupils and staff cohorts do not mix in the playground (if two or more cohorts are playing at the same time, each cohort should be in a separate area of the playground and using different equipment).</p> <p>Play equipment should be cleaned regularly. Where a school wishes to rotate</p>	Low		

	<i>likelihood believed to be much lower than indoors.</i>	<p>cohorts between different areas of the playground, they should clean equipment between each group (see B4 above)</p> <p>Hand washing before and after each break and/or use of play equipment.</p> <p>Social distancing enforced as far as practical for pupils.</p> <p>All staff (teaching, premises, catering etc.) must try to maintain social distancing where possible to safeguard themselves and set an example to the pupils.</p> <p>Close contact sports/activities (e.g. football, rugby, dancing) should not be played until the guidance allows (see 10[sports] and 20[dance, drama, etc.] below).</p>			
8	Corridors/movements to other rooms, etc.	<p>Corridors movements should be managed to prevent congestion – see B5biii above.</p> <p>Interaction between cohorts and staff should be avoided where possible, or limited to as short a period as possible (e.g. crossing briefly in corridors or playgrounds).</p> <p>Schools should consider one way systems and up/down stairs where practicable. Where this is not possible “walk on the left” signage and floor markings should be installed to minimise congestion.</p>	Low	<i>Schools should explain here their arrangements for managing movements within the school.</i>	
9	Lunch	<p>Lunch to be served to bubble / cohort, who should not meet/interact with any other cohort. If any other cohorts are in the dining hall, they must be socially distanced. Sit pupils in as socially distanced manner as far as is practicable.</p> <p>Tables are high touch surfaces and must be cleaned between each cohort usage (see B4) and there should be no shared items (e.g. water jugs, condiments) on tables.</p> <p>School kitchens must operate in line with the government 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</p>	Low	<i>Schools should explain how they will manage arrangements to ensure cohorts remain separate and queuing is socially distanced.</i>	
10	Physical activities (<i>replacing Sports Hall/Gym</i>)	<p>Outdoor sports and physical education should be prioritised, where possible.</p> <p>Large sports halls/gyms can be used where outdoor facilities are not available (outdoor activities are lower risk than indoor activities).</p>	Medium		

		<p>Where indoor spaces are used,</p> <ul style="list-style-type: none"> • Maximum distancing between pupils must be applied, as breathing during exercise releases droplets from the mouth and nose. • Meticulous hand and respiratory hygiene must be practised (see B2 and B3 above). • Meticulous cleaning of indoor sports facilities between groups is required (see B4 above). <p>No contact sports matches until government guidance changes.</p> <p>All sports should be played within cohorts (so no inter-school matches or house matches, unless also within the cohort) unless groups of up to six AND outdoors AND socially distanced at greater than 2 metres AND no physical contact (e.g. tennis).</p> <p>See the Association of Physical Education’s guidance https://www.afpe.org.uk/physical-education/wp-content/uploads/COVID-19-Interpreting-the-Government-Guidance-in-a-PESSPA-Context-FINAL.pdf</p>			
11	Arrival/departure	<p>Pupil arrival and departure arrangements to be managed to minimise interactions between other cohorts and other persons (other parents, visitors, etc.) – see B5d above.</p> <p>No parents/carers/visitors to enter school and must be encouraged not congregate outside the school entrance / exit, consider signage.</p>	Low	<p><i>Schools should explain here the arrangements they have made for the arrival and departure of consistent groups/ separate and explain how this has been communicated to staff, pupils and parents/guardians/carers.</i></p>	

Coronavirus/Covid-19 Risk Assessment Template for Persons Attending a Primary or Secondary School Setting

12	Maintenance and contractor visits	<p>Contractors to be advised of school's social distancing and hygiene arrangements on or before arrival. Their telephone number should be recorded with the other visitor/contractor details, in case NHS Test and Trace need to contact them.</p> <p>Contractors not to mix with any cohort of pupils with their staff, and their arrival time to be pre-agreed.</p> <p>Consider emergency works procedure; classroom activities may need to cease and relocate to an alternative space.</p> <p>Consider holding an alternative, clean classroom space, where possible or using the sports hall or similar for emergency work.</p> <p>Contractors must provide RAMS for all activities on site bearing in mind Covid-19 risk. The school should induct contractors in their COVID-secure arrangements.</p> <p>Where possible, visits should happen outside of school hours.</p>	Low		
13	Meetings with staff, parents etc	<p>Wherever possible, all meetings to be conducted by telephone, video conferencing etc.</p> <p>Essential other meetings to be conducted with social distancing and hygiene in place.</p> <p>Where visitors attend site, their telephone number should be recorded with the other visitor details, in case NHS Test and Trace need to contact them.</p>	Low		
	Meetings with outside professionals, e.g. CAMHS, Speech and Language, EP's and all other associated agencies	<p>Where possible, external professionals (e.g. CAMHS Clinician, Educational Psychologist, Speech & Language Therapist) can work remotely with Duncombe School, ensuring confidentiality and security measures are in place.</p> <p>Where necessary for the benefit of effective school provision, external professionals can come into school to work with staff, pupils or families. PPE, handwashing facilities and sanitizer are made available by the school. Space is allocated that can allow for social distancing. Should parents be needed to come into the premises, a room has been allocated for use, negating the need for parents to walk through the main school building.</p>	Medium		

		External professionals should cleanse between meeting with different people.			
14	First Aid/Ill Health (other than Covid-19 symptoms)	<p>Further guidance issued to first aiders on providing general first aid, CPR and resuscitation – see https://www.resus.org.uk/media/statements/resuscitation-council-uk-statements-on-covid-19-coronavirus-cpr-and-resuscitation/covid-community/</p> <p>Consider holding an alternative, clean classroom space if there is illness in the classroom, which must be cleaned or isolated.</p>	Medium		
15	Suspected case on site	<p>Establish protocol and train all staff on swift and safe response to suspected cases on site.</p> <p>Communicate protocol clearly to parents and carers.</p> <p>Designate waiting room/s for symptomatic child/children waiting to be collected.</p> <p>Acquire PPE¹ for staff to use if supervising a child waiting to be collected, train staff on whereabouts and safe use of PPE. Set up PPE stock record/ ordering system.</p> <p>https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe</p> <p>Considerations for protocol:</p> <p><u>Reducing COVID-19 risk</u></p> <ul style="list-style-type: none"> ● Ensure that parents and carers are aware of COVID-19 symptoms: <ul style="list-style-type: none"> ○ a high temperature – this means you feel hot to touch on your chest or back (you do not need to measure your temperature) 	Medium	<p><i>Public Health protocols to be sent out in the July newsletter and again in September.</i></p> <p><i>Designated medical room in place for suspected coronavirus cases.</i></p> <p><i>PPE in stock. Awaiting test kits.</i></p>	MR/HR/LP

¹ Obtain through local PPE chains, or if difficult to obtain, approach local resilience forum.

		<ul style="list-style-type: none"> ○ a new, continuous cough – this means coughing a lot for more than an hour, or 3 or more coughing episodes in 24 hours (if you usually have a cough, it may be worse than usual) ○ a loss or change to your sense of smell or taste – this means you've noticed you cannot smell or taste anything, or things smell or taste different to normal ● Ensure that parents and carers are aware they should not send children to the school or EY setting if they are unwell with COVID-19 symptoms or if someone living in their household is unwell with COVID-19 symptoms. If the child is unwell they should self-isolate for 10 days & get a test. Household members should also self-isolate for 14 days. If someone in the household is unwell, the child should self-isolate for 14 days. ● Ensure all children are reminded daily to inform their teacher if they feel poorly <p><u>Preparation for possible COVID-19 illness</u></p> <ul style="list-style-type: none"> ● Establish clear communication protocol in school, for quickly notifying key staff and parent/carer ● Set up COVID-19 risk/ incident log, for oversight by the safeguarding governor and further debrief/ training ● Ensure Business Continuity Plans are up to date and consider how to manage/what to do if a large number of staff are required to self-isolate. <p><u>Responding to possible COVID-19 illness</u></p> <ul style="list-style-type: none"> ● Child/ staff member with symptoms should go home as soon as possible and get tested for COVID-19 as soon as possible, and at the latest within the first 5 days of symptoms starting. <ul style="list-style-type: none"> ○ Tests for the general public can be booked online at www.nhs.uk/ask-for-a-coronavirus-test (or by calling 119) ○ Tests for essential workers are prioritised and can be booked at: https://www.gov.uk/apply-coronavirus-test-essential-workers 			
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		<ul style="list-style-type: none"> ○ For help with testing: https://www.nhs.uk/contact-us/get-help-with-asking-for-a-coronavirus-test/ ● While waiting for collection, the child should wait in a well-ventilated room with a closed door, or if they cannot be isolated then move them to an area which is at least 2m away from others ● PPE is required if a child or staff falls ill with coronavirus symptoms (young child or with complex needs) and requires direct personal care on site: <ul style="list-style-type: none"> ○ Fluid resistant surgical mask worn by supervising adult if 2m distance cannot be maintained ○ Disposable gloves, disposable apron, fluid-resistant surgical mask worn if contact is necessary ○ Eye protection if there is a risk of splashing (e.g. coughing, spitting, vomiting) ● Parents/ carer/ symptomatic staff provided with self-isolation advice, and information about NHS Test and Trace – schools can access further information and resources on NHS Test and Trace https://www.camden.gov.uk/covid-19-advice-and-guidance-working-with-residents#ubos for Camden and https://www.islington.gov.uk/social-care-and-health/support-and-guidance-during-covid-19/useful-guidance-and-resources-covid-19/test-and-trace-for-local-organisations for Islington ● Safe disposal of PPE and areas occupied and equipment used by the affected person cleaned and disinfected, as per guidance https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings ● Clean the affected area with normal household disinfectant ● Supervising staff member and cohort wash hands thoroughly, do not need to go home unless they develop symptoms or the child subsequently tests positive. ● If the school needs support with a possible case or has an enquiry contact the local Public Health Team for support – email CIPHAdmin@islington.gov.uk ● Headteacher to follow up if test result is not received. ● If the test result is: 			
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		<ul style="list-style-type: none"> ○ Negative: unwell person can return to the setting if they feel well enough and their fellow household members can end their self-isolation. ○ Positive: unwell person must complete 10 day self-isolation and log onto NHS Test and Trace to share their recent close contacts. ● The setting should notify PHE London Coronavirus Response Cell (LCRC 0300 303 0450) of all confirmed cases in the setting. Template letters and other communications materials for parents and staff members will be shared by LCRC and the local Public Health Team. ● PHE LCRC will undertake a risk assessment and usually will advise that the class or year group who have been exposed should be sent home and advised to self-isolate for 14 days. The other household members of that wider class or group do not need to self-isolate unless a household member becomes symptomatic. ● As part of the NHS Test and Trace service, if other cases are detected within the cohort or wider setting, PHE LCRC will conduct a rapid investigation and advise schools. Closure of the whole setting will not generally be necessary. 			
16	Cleaning	<p>Cleaning should be done in line with guidance in https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings/guidance-for-full-opening-special-schools-and-other-specialist-settings#section-1-public-health-advice-to-minimise-coronavirus-covid-19-risks</p> <p>Note – Public Health England are releasing new guidance about methods before the end of the summer Term</p> <p>Cleaning to be done while pupils not in classrooms.</p> <p>PPE for cleaning in line with COSHH/cleaning risk assessment, including of metal/hard surfaces and toilet facilities. Normal cleaning materials (e.g. detergents and bleach) to be used except when a case of Covid-19 is suspected – then follow https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings</p>	Medium	<p><i>The school has a separate risk assessment and cleaning protocol that is attached.</i></p> <p><i>The school has employed a 'Covid Cleaner' who works during the school day. The Covid cleaner has been trained to ensure that all cleaning protocols are met; the regular cleaning team have also received extra training from their line management (SOS).</i></p>	MR

		<p>Instruction provided on how to use PPE correctly including hand hygiene.</p> <p>Frequently touched surfaces being cleaned more often than normal.</p> <p>Cleaning staff should collect full waste bags at the end of the school day to avoid entering a classroom when carrying out cleaning in the classroom.</p> <p>Bins should have lids and foot pedals.</p> <p>Separate cleaning activities risk assessment must be completed by competent person and communicated to cleaning staff prior to cleaning activities.</p>			
17	Staff welfare facilities	<p>Consider maximum occupancy of the staff room bearing in mind social distancing guidelines.</p> <p>Staff to socially distance at all times and clean down all equipment before and after use.</p> <p>Do not share cups, crockery and cutlery.</p>	Medium		MR
18	Travel to/from school a) by foot, bike or private car	<p>All persons (staff and pupils) to avoid public transport, where possible walking and other forms of travel should be encouraged.</p> <p>Where walking not possible for staff, arrangements to be made for them to park on-site, where possible.</p>	Low	Staff who travel on public transport have been given advice on safety protocols e.g. wearing a face covering and washing hands on entry to the school building.	MR
	b) by public transport	<p>If public transport use is unavoidable, consideration to be given to arrangements to minimise, where practical, rush hour use of public transport by staff and pupils.</p> <p>Face coverings to be worn on public transport, in line with government guidance. School to put suitable procedures /arrangements in place to support the hygienic removal of face coverings on arrival at school (see B3d above)</p>	Medium	Staff have been instructed to remove all face masks on entry to the building.	MR
19	Curriculum activities creating high velocity droplets from mouth/nose e.g. Singing Playing woodwind	<p>Physical distancing (e.g. 2 metres to be applied).</p> <p>Small groups – maximum 15</p> <p>Pupils to be back-to-back or side-to-side (NOT facing).</p> <p>No sharing of woodwind or brass instruments and regular cleaning of instruments, particularly mouthpieces.</p> <p>Well ventilated rooms or outside.</p>	Medium		KA

Coronavirus/Covid-19 Risk Assessment Template for Persons Attending a Primary or Secondary School Setting

	(oboe, clarinet, flute, recorder, etc.) or brass (trumpet, trombone, etc.) instruments Drama	<i>The DfE are expected to shortly publish further guidance detailed relating to music.</i>			
20	Curriculum activities requiring close proximity or touching of other persons, e.g. Dance Drama Close contact sport e.g. where person to person tackling occurs (rugby, football).	Consistent pupil groups (e.g. teams within the cohorts) maintained. 2 metre social distancing to be maintained (drama/dance curriculum will need to be managed around this). Equipment to be cleaned regularly. Personal hygiene (handwashing) to be maintained. No plays and concerts allowed until government guidance changes. <i>See Reference 10 above for sports and physical education activities, including matches.</i>	Medium		KA
21	School activities involving multiple cohorts e.g. Wraparound activities (breakfast and after-school clubs, etc.) House activities, clubs/societies Plays and concerts	Keep in cohorts, where practical. Where not practical, keep in consistent small groups for wraparound care, optimise social distancing and ensure any equipment is regularly cleaned. Where practical e.g. visits by speakers to a society, rooms to be set up to enable social distancing (say using a large school hall, rather than a classroom). <i>See reference 10 above for sports matches</i>	Medium	<i>Breakfast and after school club will be in consistent bubbles.</i>	MR

	Sports matches				
22	Educational visits <i>(domestic, non-residential)</i>	<p>Guidance dated 2 July 2020 advises against overseas or residential domestic trips. However, non-residential (non-overnight) domestic educational visits can be resumed in the autumn term https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools).</p> <p>These trips should be risk assessed in the normal way and recorded on the EVOLVE platform (or other equivalent arrangements, if used by the school). The risk assessments should include consideration of,</p> <ul style="list-style-type: none"> • Maintaining consistent groups (cohorts/bubbles) of pupils or ensuring full 2 metre social distancing is maintained. • COVID-secure arrangements at the destination. • Public transport to be avoided. 	Low		KA
		<p>Important Note: in addition to completing this risk assessment and ensuring all controls are in place, schools must complete Appendix A: Premises Guidance and Checklist. This should be signed and returned by no later than 26 August 2020.</p>			