

# Risk Assessment Covid-19

(The Full Reopening Thames View Infants, **March 2021**)



<b>Government Overview Aim:</b>	At the centre of this plan is the Government’s aim to return School life to as close to normal as possible, for as many people as possible, as safely as possible, in a way that avoids a new epidemic, minimises lives lost and maximises health, economic and social outcomes.
<b>TVI Learning overview aim:</b>	<p>To get all children safely back into education, as this is the best place for them to learn and because we know how important it is for their mental wellbeing to have social interactions with their peers and teachers.</p> <p>The Headteacher and Deputyhead are particularly experienced at cultivating a culture in which learning is rapidly accelerated, yet in which children’s emotional well-being and resilience are carefully nurtured. All Staff are incredibly dedicated and very much in-tune with the School’s Vision. Very attuned to the current climate amongst local families, the School is well-established at instilling trust and over-coming deeply-held traditional dispositions and perceptions. Building upon these deep insights will be crucial when orchestrating the right provision to address the School’s call of duty within the current era of national need.</p> <p>This needs to be achieved in the safest and most empathetic way possible for all individuals concerned (children, parents, all staff (and their families) and visitors); and in a manner that continues to engender both trust and confidence. Measures taken must follow National and Local Guidance, whilst being proportionate in nature, drawing upon long-established importantly-held values that underpin thoughtful Early Child Development and good Infant practice. In doing so, this Trust will follow the latest scientific advice for Schools, covering a wide range of aspects, such as Public Health Protocols, locally agreed HR Guidance for Staff and revised Attendance Procedures for Families.</p>

	<p>Whilst underwritten considering a wealth of guidance and approved locally, any risk assessment is only as good as the uptake from its employees and their ability to whistleblow non-compliance or when any aspect is not working. Safeguarding remains everybody’s responsibility at TVI and this value is well-ingrained within the Trust’s working ethos.</p>
<p>Re-opening proposal:</p>	<p>The Government sets the expectation that all Pupils and Staff Members will return to School from September 2020. The guidance written to support this decision has evolved from the position originally held to support the partial reopening of Schools in early June 2020. Following this success, further measures have been implemented to ensure the safe return of both pupils and members for the 2020-2021 Academic Year.</p> <p>Although school attendance is mandatory from the start of the Autumn Term, there will be some circumstances where pupils cannot attend school due to coronavirus (COVID-19); and TVI will follow these new attendance regulations and the new category of non-attendance – <i>‘not attending in circumstances related to coronavirus (COVID-19)’</i>.</p> <p>School will reopen with a Staff trained to work safely. The Government accepts that Infant Children “cannot be expected to remain 2m apart from each other and staff” and the “1 metre plus with mitigations” principle will be adopted.</p> <p>The School will operate within a system of year-group based ‘Bubbles’, each with their own staffing team and staggered start &amp; end times. A staggered day will help Bubbles to stay apart. The length of the School-day will stay the same, but changing the start and end times will help keep the site less busy/congested and more COVID-secure. It will also allow for School to run more normally for the children and this principle will also lend itself well to implementing a full and rich curriculum, in order to accelerate learning:</p> <ul style="list-style-type: none"> <li>• Year 2 (incl <i>New Hippos</i>): 8:55-3:15 (no change)</li> <li>• Reception: 8:45-3:05 (10 mins earlier)</li> <li>• Year 1 (including <i>Bumble Bees</i>): 8:35-2:55 (20 mins earlier)</li> </ul>

	<ul style="list-style-type: none"><li>• Nursery: (am) 8:25-11:25 or (pm) 12:10-3:10 (20 mins earlier)</li></ul> <p>In order to fulfil their duties, Staff are able to cross between Bubbles.</p> <p>In addition, measures will be taken to protect the greater School-wide Bubble from cross-contamination by ‘outside-visitors’. Visitors and face-to-face meetings will continue to be discouraged. Strict protocols, including the wearing of face-coverings, will be observed for where unavoidable face-to-face meetings are required with visitors from outside the School-wide Bubble.</p> <p>Good hygiene, handwashing and cleaning remains paramount. Additional Staff will be allocated to provide additional cleaning throughout the School day. There will be a larger-than-normal sick bay, with dedicated staff wearing PPE.</p> <p>Pupils’ emotional wellbeing, socialisation and transitioning back to classroom routines will be paramount within the immediate short-term. Speaking and Listening (Talk4Learning) will be given a high priority and embedded throughout School. A higher ratio of Staff will help support the acceleration of children’s learning (catching-up) within a fully broad and balanced curriculum. Very carefully, within Reception and KS1, the curriculum will be tailored to revisit and embed; building upon this foundation to restore learning from children’s starting points and where lessons ceased in March 2020. Throughout this transition, a careful, systematic and yet proportionate approach will be taken, with a greater-than-usual emphasis placed on balancing ‘slowing basics down’ and supporting children’s emotional well-being and resilience throughout this journey. It is expected that by following a carefully balanced recovery period extending throughout the Autumn Term, learning will be sufficiently embedded to allow for more rapid acceleration across the Spring and Summer Terms. Throughout, restoring trust and responding to parental anxiety, will underpin our work.</p> <p>Should a further period of (full or partial) School Closure be required, then a robust - yet easily accessible - procedure for home learning will be implemented and this is described below. The approach is steeped within the School’s well-established ethos of “Family Learning Together”: rather than supplying children</p>
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	<p>with “endless worksheets” and “holding activities” in isolation, teachers will broadcast daily lessons that can be easily accessed and watched conveniently by both the Parent and Child together.</p> <ol style="list-style-type: none"> <li>1. Teachers of affected classes will Tweet daily live age-appropriate learning via official School Twitter Accounts (whilst maintaining the School’s Social Networking and e-Safety Policies), to be viewed by both Parent and Child together.</li> <li>2. A schedule of weekly age-appropriate home learning and resources will be electronically delivered via ParentMail to all Parents, to be completed “as a Family”.</li> <li>3. Each piece of work will have an expected completion date and a requirement to “hand in” for marking.</li> <li>4. Teachers will follow-up home-learning with age-appropriate weekly check-in and mentoring phone calls with the Child and Parent together.</li> <li>5. Links to additional homework and on-line learning sites will also be made available for those families who require extra support.</li> </ol> <p>The School’s established Social Media mechanisms will play a key role in instilling trust, opening School up ‘behind the scenes’ and displacing the effects of isolation and social distancing required by the COVID-response.</p>
Feasibility:	<p>The plan considers carefully when and where to take risk. A ‘zero risk’ approach will not work in these unprecedented times; however, all reasonable measures will be taken to minimise risk.</p> <p>All Parents/Carers will be advised that:</p> <ul style="list-style-type: none"> <li>● Attendance at School is now compulsory and Governmental Attendance Guidance will be adopted</li> <li>● School remains as safe as possible and measures taken in School embody all latest guidance and protocols.</li> </ul>

	<p>All Staff Members are mindful of the duty to open School fully and their roles within this expectation. During the 2019-20 partial-reopening, both Staff and Families observed the diligence and care that was taken to implement both national and local guidance within TVI. This journey has instilled trust and good-will locally; and has placed the School in a well-respected light amongst it's Community. TVI will build upon these crucial components of success, leading support for local Families and Staff members; unifying the School Community as it moves forward together into this new and unprecedented era of challenge and change.</p>
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This risk assessment is not exhaustive and is presented in good faith to risk management COVID-19 considerations and controls at Thames View Infants. It was underwritten by the LBBD Public Health, Human Resources and Legal Teams in consultation with local employee representatives. TVI staff were consulted on 3rd September 2020.

When managing hazards and risks, the Hierarchy of Controls must be applied (working top down):

- **Elimination**  
The hazard, task or activity is physically removed or abandoned (e.g. avoiding contact with anyone with symptoms)
- **Substitution**  
Replace a material or process with a less hazardous one
- **Engineering Controls**  
Isolate staff, pupils, visitors from the hazard (demarcation, physical barriers)
- **Administrative Controls**  
Identify and implement procedures to maximise safe working (management of social distancing, hygiene protocols)
- **Personal Protective Equipment (PPE)**  
Only to be considered if measures above would be ineffective to control risks.

The guidance acknowledges that for early years and primary age children it will be difficult to maintain 2 metre distance within their Bubbles and this cannot be expected to be maintained and may not be possible to achieve; where this is not possible, then 1 metre plus can be used with mitigations. In bringing more children back into schools, this should be taken into account.

Having assessed the below risks, TVI will adopt the measures in a way that allows the school to deliver a broad and balanced curriculum for its pupils, including full educational and care support for those pupils who have SEND. By following the guidance set out below, TVI will effectively reduce risks and create an inherently safer environment.

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#A>

# Risk Assessment Covid-19

<b>Activity/Person/Location</b>	Managing COVID-19 risks – Reopening of Schools, September 2020
<b>Service Area</b>	TVI Learning, Thames View Infants
<b>Head Teacher</b>	Paul Jordan
<b>Assessor(s) including employee representative</b>	Kelly Ager, SBM Trust Directors James MaCovy, Employee Representative

Key	
	<b>Social Distancing to minimise potential spread of COVID-19</b>
	<b>Hygiene protocols to minimise potential spread of COVID-19</b>

Resultant Risk Rating	
Please tick	
High	<input type="checkbox"/>
Medium	<input type="checkbox"/>

<b>Date of assessment</b>	10.08.20
<b>Review date</b>	15.10.20

 **Additional considerations to manage and control risk**

Low (normal)

What are the hazards? 	Who may be harmed and how? (risk)	What are you already doing?	What further action is necessary?	Actions by whom?	Action by when?	Date Completed
<p><span style="background-color: green; color: green;">■</span></p> <p>1. There is a confirmed case of coronavirus in a setting</p>	<p>Staff, pupils, contractors, visitors</p> <p>Possible transmission of the virus between staff to staff, Staff to pupil, pupil to pupil and into the wider community. However,</p>	<p></p> <p>Protocol in place in line with <a href="#">Guidance for schools and educational settings</a> contains detailed guidance for settings on: cleaning, testing and tracing, PPE and what settings should do in response to a case being confirmed. Schools should refer to this guidance and continue to follow measures, along with handwashing, cleaning, and self-isolation to lower the risk of transmission.</p> <p style="background-color: red; color: white; padding: 2px;"><b>If there is a confirmed case of coronavirus (a child, young person or a staff member) in a setting, they should be sent home and advised to self-isolate for 10 days. Their fellow household members should self-isolate for 14 days. All staff and students who are attending an education or childcare setting will have access to a test if they display symptoms of coronavirus</b></p>	<p>Ensure that the SBM remains up to date with current guidance and this risk assessment is updated accordingly.</p> <p>Request parents/staff check contact details and their emergency contact details.</p>	<p>SBM</p>	<p>13/8/20</p>	<p></p>

	<p>transmission of virus between pupil to pupil and between pupil to staff is negligible.</p> <p>People can catch the virus from others who are infected in the following ways:</p> <ul style="list-style-type: none"> <li>●virus moves from person-to-person in droplets from the nose or mouth spread when a person with the virus coughs or exhales</li> <li>●the virus can survive for up to 72 hours out of the body on surfaces which people have coughed on, etc</li> <li>●people can pick up the virus by breathing in the droplets or by touching contaminated</li> </ul>	<p>and are strongly encouraged to get tested in this scenario. Where the child, young person or staff member tests negative, they can return to their setting and the fellow household members can end their self-isolation. Stay at home guidance is available <a href="#">here</a>.</p> <p><b>Where the child, young person or staff member tests positive, the rest of their class or Bubble within their childcare or education setting should be sent home and advised to self-isolate for 14 days. The other household members of that wider class or Bubble do not need to self-isolate unless the child, young person or staff member they live with in that Bubble subsequently develops symptoms.</b></p> <p>If a child with symptoms is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age and needs of the child, with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people.</p> <p>If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom must be cleaned and disinfected using standard cleaning products before being used by anyone else.</p> <p>PPE must be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs). More information on PPE use can be found in the <a href="#">safe working in education, childcare and children’s social care settings, including the use of personal protective equipment (PPE)</a> guidance. See Section 2 below for greater detail on “becoming unwell at school”.</p> <p>Any members of staff who have helped someone with symptoms and any pupils who have been in close contact with them do not need to go home</p>				
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<p>Covid-19 Outbreaks on site</p>	<p>surfaces and then touching their eyes or mouth</p> <ul style="list-style-type: none"> <li>●Exposure to the virus may result mild or moderate symptoms e.g. coughing, fever or shortness of breath, more severe symptoms include pneumonia in both lungs which can lead to death. The children are generally asymptomatic or have mild symptoms only and the transmission rate to other children or adults is low or negligible</li> </ul>	<p>to self-isolate unless they develop symptoms themselves (in which case, they should arrange a test) or if the symptomatic person subsequently tests positive or they have been requested to do so by NHS Test and Trace.</p> <p>Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. The area around the person with symptoms must be cleaned with normal household bleach after they have left to reduce the risk of passing the infection on to other people. See the <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a>.</p> <p>As part of the NHS Test and Trace programme, if other cases are detected within the cohort or in the wider setting, Local Public Health Team has put Outbreak Action Cards and SOPs in various settings on LBBd's website <a href="https://www.lbbd.gov.uk/coronavirus-covid-19">https://www.lbbd.gov.uk/coronavirus-covid-19</a>. Please follow these.</p> <p><b>In case of an outbreak (please see definitions below), contact the local Public health team and PHE London Coronavirus Response Cell (LCRC) as below:</b></p> <p>Contact Local PH team on <a href="mailto:pauline.starkey@lbbd.gov.uk">pauline.starkey@lbbd.gov.uk</a></p> <p><b>They will</b></p> <ul style="list-style-type: none"> <li>• Respond to your enquiries</li> <li>• Give advice if there are suspected coronavirus cases (i.e. before test result back)</li> <li>• Gives ongoing support to settings managing outbreaks</li> </ul> <p>Contact PHE (LCRC) on 0300 303 0450</p> <p>They will</p>				
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		<ul style="list-style-type: none"> <li>• Give initial advice when there is a person with confirmed coronavirus in a high-risk setting</li> <li>• Want organisations to notify them of all confirmed (test positive) cases in high risk local settings (Notifications to be made via <a href="mailto:LCRC@phe.gov.uk">LCRC@phe.gov.uk</a> or call 03003030450)</li> <li>• If PHE confirm that there is an outbreak in any setting, they will still: <ul style="list-style-type: none"> <li>○ Support setting to complete a risk assessment</li> <li>○ Run through infection prevention and control check list</li> <li>○ Support with communications, if needed</li> <li>○ Alert local authority public health team who will provide ongoing support.</li> <li>○ Establish a multi-agency incident management team (if required)</li> </ul> </li> </ul> <p>The LA will undertake an outbreak risk assessment to help mitigate the risks. (Please note this is different from the Individual RA and Schools RA already undertaken)</p> <p>Where settings are observing guidance on <a href="#">COVID-19: infection prevention and control (IPC)</a> , which will reduce risk of transmission, closure of the whole setting will not generally be necessary.</p>  <p>Outbreak definition as follows. COVID-19 Education Setting Cluster and Outbreak Definitions.</p> <p><b>Cluster definition:</b> Two or more confirmed cases of COVID-19 among students or staff in a school within 14 days OR</p>	<p>Contact Local Public Health Team and LCRC in case of an outbreak. Please visit the council's website to access the Outbreak Action Cards and SOP for your setting</p>			
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		<p>Increase in the background rate of absence due to suspected or confirmed cases of COVID-19 (does not include absence rate due to individuals shielding or self-isolating as contacts of cases).</p> <p><b>Outbreak definition:</b> Two or more confirmed cases of COVID-19 among students or staff who are direct close contacts, proximity contacts or in the same cohort* in the school within 14 days.</p> <p>*a cohort might be in a class, year Bubble or other defined Bubble within the school. This definition aims to distinguish between transmission occurring in the community versus transmission occurring within the education setting.</p>				
<p>2. Someone becomes unwell</p>	<p>Staff, pupils, contractors, visitors (Risk - as set out in section 1)</p>	<p></p> <p>Protocol developed in line with <a href="#">Government Guidance</a> includes:</p> <ul style="list-style-type: none"> <li>From January 2021, within a climate of high COVID-transmission, the criteria for unwellness is changed to cover any “snuffles or sniffles”. Accordingly, if anyone becomes unwell with a : <ul style="list-style-type: none"> <li>new, continuous cough, high temperature or loss of taste/smell</li> <li>a sore throat</li> <li>headaches</li> <li>a respiratory illness</li> <li>sickness and diarrhoea (children only)</li> </ul> </li> </ul> <p>in an education or childcare setting, they must be sent home and advised to follow the COVID-19: guidance for households with possible coronavirus infection guidance.</p> <ul style="list-style-type: none"> <li>If a child or member of staff is unwell and awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age of the child and with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people.</li> <li>If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom should be</li> </ul>	<p>Practice updated in line with future Governmental/LBBD HR Guidance as and when it becomes available.</p>	<p>SBM/HT/LBBD HR</p>	<p>on-going</p>	

		<p>cleaned and disinfected using standard cleaning products before being used by anyone else.</p> <ul style="list-style-type: none"> <li>• PPE should be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs).</li> <li>• In an emergency, call 999 if they are seriously ill or injured or their life is at risk. Do not visit the GP, pharmacy, urgent care centre or a hospital.</li> <li>• If a member of staff has helped someone who was unwell with a new, continuous cough or a high temperature, they do not need to go home unless they develop symptoms themselves (and in which case, a test is available) or the child subsequently tests positive.</li> <li>• They should wash their hands thoroughly for 20 seconds after any contact with someone who is unwell. Cleaning the affected area with normal household disinfectant after someone with symptoms has left will reduce the risk of passing the infection on to other people. See <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a>.</li> <li>• Office Staff will make contact with other settings in the case of siblings attending other Schools.</li> </ul>				
<p>3. Testing and contact tracing</p>	<p>Staff, Pupils, visitors, contactors</p> <p>(Risk - as set out in section 1)</p>	<p></p> <p>The NHS Test and Trace programme will play an important role in helping to minimise the spread of coronavirus in the future. It will also include more traditional methods of contact tracing if a child, young person or parent test positive.</p> <p>All staff will have access to twice-weekly (lateral flow) rapid COVID tests. These will play a key role in reducing asymptomatic spreading of the virus. They will be used to determine whether unwell staff members are presenting as poorly or with COVID symptoms.</p> <p>Schools must ensure they understand the NHS Test and Trace process and how to contact their local <a href="#">Public Health England health protection team</a>. Schools must ensure that staff members and parents/carers understand that they will need to be ready and willing to:</p>	<p>Once the app is available, all staff, parents, visitors, contractors and pupils with a smartphone should download the app.</p> <p>Staff Training for all.</p> <p>Regular monitoring of the provision identifies whether this guidance is being adhered to.</p>	<p>SBM/HT/LBBD HR</p>	<p>on-going</p>	

		<ul style="list-style-type: none"> <li>● <a href="#">book a test</a> if they are displaying symptoms. Staff and pupils must not come into the school if they have symptoms and must be sent home to self-isolate if they develop them in school. All children can be tested, including children under 5, but children aged 11 and under will need to be helped by their parents/carers if using a home testing kit</li> <li>● provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace</li> <li>● <a href="#">self-isolate</a> if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19)</li> </ul> <p>Coronavirus testing is now available to everyone in England and Wales with symptoms (a new, continuous cough; high temperature; or a loss of or change in your normal sense of smell or taste)</p> <p><b>The following categories experiencing symptoms of coronavirus are encouraged to get tested</b></p> <ul style="list-style-type: none"> <li>● All children and adults England (any age)</li> <li>● In children under 5 the preferred route is via clinical advice and testing</li> <li>● 5-11-year olds can only have the test administered by a parent/guardian</li> <li>● 12-17-year olds can self-administer a test or have their parent/guardian do so on their behalf.</li> </ul> <p><b><u>How to book a test</u></b></p> <ul style="list-style-type: none"> <li>● People can register for a test at <a href="http://www.nhs.uk/coronavirus">www.nhs.uk/coronavirus</a> , after checking their symptoms.</li> <li>● Those who do not have any access to the internet, or who have difficulty with the digital portals, can ring a new <b>119</b> service to book their test. People with hearing or speech difficulties can call 18001 119.</li> </ul>				
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		<ul style="list-style-type: none"> <li>• Tests for essential workers are prioritised over the tests available for the wider public through the NHS.</li> <li>• If you are an essential worker, or live with an essential worker you can apply via the <a href="#">testing for essential workers</a> link</li> <li>• The <a href="#">list of essential workers</a> is available here.</li> </ul> <p><b><u>When to apply for a test</u></b></p> <ul style="list-style-type: none"> <li>• Apply within the first 3 days of having symptoms. The test is best taken within 5 days of symptoms starting.</li> <li>• If a staff member is required to go home due to presenting with suspected COVID symptoms, they will be requested to apply for a test before leaving the premises.</li> <li>• Employee refusal to arrange a test will need to be discussed with the manager and the employee and this may result in disciplinary action under LBBB HR Policies</li> <li>• Because the implications of being tested positive is so great, any parent or Pupil or Staff Member undergoing a test, will be required to provide evidence of the test results.</li> <li>• Where a family or staff member is displaying symptoms yet is failing to engage with the testing and reporting process, then further action will be taken due to the seriousness of the matter. This may include: <ul style="list-style-type: none"> <li>○ refusal to enter School Premises</li> <li>○ a written code of conduct warning</li> <li>○ an escalation within Children’s Services/PHE</li> <li>○ a HR disciplinary process (staff member)</li> </ul> </li> </ul> <p>A positive test result with result in appropriate actions being taken as highlighted in section 1 above.</p>				
4.	Staff, Pupils, visitors, contactors	 <ul style="list-style-type: none"> <li>• If a local area sees a spike in infection rates that is resulting in localised community spread, appropriate authorities will decide which measures to implement to help contain the spread. The Department</li> </ul>		HT, DH, SBM following guidance from PHE		



		<ul style="list-style-type: none"> <li>● Advise parents to limit the amount of equipment their children bring into school each day, to essentials which are book bags, coats and water bottles, PE bags are bought in and returned half termly as normal.</li> <li>● Advise parents that if their child needs to be accompanied to the education or childcare setting, only one parent should attend</li> <li>● If parents of pupils with significant risk factors are concerned, we recommend schools discuss their concerns and provide reassurance of the measures they are putting in place to reduce the risk in school on an individual basis.</li> <li>● Discuss with parents the meaning of the term “Bubble” and that it relates to the child’s year-group.</li> <li>● Advise parents that the front office will have perspex screens and staff may wear shields to ensure that, as members of staff who will come into contact with staff from across the school, they reduce the risk of infection. Masks/visors will also be worn in meetings with parents/professionals in any pre-booked meetings and family support sessions as well as those visiting professionals with Service Level agreements. Full risk assessments are detailed in Sections 7, 8 and 14 below.</li> <li>● Advise parents that all persons entering the building that are not staff/children are required to leave details for the purposes of contact tracing.</li> <li>● Advise parents and young people their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use)</li> <li>● Make clear to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely); they cannot gather in groups of 6 or more.</li> </ul>	<p>Complete partial re-opening “provision map” regarding staffing, times, allocated areas.</p> <p>Prepare and display signage and erect barriers in line with risk assessment/plan.</p> <p>HT/DHT to monitor in the long term</p>		On-going	
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		<ul style="list-style-type: none"> <li>Those positive with Covid-19 or symptoms - phone or email notification to be urgently made to the school and affected persons to stay away from site until required isolation periods have passed.</li> <li>Parents to be advised to follow guidance below.</li> </ul> <p><a href="#">COVID-19: guidance for households with possible coronavirus infection guidance</a></p>				
<p>6a.  Shielded and clinically vulnerable Groups including those who are pregnant.</p>	<p>Staff, pupils, contractors, visitors (Risk - as set out in section 1)</p>	 <ul style="list-style-type: none"> <li>From 1 August, the government will pause shielding unless the transmission of COVID-19 in the community starts to rise significantly.</li> <li>A small number of pupils will still be unable to attend in line with public health advice because they are self-isolating and have had symptoms or a positive test result themselves; or because they are a close contact of someone who has coronavirus (COVID-19)</li> <li>Shielding advice for all adults and children will pause on 1 August, subject to a continued decline in the rates of community transmission of coronavirus (COVID-19). This means that even the small number of pupils who will remain on the shielded patient list can also return to school, as can those who have family members who are shielding. Read the current advice on shielding.</li> <li>If rates of the disease rise in local areas, children (or family members) from that area, and that area only, will be advised to shield during the period where rates remain high and therefore they may be temporarily absent (see below).</li> <li>Some pupils no longer required to shield but who generally remain under the care of a specialist health professional may need to discuss their care with their health professional before returning to school (usually at their next planned clinical appointment). You can find more advice from the Royal College of Paediatrics and Child Health at COVID-19 - 'shielding' guidance for children and young people.</li> <li>Please read <a href="#">COVID-19: guidance on shielding and protecting people defined on medical grounds as extremely vulnerable</a> for more advice.</li> <li>Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, we expect schools to be able to immediately offer them access to remote education.</li> </ul>	<p>SBM to work with HR to ensure that protocols are in place and staff have the correct information.</p> <p>If parents of pupils with significant risk factors are concerned, we recommend they discuss their concerns so that we may provide reassurance of the measures we have in place to reduce the risk in school.</p> <p>It should be made clear to parents/carers that pupils of compulsory school age must be in school unless a statutory reason applies (for example, the pupil has been granted a leave of absence, is unable to attend because of sickness, is absent for a</p>	<p>HT/SBM and LA HR</p> <p>Family Support Team to support parents with concerns and liaise with medical professionals where necessary.</p>	<p>In progress and ongoing</p>	

		<ul style="list-style-type: none"> <li>• Where children are not able to attend school as parents are following clinical and/or public health advice, absence will not be penalised.</li> <li>• Following the reduction in the prevalence of coronavirus (COVID-19) and relaxation of shielding measures from 1 August, we expect that most staff will attend school.</li> <li>• It remains the case that wider government policy advises those who can work from home to do so. We recognise this will not be applicable to most school staff, but where a role may be conducive to home working, for example some administrative roles, school leaders should consider what is feasible and appropriate.</li> <li>• Where schools apply the full measures in this guidance the risks to all staff will be mitigated significantly, including those who are extremely clinically vulnerable and clinically vulnerable. We expect this will allow most staff to return to the workplace, although we advise those in the most at risk categories to take particular care while community transmission rates continue to fall.</li> <li>• For pregnant women from 28 weeks' gestation, or with underlying health conditions such as heart or lung disease at any gestation, a more precautionary approach is advised. Women in this category should be recommended to stay at home with appropriate work, until their maternity leave begins.</li> <li>• Individuals who were considered to be clinically extremely vulnerable and received a letter advising them to shield are now advised that they can return to work from 1 August as long as they maintain social distancing. Advice for those who are extremely clinically vulnerable can be found in the guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19.</li> </ul>	<p>necessary religious observance etc.).</p> <p>School leaders should be flexible in how those members of staff are deployed to enable them to work remotely where possible or in roles in school where it is possible to maintain social distancing.</p> <p>People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace.</p>			
6b. SEND Pupils		<ul style="list-style-type: none"> <li>• Pupil local individual SEND care plans and risk assessments (where in place) reviewed regularly. To include the need for possible close contact and relevant PPE use.</li> <li>• Where closer contact may be necessary (for example personal care) appropriate PPE to be worn. This would include disposable gloves, disposable apron and fluid resistant surgical facemask. Eye protection is also required if the individual is coughing, spitting.</li> </ul>	<p>If parents of pupils with significant risk factors are concerned, we recommend they discuss their concerns so that we may provide reassurance of the measures we have in place to reduce the risk in school.</p>	DH and Inclusion Team	Ongoing	

		<ul style="list-style-type: none"> <li>Management staff to follow manufacturer's instructions on how to use PPE correctly</li> </ul>	Risk assessments shared with parents where required.			
 6c. Black, Asian and Minority Ethnic (BAME) and clinically vulnerable groups	UK and international data suggest that people from Black, Asian and Minority Ethnic (BAME) backgrounds are disproportionately affected by COVID-19.	As further information and scientific understanding/guidance is published, this risk assessment will be updated accordingly. <ul style="list-style-type: none"> <li>Risk assessment undertaken with BAME staff members using 'Appendix 2' of this document.</li> </ul> In the meantime, working with BAME members of staff to assure and pre-empt any known medical needs (see above).	SBM to monitor guidance from Gov.uk and work with BAME staff members/HR and Unions (where advised) on an agreeable risk assessment	SBM/HT/HR	Ongoing - action date will be updated as soon as specific guidance is available.	
 7. Entry to school premises	Staff, pupils, contractors, visitors (Risk - as set out in section 1)	 <ul style="list-style-type: none"> <li>Traffic management plan revised to ensure pedestrian / vehicle separation is maintained. Particular consideration given where queuing areas.</li> <li>Consideration well in advance of any future events, including admission meetings, home visits and parents evenings – how they will be managed in terms of COVID-19 arrangements</li> <li>Close working and communication with the Chestnuts on-site Nursery to ensure consistency in messages to all site users and to avoid pinch points.</li> </ul>  <ul style="list-style-type: none"> <li>One way entry and exit to school with clear markings and barriers to ensure compliance and ease of use.</li> <li>2 metre demarcation on school entry approaches where possible, 1 metre plus can be used with mitigations</li> <li>Demarcated socially distanced lines of 2 metres marked outside the office area only.</li> <li>Signs/pictorial notices will instruct parents/carers waiting to follow and maintain social distancing guidelines whilst waiting on the premises</li> </ul>	Create a revised "traffic" management plan and map.  Traffic Management plan to be shared with stakeholders including SBCC Chestnuts and available on the website  Signs/pictorial notices to be created and displayed in key areas.  Information / protocol on safe entry to be disseminated to parents / carers / contractors  Staff training on protocols	SBM/HT  Site Manager with SLT  HT/DHT	Reviewed for 1/9/20  01/09/20	

		<ul style="list-style-type: none"> <li>● Signs/pictorial notices will instruct parents/carers/visitors of the requirement to wear a mask when entering the school building in line with Government guidance.</li> <li>● Supervision of queues/outdoor spaces by nominated staff members</li> <li>● Phased/staggered start to school opening and closing times for each year-group Bubble. This will include, play, lunch and assembly times during the day.</li> <li>● On arrival during their allotted start time children will enter the building, greeted by school staff and directed to their classroom. Minimal queuing will be present at this point. Parents/carers are then required to leave the site immediately using the one way system.</li> <li>● Controlled entry to the building – school office will be accessed on an appointment basis only.</li> <li>● Staff supervising entry to school to follow social distancing guidelines.</li> <li>● All parents required to wear face-masks/shields whilst on the School Grounds during drop off/home time. SLT to insist that groups of no more than 6 are congregating, that parents do not linger on site and the one-way system is enforced.</li> <li>● All staff to wear: <ul style="list-style-type: none"> <li>● Face shields when less than 2m from pupils/each other in class/the hall/learning-contexts;</li> <li>● Face shield AND a face mask (containing 3 layers of fabric and/or medical disposable type) when in all other communal areas, including outside at home time.</li> </ul> </li> </ul>  <ul style="list-style-type: none"> <li>● Hand washing / sanitisation stations will be available at the point of entry, where soap and water are not available hand sanitiser will be used. All people entering the school must sanitise hands prior to entry.</li> <li>● Staff trained on hygiene protocols to eliminate cross-infection risks.</li> <li>● Age appropriate instruction provided to pupils on hand washing methods.</li> <li>● Regular hand washing routine for children; on entry, after any outside play, before lunch and in between activities where non individual resources are used.</li> <li>● Hand sanitiser will be available in every classroom, office and individual clip on bottles for staff if required.</li> </ul>	<p>Advice / instruction on social distancing / hygiene and cleaning practices</p> <p>Continuous replenishment of sanitation stations to be built into staff routines.</p>	<p>SBM/Site Manager</p>	<p>ongoing</p>	
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		<ul style="list-style-type: none"> <li>● Persons arriving wearing face covering the <a href="#">Guidance published May 2020</a> states that - 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, in line with the <a href="#">guidance on cleaning for non-healthcare settings</a>.</li> <li>● 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: <ul style="list-style-type: none"> <li>● In the case of adults/visitors, placed into a plastic bag that the wearer has brought with them in order to take it home;</li> <li>● In the case of children attending School, the face-mask should be returned to the parent/carer.</li> <li>● The wearer must then clean their hands. The use of face coverings does not apply to school settings (other than in specific circumstances detailed in this assessment).</li> </ul> </li> <li>● To dispose of waste from people with symptoms of coronavirus, such as disposable cleaning cloths, tissues, and PPE: <ul style="list-style-type: none"> <li>● put it in a plastic rubbish bag and tie it when full</li> <li>● place the plastic bag in a second bin bag and tie it</li> <li>● put it in a suitable and secure place marked for storage for 72 hours</li> <li>● Waste to be stored safely and securely kept away from children.</li> </ul> </li> <li>● Guidance on <a href="#">safe working in education, childcare and children’s social care</a> provides more advice.</li> <li>● Public Health England does not (based on current evidence) recommend the use of face coverings in schools. They are not required in schools as pupils and staff are mixing in consistent Bubbles, and because misuse may inadvertently increase the risk of transmission. There may also be negative effects on communication and thus education. Face coverings are required at all times on public transport (for children over the age of 11) or when attending a hospital as a visitor or outpatient.</li> <li>● The only exceptions to this rule are:</li> </ul>				
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		<ul style="list-style-type: none"> <li>● <b>Professionals or Parents</b> on essential business, who are arranged to meet School Staff by appointment in advance, will require to wear face-coverings. Meetings will take place in the Family Support/Headteacher's Room (see sections 7 &amp; 13)</li> <li>● <b>Paul Gillman/Rebecca Burton/Educational Psychology/Social Workers</b> (school SLA providers/etc), who due to the nature of their employment work across a range of settings, are required to wear a <b>face-shield</b>. The continuation of their support to the provision and to the development of children's specific and special and is therefore seen as essential.</li> <li>● <b>Non-essential Contactors/Professionals</b> will be arranged to attend outside of core hours, but still required to wear a face-covering.</li> <li>● In all the above instances, hand-washing/sanitizing advice should be adhered to.</li> </ul>				
<p>8. Reception areas</p>	<p>Staff, pupils, contractors, visitors</p> <p>(Risk - as set out in section 1)</p>	 <ul style="list-style-type: none"> <li>● Due to the open plan nature of the Office, a Screen is in place to separate staff and to demarcation to maintain safe distancing. Windows will be open as much as possible. <b>Face shields are required by front-line staff when standing behind the screen.</b></li> <li>● Notices to maintain social distancing displayed. Anyone entering the School Office must wear a face-covering (this does not apply to School Staff or Pupils on-roll).</li> <li>● One-at-a-time entry into the School Premises (led by desk operative; with 2m queuing markers outside front entrance, supervised at key times by a member of SLT; signage will discourage entry - including "do not enter if displaying symptoms! Can you call to discuss instead? etc).</li> <li>● The reshaping of School Culture continues, whereby Parents are really discouraged from entering into the School Building beyond the Office, unless with an essentially-required appointment.</li> </ul>	<p>Queuing to be minimised where reasonably practicable</p> <p>Office staff team to be constant in their message to families</p> <p>Staff training and guidance</p>	<p>SBM Site Manager</p>	<p>01/09/20</p>	

		<ul style="list-style-type: none"> <li>• The majority of parental queries can be addressed by phone or outside (if the nature of the matter permits), NOT via the Office (minimising face-to-face interactions).</li> <li>• Visitors are also not allowed/heavily discouraged, unless with an appointment.</li> <li>• Where entry is absolutely necessary/an appointment is given, visitors can be seen in the Family Support Room or the Headteacher's Office: everyone to wear masks; time-required for cleaning/sanitisation between appointments/usage; high ventilation.</li> <li>• As a result, the capacity of the School's Family Support Service is dramatically reduced. There will be less capacity and sometimes meetings will be cut short or cancelled at short notice - depending on priorities.</li> <li>• Non-parental enquiries directed to email-only.</li> <li>• Freeing-up telephone lines with front-line staff adopting a <i>"tell me your enquiry and I'll get someone to call you back"</i> approach (rather than addressing <i>"everything there and then"</i>).</li> <li>• Contact and trace details taken for everyone entering the site. Sanitiser available at ALL entry points.</li> <li>• Increased Podcasting (HT, DH, AHT), Tweeting and ParentMail messages will help fill any communication voids and instil confidence further.</li> <li>• A new on-line system for purchasing School Uniform introduced.</li> </ul>				
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		 <ul style="list-style-type: none"> <li>• Sanitisation / hand washing protocols to be observed when handling deliveries.</li> <li>• Enhanced cleaning regime in place at reception and all school settings in line with <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a>.</li> <li>• Staff to clean key touch points throughout the day.</li> <li>• Landline phones to be allocated to Office staff members to avoid multi-users.</li> <li>• No hot-desking - desks, mouse and keyboards to be cleaned by the user daily.</li> </ul>  <ul style="list-style-type: none"> <li>• Contractors and delivery companies should have safe systems of work, risk assessment and Covid-19 secure arrangements</li> </ul>				
 9. Corridors	Staff, pupils, contractors, visitors  (Risk - as set out in section 1)	 <ul style="list-style-type: none"> <li>• Social distancing guidelines to be observed and the monitoring of this is a shared responsibility by all staff members.</li> <li>• A staggered School Day ensures that busy corridors, entrances and exits are avoided. Break times and Lunch Times are also staggered (and time for cleaning areas are incorporated within this).</li> <li>• Passing briefly in the corridor or playground is low risk.</li> <li>• Pictorial notices to maintain social distancing displayed.</li> </ul> <ul style="list-style-type: none"> <li>• Inset ensures that the whole staff “own” Social Distancing guidelines, ensuring this is observed; Whole School Whistleblowing Policy ensures this is implemented.</li> </ul>  <ul style="list-style-type: none"> <li>• Increased natural ventilation where possible</li> </ul>	<ul style="list-style-type: none"> <li>• Reduce need for children to regularly leave the classroom where possible (containment/non mixing)</li> <li>• Reschedule contractor visits (unless emergency situation) to times when pupils are not present</li> </ul>	SBM Site Manager	01/09/20	

		<ul style="list-style-type: none"> <li>Enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach</li> </ul>				
<p>10. Classrooms</p>	<p>Staff, pupils, contractors, Visitors</p> <p>(Risk - as set out in section 1)</p>	 <ul style="list-style-type: none"> <li>An effective balance needs to be struck between implementing effective safety measures and restoring a sense of safe normality and full educational offer for very young disadvantaged children living in an area of high social deprivation and a high level of need.</li> <li>Face-shield/Face-shield and mask will be worn at all times – except: <ul style="list-style-type: none"> <li>When teaching /leading assembly (unless a child is “up at the front”).</li> <li>When alone in the classroom.</li> <li>When you can guarantee you are 2 meters from another person.</li> </ul> </li> <li>Children will be grouped together to form a year-group Bubbles. Children remain in allocated year-group Bubbles where possible.</li> <li>Pupil-contact between Bubbles will be avoided.</li> <li>Staff maintaining distance from pupils and other staff as much as practically possible.</li> <li>Small adaptations to the classroom made to support distancing where possible.</li> <li>Social distancing reminders to be applied and revisited with children.</li> <li>Year-group Bubbles will be kept apart from other Bubbles where possible.</li> <li>The sharing of rooms and social spaces within Bubbles will be avoided if possible.</li> <li>When using larger Bubbles, the other measures from the system of controls become even more important, to minimise transmission risks and to minimise the numbers of pupils and staff who may need to self-isolate.</li> <li>It is recognised that younger children will not be able to maintain social distancing, and it is acceptable for them not to distance within their Bubble.</li> <li>Approaches of separating Bubbles and maintaining distance are not ‘all-or-nothing’ options and will still bring benefits even if implemented partially.</li> </ul>	<ul style="list-style-type: none"> <li>Wherever possible keep the same teacher with the same pupil Bubble</li> </ul>	<p>SBM Site Manager School Staff</p>	<p>01/09/20 -onwards</p>	

		<ul style="list-style-type: none"> <li>• Some schools may keep children in their Year-group Bubbles for the majority of the time, but also allow mixing into wider Bubbles for specialist teaching or wraparound care. Siblings may also be in different Bubbles. Endeavouring to keep these Bubbles at least partially separate and minimising contacts between children will still offer public health benefits as it reduces the network of possible direct transmission.</li> <li>• Teachers and other staff can operate across different classes and year-group Bubbles in order to facilitate the delivery of the school timetable, <b>however, this is discouraged as much as possible.</b> Where staff need to move between year-group Bubbles, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults or 1 metre plus with mitigations. <b>Where staff do cross Bubbles, they must follow the guidance on hand washing, cleaning, Infection Prevention and Control (IPC) and wearing face-shields.</b></li> <li>• Pictorial notices to maintain social distancing displayed.</li> <li>• Individual risk assessment will be written to allow specialist providers to deliver bespoke education to pupils - for example, class theatre groups or breakfast club/after school providers.</li> <li>• Carefully managed learning priorities and home-learning arrangements (in the event of a partial or full closure) are detailed within Pages 2 and 3.</li> <li>• Staff working immediately alongside any child with complex needs that involuntarily dribbles/spits (as part of their level of need), will be issued with full PPE.</li> </ul>  <ul style="list-style-type: none"> <li>• Increased natural ventilation / avoid rooms with no natural ventilation where possible.</li> <li>• Hand washing poster displayed.</li> <li>• Classroom based resources, such as books and games, can be used and shared within the Bubble; these will be cleaned regularly, along with all frequently touched surfaces. Resources that are shared between Classes or Bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between Bubbles, or rotated to allow them to be left unused and out of reach for a period</li> </ul>	<p>No children returning for partial reopening involuntarily spits or dribbles at this point.</p> <p>Notices and training on appropriate cleaning</p>			
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		<p>of 48 hours (72 hours for plastics) between use by different Bubbles and sanitiser to be available.</p> <ul style="list-style-type: none"> <li>• Soft play / furnishing and hard-to-wash items with intricate parts removed within Nursery. Within Reception, children will be instructed to wash their hands before and after touching/playing with Soft play / furnishing and hard-to-wash items. Throughout the EYFS, any water-play will consist of chlorinated water (Milton).</li> <li>• Increased cleaning frequencies of hard surfaces / emptying of bins.</li> <li>• Adequate tissues are available to clear up spills and to catch sneezes in line with Catch it / Bin it / Kill it advice.</li> <li>• Items to be sanitised before sharing (including Laptops/PCs) / re-use by another person.</li> <li>• Teachers make sure they wash their hands and surfaces, before and after handling pupils' books.</li> <li>• 1 TA per class to sanitise the covers of children's home reading books on a daily basis as part of the morning registration/partnered reading routine. Children will receive a 'clean' book everyday or if reading at a more advanced level, every time they change their book.</li> <li>• Clear instructions on disposal of tissues and hand drying towels ensuring that if emptied before the end of the day they are double bagged.</li> </ul>	methods (PPE) and disposal of waste			
<p> 11a. Lunch times</p>	<p>Staff, pupils, contractors, visitors</p> <p>(Risk - as set out in section 1)</p>	<p></p> <ul style="list-style-type: none"> <li>• Consistent communication with Juniper (lunch providers) to ensure suitable provision in place for dual lunch provision and kitchen staff to maintain the standards expected/required and remain able to remain within safe working practises in line with Government and PHE guidance.</li> </ul> <p></p> <ul style="list-style-type: none"> <li>• Staggered lunch times across two halls with separate serving areas to ensure children and lunchtime staff remain in year-group Bubbles.</li> <li>• Social distancing guidelines to be applied where appropriate, avoiding unnecessary contact with kitchen staff, food to be served, cutlery/crockery and serving areas/contact points.</li> <li>• Perspex barriers used at the servery.</li> <li>• Adequate supervision ratios to enforce social distancing guidelines</li> </ul>	<p>Remain in contact with Juniper (lunch providers) to ensure suitable provision in place for packed lunch and social distancing/safe practise is in place for kitchen staff (including training)</p> <p>See provision map and timetables for year-groups in line with phased starts.</p>	<p>SBM</p> <p>SLT</p>	<p>on-going</p>	

		<ul style="list-style-type: none"> <li>● Utilise outdoor spaces where practicable</li> <li>● One-way systems introduced where reasonably practicable, children enter and leave along specific corridors to move from year-group to dining space, within the dining space and then out to the play area.</li> <li>● Distance between children and servery is minimised. <ul style="list-style-type: none"> <li>○ Children choose their lunch, with adult support if required, from a pictorial list which is recorded and handed to serving staff. The meal is plated and handed back to the child who is directed to a seat at a dining table.</li> <li>○ Cutlery and water are already laid on the table.</li> <li>○ Children are discouraged from moving until they are finished eating. Staff are “monitoring” the table areas to support children in need.</li> <li>○ Once finished eating children are directed to take their plate to be scraped and then leave to the outside area.</li> </ul> </li> </ul> <p></p> <ul style="list-style-type: none"> <li>● Hand washing / sanitisation prior to food consumption – children to be supervised</li> <li>● Enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as approved detergents for use in school and food preparation/consumption areas</li> <li>● Areas that are to be shared such as seating areas will be fully cleaned/sanitised before reuse.</li> <li>● Items to be washed / sanitised before sharing / re-use by another person. This will include all cutlery/plates and cups as normal.</li> <li>● Members of staff guide children to seating, to lead the systematic cleaning of table areas.</li> <li>● Tables, seating and floors to be cleaned and sanitised in full before storage and at the end of the service.</li> </ul> <p></p> <ul style="list-style-type: none"> <li>● School kitchens can continue to operate, but must comply with the <a href="#">guidance for food businesses on coronavirus (COVID-19)</a></li> <li>● Sufficient time for staff lunch / welfare breaks factored into daily staff schedules</li> <li>● Both halls are well ventilated.</li> </ul>	Meeting with staff to share the new routines and expectations for lunchtimes.	HT/DHT Mid-day/Kitchen and all staff.	7/09/20	
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		<p>and ensure they remove them when they have finished. We also request that they do not share items.</p>  <ul style="list-style-type: none"> <li>● Staff are expected to wash their hands for at least 20 seconds using soap before re-entering the class areas following breaks.</li> <li>● All staff are expected to follow enhanced cleaning guidelines.</li> <li>● Staff will be requested to use their own drinking cups/cutlery etc to be kept in their specified staff area only.</li> <li>● Staff room areas will contain the following items to support cleaning: <ul style="list-style-type: none"> <li>○ cleaning equipment</li> <li>○ antibacterial hand gel and wipes/liquid</li> <li>○ hot/cold water</li> </ul> </li> </ul>	All staff responsible for cleaning their occupied spaces.		Ongoing	
<p>12. Hall / assemblies</p>	<p>Staff, pupils, Contractors, Visitors</p> <p>(Risk - as set out in section 1)</p>	 <ul style="list-style-type: none"> <li>● Bubbles will be kept apart during assemblies that will be held in separate halls and different times based on the phased start timetable. Year-group Bubbles will enter into the hall at staggered times avoiding clashes at the end of playtimes/assembly time, this will ensure that corridors are cleared for one Bubble at a time. Children will not need to sit apart.</li> <li>● Key staff will lead assemblies on a rota basis. Staff face shields are required when children “come to the front” and contribute to assemblies, in close proximity to the lead.</li> <li>● PE will where possible take place outside. Where it does take place inside, equipment will be shared between classes within a year-group Bubble only.</li> <li>● Resources that are shared between classes or Bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between Bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different Bubbles.</li> </ul>	<p>Timetables to be shared with staff.</p> <p>Cleaning equipment to be available in both hall spaces, this to be checked and maintained.</p> <p>Sharing of equipment to be part of planning and resourcing preparation.</p>	<p>Year-group leaders/AHT’s</p> <p>Site Manager and Cleaners</p>	<p>1/9/20 and ongoing</p>	

		<p><b>General hall use</b></p> <ul style="list-style-type: none"> <li>• Social distancing guidelines to be applied for all general activity</li> <li>• Adequate supervision ratios</li> <li>• Pictorial notices to maintain social distancing displayed</li> <li>• One-way systems introduced where reasonably practicable, children enter and exit from the same door closest to their year-group Bubble.</li> </ul>  <ul style="list-style-type: none"> <li>• Enhanced cleaning, including cleaning frequently touched surfaces often, using approved products for use in school.</li> </ul>				
<p>13. Toilets</p>	<p>Staff, pupils, Contractors, visitors</p> <p>(Risk - as set out in section 1)</p>	 <ul style="list-style-type: none"> <li>• Different Bubbles do not need to be allocated their own toilets. Toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet.</li> <li>• In each class, touch-points in toilets will be cleaned once either side of morning playtime and twice in the afternoon.</li> <li>• Controlled entry determined locally by Class Staff.</li> <li>• Pictorial notices to maintain social distancing displayed.</li> <li>• During break and lunchtimes, children use their own individual class toilets.</li> </ul> <ul style="list-style-type: none"> <li>• Staff toilet use managed locally (including class times).</li> </ul>  <ul style="list-style-type: none"> <li>• Hand washing protocol increased to before and after use of toilet facilities (20 seconds minimum recommended)</li> <li>• Hand washing poster displayed in all WCs</li> <li>• Enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach.</li> <li>• Should staff wish to, there will be cleaning fluid available for each Staff Cubicle.</li> </ul>	<p>Site Manager to ensure that cleaning products are available</p>	<p>SBM</p>	<p>Ongoing</p>	
<p>14.</p>	<p>Staff, contractors, visitors,</p>					<p>All staff</p>

<p>Staff Areas</p> <ul style="list-style-type: none"> <li>● Staff rooms (see section 11b).</li> <li>● Meeting rooms</li> <li>● Offices</li> </ul>	<p>(Risk - as set out in section 1)</p>	<ul style="list-style-type: none"> <li>● Staggered starts to the School Day will ensure that staff will have phased access to the Staff Room.</li> <li>● Staff should, where possible, observe 2 meters social distancing for adult to adult engagement in the staff rooms. Staff may wish to wear face-coverings and if doing so, observe the 1 meter plus principle. Any face coverings, if used, must be stored/disposed of in the correct manner afterwards.</li> <li>● There must be frequent hand washing and enhanced cleaning, including cleaning frequently touched surfaces often, using standard products approved for use in school and in food consumption areas</li> <li>● Social distancing guidelines to be strictly applied (including in office / staff rooms / meeting rooms / inhabited spaces)</li> <li>● Conduct meetings where possible via Zoom / WhatsApp / Teams</li> <li>● External meetings, if deemed necessary, will take place in the Family Support Room and the Headteacher's Office. These will be booked in advance. All School Staff and attending visitors should wear face-coverings and wash hands before/after the meeting taking place. The room should be well-ventilated and surfaces sanitised before and after use. Attendees should bring their own drinks and take all their belongings away with them afterwards.</li> <li>● Visitors are required to leave their details when signing in for the purposes of contact tracing.</li> </ul>  <ul style="list-style-type: none"> <li>● Increased cleaning frequencies of hard surfaces</li> <li>● Hand washing poster displayed</li> <li>● Minimise sharing of items</li> <li>● Increased natural ventilation</li> <li>● Items to be sanitised before sharing / re-use by another person</li> <li>● Hand Washing /sanitation protocols to be followed</li> </ul>	<p>All staff responsible for ensuring they follow guidance.</p> <p>Inset to share expectations for meetings in school.</p> <p>Source/create contact tracing form.</p>	<p>HT/DHT</p> <p>SBM/ Office staff</p>		
<p>15. Libraries</p>	<p>Staff, pupils' contractors, visitors,</p> <p>(Risk - as set out in section 1)</p>	 <ul style="list-style-type: none"> <li>● Library usage in accordance with allocated year-group 'Bubbles' where possible: the "train" will be part of the Year 2 Bubble and the "bus" will be part of the Year 1 Bubble.</li> <li>● Only staff can collect resources from the printer/photocopier.</li> </ul>		<p>Site Manager</p>	<p>01/09/20 onwards</p>	

		<ul style="list-style-type: none"> <li>Limited number on entry into the area.</li> </ul>  <ul style="list-style-type: none"> <li>Hand Sanitiser available, prior to entry and on exiting.</li> <li>After usage, staff from individual classes with clean equipment used. Books, seating area and touch points to be cleaned following hygiene protocols</li> <li>Sanitiser spray available for staff to use to clean touch points on photocopier.</li> <li>Increased natural ventilation.</li> <li>Minimise sharing / touching of items.</li> <li>Adequate tissues are available to clear up spills and to catch sneezes in line with Catch it / Bin it / Kill it advice.</li> <li>Items to be sanitised before sharing / re-use by another person.</li> </ul>		TAs from classes using the area.		
 16. School Kitchens / school meal provision	Staff, pupils, contractors (Risk - as set out in section 1)	 <ul style="list-style-type: none"> <li>Kitchens will be fully open from the start of the autumn term and normal legal requirements will apply about provision of food to all pupils who want it, including for those eligible for benefits-related free school meals or universal infant free school meals.</li> </ul>  <ul style="list-style-type: none"> <li>Social distancing guidelines to be applied</li> </ul>  <ul style="list-style-type: none"> <li>Hand Washing /sanitation protocols to be followed</li> <li>Increased cleaning frequencies of hard surfaces.</li> <li>Work with Juniper (catering provider) to ensure safe systems, and protocols are in place to reduce risk to kitchen staff and pupils.</li> <li>School kitchens can continue to operate but must comply with the guidance for food businesses on coronavirus (COVID-19).</li> </ul>	A slightly paired down menu has been agreed with Juniper (catering).  Ongoing close working relationships and communications with Juniper (catering) Team.	SBM/HT/DHT  SBM/HT/DHT	Ongoing	
	Staff, pupils, visitors					

<p>17. Playtimes and Lunchtimes</p>	<p>(Risk - as set out in section 1)</p>	<p></p> <ul style="list-style-type: none"> <li>Staff will receive training in implementing the new playtime and lunchtime rotas.</li> </ul> <p></p> <ul style="list-style-type: none"> <li>Staggered play times.</li> <li>Staff from the year-group “Bubble” supervise their own playtimes.</li> <li>Social distancing guidelines adhered to by the use of designated playtimes/areas.</li> <li>Adequate supervision ratios to engage children in meaningful social and physical play.</li> <li>Any outdoor play equipment to be cleaned after use.</li> <li>Within KS1 Playtime, Lunchtime and Outdoor-PE equipment are separated into Bubbles and stored separately. The climbing frames within the playground are used by year-group Bubbles on a weekly-alternating basis (after not being used over the weekend).</li> <li>All staff must ensure that timings and rotas are adhered to ensuring that social distancing continues at all times.</li> </ul> <p></p> <ul style="list-style-type: none"> <li>Any outdoor play equipment used to be cleaned after use although use should be minimised where possible.</li> <li>Cleaning equipment to be stored in resources areas, checked and refreshed daily.</li> <li>Hands should be washed before and after playtimes and lunchtimes (staff and children).</li> </ul>	<p>Staff Training at INSET</p> <p>Unsafe (infection risk) outdoor equipment to be removed to ensure only suitable items are used, cleaned and returned.</p>	<p>HT/DHT/SBM</p> <p>PE Leaders to advise and leaders</p>	<p>03/09/20 04/09/20</p> <p>03/09/20 04/09/20</p>	
<p> 18. Music lessons</p>	<p>Staff, pupils, contractors, visitors</p> <p>(Risk - as set out in section 1)</p>	<p></p> <ul style="list-style-type: none"> <li>There may be an additional risk of infection in environments where you or others are singing, chanting and shouting. This applies even if individuals are at a distance.</li> <li>Schools will consider how to reduce the risk, particularly when singing in class Bubbles such as in music lessons by, for example, physical distancing and playing outside wherever possible, limiting Bubble sizes to no more than 15, avoiding sharing of instruments, and ensuring good ventilation.</li> </ul>	<p>To be included in INSET</p>	<p>HT/DHT</p>	<p>03/09/20 04/09/20</p>	

		<ul style="list-style-type: none"> <li>Singing will not take place in larger Bubbles such as school assemblies.</li> </ul>  <ul style="list-style-type: none"> <li>Resources that are shared between classes or Bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between Bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different Bubbles.</li> </ul>				
 19. Physical activity in school	Staff, pupils, contractors, visitors  (Risk - as set out in section 1)	 <ul style="list-style-type: none"> <li>Schools have the flexibility to decide how physical education, sport and physical activity will be provided whilst following the measures in their system of controls. Pupils should be kept in consistent Bubbles, sports equipment thoroughly cleaned between each use by different individual Bubbles, and contact sports avoided.</li> <li>Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during exercise. External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities.</li> <li>Schools should refer to the following advice:</li> <li><a href="#">guidance on the phased return of sport and recreation</a> and guidance from <a href="#">Sport England</a> for grassroots sport</li> <li>advice from organisations such as the <a href="#">Association for Physical Education</a> and the Youth Sport Trust</li> <li>Activities where possible will be used. Making break times and lessons active and encouraging active travel help enable pupils to be physically active while encouraging physical distancing.</li> <li>Consideration will be given to changing routines in class. PE kits will be brought in from home and taken home to be washed at the end of each half-term.</li> </ul> 	Included as part of INSET	PE Leads	03/09/20 04/09/20	

		<ul style="list-style-type: none"> <li>• Spare PE kits will be available within year-group Bubbles, once worn they will be washed. Letters/phone calls will be made to ensure that PE kits are bought in from home to avoid sharing.</li> <li>• Resources that are shared between classes or Bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between Bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different Bubbles.</li> <li>• Within KS1, outdoor PE equipment will be separated into year-group Bubbles. Apparatus within the hall will be sprayed after use, between Bubbles.</li> <li>• Hands washing will be required before and after PE lessons.</li> </ul>	Office Staff to actively request information on PE kits so that calls can be made	SBM	ongoing	
 20. Home time / egress from school premises	Staff, pupils, contractors, visitors (Risk - as set out in section 1)	 <ul style="list-style-type: none"> <li>• Entrance/Exit to school grounds via one-way system</li> <li>• The length of School-day will stay the same, but changing the start and end times will help keep the site less busy/congested and more COVID-secure. It will also allow for School to run more normally for the children: <ul style="list-style-type: none"> <li>• Year 2 (incl New Hippos): 8:55-3:15 (no change)</li> <li>• Reception: 8:45-3:05 (10 mins earlier)</li> <li>• Year 1 (including Bumble Bees): 8:35-2:55 (20 mins earlier)</li> <li>• Nursery: (am) 8:25-11:25 or (pm) 12:10-3:10 (20 mins earlier)</li> </ul> </li> <li>• Parents/Carers discouraged from arriving early/late or lingering on the premises</li> <li>• Parents encouraged to enter the grounds as individuals, not pairs.</li> <li>• Pictorial notices to maintain social distancing displayed</li> <li>• 2 metre demarcation on school egress where possible or 1 metre plus with mitigations</li> <li>• Pictorial notices to maintain social distancing displayed</li> <li>• Staff supervising egress to follow social distancing guidelines</li> </ul>  <ul style="list-style-type: none"> <li>• Normal personal hygiene and washing of clothes</li> </ul>	A big change of culture/ethos communicated in advance via ParentMail, Twitter and regular podcasts.	HT	06/09/20	

<p>21. Fire drills / Emergency situations</p>	<p>Staff, pupils, Contractors, visitors</p> <p>(Risk - as set out in section 1)</p>	<p></p> <ul style="list-style-type: none"> <li>• Emergency situations are incredibly rare.</li> <li>• Adequate numbers of trained staff to safely evacuate all personnel on the school premises</li> <li>• Demarcation of safe distancing in place at assembly points.</li> <li>• Fire drill to be undertaken within the <b>second week</b> of re-occupation</li> <li>• Update evacuation plans/maps where applicable.</li> </ul> <p></p> <ul style="list-style-type: none"> <li>• Upon discovery of an actual fire, immediate evacuation of the building in a safe and controlled manner will be essential. Evacuation is the priority, in this circumstance social distancing may need to be relaxed to enable quicker evacuation.</li> </ul>	<p>Review fire evacuation maps</p>	<p>SBM</p>	<p>01/09/20</p>	
<p>22. First Aid</p>	<p>Staff, pupils, visitors</p> <p>(Risk - as set out in section 1)</p>	<p></p> <ul style="list-style-type: none"> <li>• Adequate numbers of trained staff to administer First Aid</li> <li>• Check First aid boxes content and facilities available</li> <li>• Child will be handed over at the door of the first aid room promptly.</li> <li>• All staff must read and follow manufacturers instructions on how to use PPE correctly</li> </ul> <p></p> <ul style="list-style-type: none"> <li>• Where closer contact may be necessary, wear appropriate PPE to protect First Aider and casualty. This would include disposable gloves, disposable apron and fluid resistant surgical facemask. Eye protection is also required if the casualty is coughing, spitting, or vomiting</li> <li>• PPE Hand Washing protocols to be followed.</li> <li>• Separate first aid room will continue to be used</li> <li>• The best way to protect is through rigorous cleaning, personal hygiene and regular hand hygiene.</li> <li>• Where possible, all contact with members of the public should be carried out while maintaining social distancing measures</li> <li>• If not possible, the principles for the Hierarchy of Risk should be applied, using measures such as physical barriers and alternative working practices</li> <li>• Where other safe working systems alone may not be feasible or insufficient, as a final measure, use of PPE based on risk assessment</li> </ul>	<p>Re-visit training on PPE use to all key first aid staff</p>	<p>SBM</p>	<p>03/09/20 04/09/20</p>	

		<ul style="list-style-type: none"> <li>• For resuscitation - only deliver CPR by chest compressions and use a defibrillator (if available) <b>DON'T</b> do rescue breaths. HSE first-aid guidance can be found <a href="#">here</a>.</li> <li>• Please read COVID-19: guidance for first responders</li> <li>• Contact the health and safety team if it is suspected that a staff member at work has been diagnosed as having COVID-19 attributed to an occupational exposure (not societal) to coronavirus (needs to be evidence based)</li> <li>• Management and staff must read and follow manufacturer's instructions on how to use PPE correctly. Guidance on PPE and the correct fitting of face masks can be found <a href="#">here</a>.</li> </ul>				
 23. Transport Arrangements	Staff, pupils, Contractors, visitors  (Risk - as set out in section 1)	 <ul style="list-style-type: none"> <li>• Careful consideration to be made prior to booking, ensuring that all the below can be met.</li> </ul>  <p>The approach to dedicated transport should align as far as possible with a system of controls, it is important to consider:</p> <ul style="list-style-type: none"> <li>• How pupils are grouped together on transport, where possible this should reflect the Bubbles that are adopted within school</li> <li>• Use of hand sanitiser upon boarding and/or disembarking</li> <li>• Additional cleaning of vehicles</li> <li>• Organised queuing and boarding where possible</li> <li>• Distancing within vehicles wherever possible and local site arrangements will be determined within this risk assessment</li> </ul>  <ul style="list-style-type: none"> <li>• Discussion between school, local authority and transport provider to confirm suitable safe protocols are in place e.g. social distancing / cleaning / hygiene and supervision arrangements.</li> <li>• The transportation of special needs children risk assessment reviewed in line with Covid-19 requirements</li> </ul>	Review transport providers where necessary	SBM	Prior to booking	

<p>24. School Visits</p>	<p>Staff, pupils, contractors, visitors</p> <p>(Risk - as set out in section 1)</p>	 <ul style="list-style-type: none"> <li>Thames View Infants have made the decision to suspend School visits until the Summer Term 2021 – although this position may be reviewed.</li> <li>It is not advised to take pupils on domestic (UK) overnight and overseas educational visits at this stage see coronavirus: travel guidance for educational settings.</li> <li>In the Autumn Term, schools can resume non-overnight domestic educational visits. These trips should include any trips for pupils with SEND connected with their preparation for adulthood (for example, workplace visits, travel training etc.). This should be done in line with protective measures, such as keeping children within their consistent Bubble, and the COVID-secure measures in place at the destination. Schools should also make use of outdoor spaces in the local area to support delivery of the curriculum.</li> <li>As normal, schools should undertake full and thorough risk assessments in relation to all educational visits to ensure they can be done safely.</li> <li>As part of this risk assessment, schools will need to consider what control measures need to be used and ensure they are aware of wider advice on visiting indoor and outdoor venues. Schools should consult the health and safety guidance on educational visits when considering visits.</li> <li>In order to minimise social distancing and hygiene risk through conducting visits with pupils out of school and to provide a full educational experience, schools through their risk assessment can develop COVID-19 hygiene and social distancing programmes that will allow them to bring in specialist subject teachers to deliver bespoke education to pupils.</li> </ul>		HT, DH		
<p>25. Reoccupation of areas which have not been in use during lockdown.</p>	<p>Staff, pupils, contractors, visitors.</p> <p>Due to some or all parts of the school premises not being used for a</p>	 <ul style="list-style-type: none"> <li>Visual inspection of whole school premises to identify and remedy health and safety hazards (undertaken with the schools Trade Union Health and Safety Representative)</li> <li>Building services maintained in accordance with the LBBB 'Duty Holder Support Pack' including:</li> <li>Maintenance checks of plant and equipment undertaken – including school kitchen equipment.</li> </ul>	Inspection to take place	SBM/HT/Site Manager		

	<p>period of time, inspection and testing of building services and safety devices to ensure they are in full working order is required.</p>	<ul style="list-style-type: none"> <li>● Fire alarms and systems checked and operational including: <ul style="list-style-type: none"> <li>○ Fire alarm panel status green</li> <li>○ Fire call points operational</li> <li>○ Emergency lighting operational</li> <li>○ Firefighting measures e.g. fire extinguishers, blankets all present and maintained</li> </ul> </li> <li>● Gas systems maintained</li> <li>● Water flushing of little used outlets undertaken to minimise risk of legionella and checks/maintenance undertaken/up to date on hot and cold-water systems (and pools) in accordance with Legionella water risk assessment. Every tap (hot and cold) should be run for minimum of 2 minutes in all areas of the school premises which have not been used during lockdown period</li> <li>● Electrical equipment and systems maintained</li> <li>● Electrical gate systems maintained</li> <li>● Lifts and lifting equipment/hoists maintained</li> <li>● Ventilation / air conditioning / extraction systems maintained if using a central ventilation system that removes and circulates airs to different rooms, it is recommended that you turn of re-circulation and use a fresh air supply</li> <li>● Asbestos management arrangements in place</li> <li>● Boiler room plant inspected / maintained</li> <li>● Play and PE equipment to still receive scheduled inspection (even though taken out of use)</li> <li>● Fume cupboards maintenance up to date (Secondary schools only)</li> <li>● Identify and remedy possible vermin infestations</li> </ul>				
<p>26. Fire</p>	<p>Staff, pupils, contractors, visitors</p> <p>Smoke inhalation, exposure to heat</p>	<p></p> <ul style="list-style-type: none"> <li>● The School's normal Emergency Evacuation Plan remains in operation</li> <li>● Personal Emergency Evacuation Plans (PEEPS) in place and revised where necessary</li> <li>● Routine inspection to ensure emergency evacuation routes out of the building are not compromised including fire doors and final exit doors.</li> </ul>	<p>Inspection to take place</p>	<p>SBM/Site Manager</p>	<p>01/09/20</p>	
<p>27.</p>	<p>Staff, pupils, contractors, visitors</p>	<p></p>			<p>01/09/20</p>	

Behaviour of pupils / staff	(Risk - as set out in section 1)	<ul style="list-style-type: none"> <li>● <b>At Thames View Infants children in general behave incredibly well. Wilful/premeditated spitting, smearing, blowing or wiping of bodily fluids at presents as an incredibly low risk.</b> Should this for any reason happen, then the children would be isolated and parents/carers called. Support would be in place to understand why the child was presenting with the behaviours in line with our existing Behaviour/SEND Policy which identifies behaviour as communicating underlying needs. An exclusion can and will be used to allow for a change in practise, provision or to seek support with a view to ensuring the child can return when it is deemed safe to do so.</li> <li>● Policy also reviewed in line with current Government guidance considering staff also. Guidance is available <a href="#">here</a>.</li> <li>● <b>Accidental spitting, smearing, blowing or wiping of bodily fluids at Thames View Infants presents as an incredibly low risk.</b> Working with very young children the Government recognises that social distancing is not enforceable or practical in general and expects schools to ensure that, to the best of our ability, social distancing is maintained. Schools are expected to take the lead in teaching young children the importance of increased hygiene practices and social distancing. It is recognised that children will make mistakes and errors that are down to their age and developmental understanding rather than wilful acts. This is to be considered when supporting and engaging with children who appear to be contravening the behaviour policy.</li> </ul>  <ul style="list-style-type: none"> <li>● Any member of staff who does work with a child and is in receipt of any bodily fluid will be given time and space to ensure that they are able to clean themselves suitably, including going home to change if the incident is considered severe enough. In addition, emotional support will be offered to ensure that the individual feels able to share their worries after the event. A full incident record will be taken to ensure that the incident is examined and support is put in place to avoid a repeat of the incident.</li> <li>● Any children who present with a sensory predisposition to spitting, smearing, blowing, wiping bodily fluids would have support in place. Any adults working in close proximity to a child with this predisposition</li> </ul>	<p>Posters showing guidelines, codes of conduct etc for COVID-19 in place around the site</p> <p>Staff training on the expectations of children's behaviour in line with new guidelines</p> <p>All parents/Staff to be warned in advance that accidental/wilful spitting etc cannot be completely litigated against.</p> <p>Staff to know that support is available</p>	<p>SBM/Site Manager</p> <p>HT/DHT</p> <p>SLT</p>	<p>03/09/20 04/09/20</p> <p>ongoing</p>	
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		will be provided with PPE. This also includes any children that develop the above habits at any point.				
 28. Behaviour of parents / visitors / contractors (Violence and aggression)	Staff, pupils, visitors  (Risk - as set out in section 1)	 <ul style="list-style-type: none"> <li>Review of the school's Behaviour Policy/Code of Conduct Policy to ensure that it covers COVID-19 risk related incidents.</li> <li>In line with the School's Code of Conduct Policy, all staff/visitors and contractors are requested and expected to follow professionally acceptable behaviours; with the addition of nationally expected Covid 19 guidelines - social distancing, increased hygiene routines etc. These will be displayed in key areas, entrance, exits, shared areas and classes. Anyone not adhering to the rules will either be refused entry or asked to leave the premises due to the risk they present.</li> <li>Make School's position clear to (not tolerate such action and taking the firmest possible action available) to any person wilfully refusing to adhere to arrangements of social distancing or deliberately expose school occupants to risk.</li> <li>For observed incidents outside the school regarding Covid-19 related antisocial behaviour contact 101 unless an emergency dial 999.</li> <li>Notify Children's Services</li> </ul>	Share expectations with parents via ParentMail, staff via INSET and children via lesson on entry to school.	HT/DHT	03/09/20 04/09/20	
 29. COSHH Cleaning / Sanitisation products	Pupils Due to required increased cleaning/sanitising of hard surfaces and items in classrooms, there is a need to ensure no residual traces of cleaning products / or access to the cleaning / sanitising product by children	 <ul style="list-style-type: none"> <li>COSHH risk assessment updated to include all newly introduced cleaning products</li> <li>Training provided to all staff members required to use cleaning products (in consultation with the schools cleaning provider)</li> <li>Manufacturers COSHH Safety Data Sheet provided to users of chemical outlining safe use, storage, emergency arrangements and PPE to be used.</li> <li>Strict instruction to staff / cleaning provider to keep any cleaning / sanitisation products stored / secure and out of reach of children at all times</li> <li>Work with in house or external cleaning provider to ensure safe systems and protocols for use and storage are in place.</li> <li>Increased Hygiene protocols introduced including enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach.</li> </ul>	Cleaners meeting  COSHH RA to be updated with additional cleaning products.	SBM  Site Manager/SBM	28/05/20  28/05/20	

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<p> 30. Dealing with / clearing up with Body Fluids</p>	<p>Staff, pupils, visitors  (Risk - as set out in section 1)</p>	<p></p> <ul style="list-style-type: none"> <li>● Body Fluids protocol updated to include COVID-19 risks to include: <ul style="list-style-type: none"> <li>○ Where clearing up of body fluids is required, the staff member must full appropriate PPE. This will include disposable gloves, disposable apron and fluid resistant surgical facemask and eye protection or face shield</li> <li>○ PPE and waste disposal protocols to be followed (double bag waste)</li> <li>○ Handwashing protocols to be followed</li> <li>○ Protocol in place to respond to emergency cleaning requirements and increased cleaning requests</li> </ul> </li> </ul>		SBM	01/09/20	
<p> 31. Equalities and Mental Wellbeing</p>	<p>Staff, pupils  Mental wellbeing could be affected by C-19 pandemic</p>	<p></p> <ul style="list-style-type: none"> <li>● Schools mental wellbeing and support mechanisms for staff and pupils reviewed and promoted by the EWB-Lead.</li> <li>● Governing boards and school leaders should have regard to staff (including the headteacher) work-life balance and wellbeing. Schools will ensure they have explained to all staff the measures they are proposing putting in place and involve all staff in that process.</li> <li>● All employers have a duty of care to their employees, and this extends to their mental health. Schools have mechanisms to support staff wellbeing. The Department for Education is providing additional support for both pupil and staff wellbeing in the current situation. Information about the <a href="#">extra mental health support for pupils and teachers is available</a>.</li> <li>● Schools have equalities policies to protect their employees, and others, from harm and continue to assess health and safety risks and consider how to meet equalities duties in the usual way.</li> </ul>	To be included in September INSET training	HT/DHT	03/09/20 04/09/20	
<p> 32. Staff taking leave</p>	<p>Staff, pupils, parents</p>	<p></p> <ul style="list-style-type: none"> <li>● Staff will need to be available to work in school from the start of the autumn term. Concessionary/Special Leave will not be granted.</li> <li>● The requirement to return to work is a lawful instruction under employees' contract of employment. Unless directed otherwise by</li> </ul>	Ensure that the SBM/HT remain up to date with		ongoing	

<p>Families taking unauthorised leave/absence/not complying with DfE Guidance</p>		<p>most recent DfE/PHE/LBBD HR guidance, all staff members are required to return to and be available for, work. Any staff member that does not return to work, may be subject to disciplinary action, for alleged gross misconduct on the basis of a failure to follow a lawful instruction and to report back to work, and this may result in dismissal without notice pay (summary dismissal).</p> <ul style="list-style-type: none"> <li>• In line with LBBD HR Policy, any Staff Absence will continue to be monitored and supported in line with this Policy.</li> <li>• School staff have been working extremely hard throughout the coronavirus (COVID-19) outbreak and will be working hard to prepare for all pupils to return from the start of the Autumn Term. Many staff will want to take a holiday over the Summer Closedown, which may involve travelling abroad. The government has set a requirement for people returning from some countries to quarantine for 14 days on their return. The latest guidance on quarantine can be accessed at <a href="#">coronavirus (COVID-19): how to self-isolate when you travel to the UK</a>.</li> <li>• There is a risk that where staff travel abroad, their return travel arrangements could be disrupted due to factors arising beyond their control in relation to coronavirus (COVID-19), such as the potential for reinstatement of lockdown measures in the place they are visiting.</li> <li>• Where it is not possible to avoid a member of staff having to quarantine during term time following taking a pre-booked holiday overseas, school management will consider if it is possible to temporarily amend working arrangements to enable them to work from home.</li> <li>• Any staff member who knowingly books to travel abroad, that involves a period of quarantine upon their return that impinges into term time, will not be paid during this period and may be subject to a LBBD HR Disciplinary Process.</li> <li>• Similarly, the latest DfE Attendance Guidance will be applied to families falling within the same categories: <a href="https://www.gov.uk/government/publications/school-attendance/addendum-recording-attendance-in-relation-to-coronavirus-covid-19-during-the-2020-to-2021-academic-year">https://www.gov.uk/government/publications/school-attendance/addendum-recording-attendance-in-relation-to-coronavirus-covid-19-during-the-2020-to-2021-academic-year</a></li> <li>• To keep everyone safe, families must comply with this guidance and all School Protocols implemented within this risk assessment. Where a family fails to comply with this and/or undertake unauthorised leave, then this action will be escalated further. This may include:</li> </ul>	<p>advice and guidance from LBBD HR.</p> <p>Liaison with HT and escalation.</p>	<p>Family Inclusion</p>		
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		<ul style="list-style-type: none"> <li>● refusal to enter School Premises</li> <li>● a written code of conduct warning (in line with School's <a href="#">Code of Conduct</a> &amp; <a href="#">Persistent or Vexatious Complaints &amp; Harassment Policies</a>)</li> <li>● an escalation within Children's Services/LA Attendance Team/Public Health Team</li> </ul>		Team & Agencies		
33. Business Continuity	Staff, pupils,  Closure of premises	 <ul style="list-style-type: none"> <li>● The principles and ethos of the Schools Business Continuity Plan are embodied in this document</li> <li>● If School was to close fully or partially then a robust - yet easily accessible - procedure for home learning will be implemented. (as detailed above in the re-opening proposal)</li> </ul>				
34. Travel Plan	Staff, pupils  (Risk - as set out in section 1)	 <ul style="list-style-type: none"> <li>● School Travel Plan to be developed in line with <a href="#">Coronavirus (COVID-19): safer travel guidance for passengers</a></li> <li>● Parents should be encouraged where possible to walk or cycle their children to school rather than using any form of transport. This will encourage a healthy lifestyle; help reduce pollution and avoid overcrowding at car parks and help maintain social distancing.</li> <li>● Car parking and permit availability to be reviewed by the LA.</li> </ul>				
35. Professionalism & General Staff Conduct	All Staff (Risk - as set out in section 1)	<ul style="list-style-type: none"> <li>● This Action Plan to be shared with professional representatives as part of the consultation.</li> <li>● Directors agree and sign-off this action plan ahead of its implementation.</li> <li>● Ownership of this action-plan will be instilled in advance amongst the staff team as a whole across small-group inset meetings.</li> <li>● Staff teams are particularly established, experienced and stable in nature. A culture of positive cooperation and whistleblowing when things are not right exists and is well embedded amongst staff. This effective working relationship will also help to identify and address any <i>perceptions of risk</i> that remain beyond this risk assessment.</li> <li>● The practical nature in which the SLT work will ensure that everyday practice is closely monitored, and shortfalls/non-compliance addressed instantaneously.</li> </ul>	Any future modification takes place in light of guidance updates or feedback from Directors/Professional Reps	HT/DHT	ongoing	

 36. Code of Conduct	Parents	<ul style="list-style-type: none"> <li>• Where a family continue to fail to comply with Governmental Guidance and/or School Protocols, this behaviour will be addressed and escalated further. This may include: <ul style="list-style-type: none"> <li>• a written code of conduct warning or a fixed term/permanent ban from School Premises (in line with School’s <a href="#">Code of Conduct</a> &amp; <a href="#">Persistent or Vexatious Complaints &amp; Harassment</a> Policies)</li> <li>• an escalation within Children’s Services/PHE/LA Attendance Team.</li> </ul> </li> </ul>	Families directed to the School’s Code of Conduct Policy	Directors  Family Inclusion Team & Agencies		
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It is important you discuss your assessment and proposed action with employees and their representatives. A risk assessment is only effective if you and your employees act on it. You must follow through with any actions required and review it on a regular basis. You should review your risk assessment if you think it may no longer be valid e.g. following an accident/incident, or if there are significant changes to the hazards in your workplace, such as new equipment or work activities. You should consider, at a minimum, an annual review of your assessment. Risk assessment guidance is available for further information and advice on carrying out a risk assessment.

[Actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#A](#)

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## Employees in the increased risk groups for Covid-19

### Protecting our staff – returning to work and Health Risk Assessments

This document explains how to carry out an initial health risk assessment to enable an early review of risks, mitigation and controls for employees in vulnerable groups who work in front line roles.

It builds in, where appropriate, a role for Occupational Health to support the employee and manager in agreeing and implementing recommendations.

### Protecting front line staff

In response to the Covid-19 pandemic, employers have been advised to:

- Think creatively about how to enable social distancing at work, such as:
  - changing the layout of workplaces
  - adjusting shift patterns
  - staggering commute times
  - control measures for reducing risks such as virtual contact with residents as opposed to home visits where this is possible.
- Putting in place Personal Protective Equipment (and guidance for use for specific roles) as required by risk assessments.
- Ensuring that key workers are aware of testing arrangements and supported for a safe return to work.

### Responding to these issues

In response, the council has:

- Undertaken risk assessments for many roles and staff groups, taking into account the need for Covid-19 secure workplaces.
- Applied Government and Public Health England (PHE) guidance for PPE in our own visual guides for key workers which help staff work safely; ensure staff feel supported in their work and protect local services.
- Advised staff in specific groups which are potentially more vulnerable to practice robust social distancing measures.
- Closely followed all relevant Government and PHE guidance about social distancing, self-isolation and shield and protect arrangements
- Ensured that employees in clinically vulnerable or extremely vulnerable groups have adhered to these arrangements.

**The following section explains about the different vulnerable groups, and the action that should be taken for each of them.**

### **Clinically Extremely Vulnerable**

Individuals identified as being clinically extremely vulnerable (those with serious underlying health conditions), which puts them at the greatest risk of severe illness from coronavirus and who are advised by the NHS that they should not work outside the home, must rigorously follow shielding measures in order to keep themselves safe. The employee will have received a letter from the NHS confirming this. GP fit notes are not valid confirmation for this status. Any queries please contact your HR Adviser or Occupational Health provider.

Read [COVID-19: guidance on shielding and protecting people defined on medical grounds as extremely vulnerable](#) for more advice.

- If they can work from home they will continue to do so. In some cases, work can be reorganised to facilitate this.
- In other situations, some key workers will be unable to work from home. They are expected to stay at home on full pay. A letter setting out these arrangements should be provided and they will be kept under review pending Government and PHE guidance. Alternative work may be explored, subject to a skills review and retraining.
- Similar arrangements are in place for our employees who live with someone who is shielding. An application process should be followed and managers must discuss this with their HR Adviser.

### **Clinically Vulnerable**

Employees who are at higher risk (people with some pre-existing conditions, aged 70 (regardless of medical condition, or pregnant), as set out in the [Staying at home and away from others \(social distancing\) guidance](#) are advised to take extra care in observing social distancing and should work from home where possible.

If individuals are clinically vulnerable (but not clinically extremely vulnerable) and due to the nature of their role, unable to work from home, the manager will undertake a health risk assessment. Arrangements have been made for schools that purchase the council's Occupational Health Service for a fast track referral to Occupational Health using the OH Covid-19 Specific management referral form. <https://lbbd.sharepoint.com/sites/IntTp/HR/Pages/Occupational-Health.aspx> or contact Occupational health via:

Email: [occupationalhealth@lbbd.gov.uk](mailto:occupationalhealth@lbbd.gov.uk)

Telephone: 020 8227 3509

- Occupational Health will call the employee, review the risk assessment and advise on whether the person can work, work with restrictions, or should remain at home.
- Employees who are unable to work and are at home will be provided with a letter to confirm their arrangements.

Schools which do not buy in to LBBD Occupational Health service should contact their own Occupational Health provider for medical advice.

## **BAME Employees**

Emerging UK and international data suggest that people from Black, Asian and Minority Ethnic (BAME) backgrounds are also being disproportionately affected by Covid-19. PHE have been asked by the Department for Health & Social Care (DHSC) to investigate this. In advance of this work, this health risk assessment has been produced to assist in making appropriate arrangements.

Managers should identify any existing underlying health conditions that may increase the risks for BAME employees undertaking their frontline roles, in any capacity. Some research points to risk factors relating to over 55 or with other health vulnerabilities. Until the review by PHE has been concluded and more evidence is available, we are recommending that the health risk assessment is undertaken with all BAME employees in front line roles.

## **Health Risk Assessment**

In undertaking a health risk assessment, the standard hierarchy of risk management should be followed.

When managing hazards and risks, the Hierarchy of Controls must be applied (working top down) as set out below.

### **Elimination**

The hazard, task or activity is physically removed or abandoned

### **Substitution**

Replace a material or process with a less hazardous

### **Engineering Controls**

Isolate staff, pupils, visitors from the hazard

### **Administrative Controls**

Identify and implement procedures to maximise safe working

### **Personal Protective Equipment (PPE)**

Only to be considered if measures above would be ineffective to control risks

It is not unreasonable for managers to ask their staff about the presence of any underlying health condition, subject to this being dealt with sensitively and confidentiality.

The line manager should undertake an initial assessment with the employee of:

- The issues and potential risk factors and how mitigation can be enabled in the way in which the work is undertaken. This includes safe systems of work, social distancing, hygiene measures and the use of appropriate personal protective equipment (PPE)
- Any temporary or alternative working arrangements that can be put in place to enable the key elements of the job role to be done.

The form below has been developed to support managers with this assessment.

As above Occupational Health should provide an assessment and support or provide additional recommendations.

**CONFIDENTIAL**

**Health Risk Assessment: Exposure to Covid-19, impact on current health condition**

General Information					
Employee Name			Job Title		
Line manager			Job title		
Location / Area:			Working hours:		
Date of Assessment:			Review date		
Individuals underlying health condition category / other factors:	Please tick appropriate box:	<input checked="" type="checkbox"/>	Current post involves:	Please tick appropriate box:	<input checked="" type="checkbox"/>
	Notified as on 12 weeks Clinically Extremely Vulnerable ( <b>Shielding</b> very high-risk group)			Directly caring for Covid-19 service users (tested as positive) and undertakes Aerosol generating procedures (AGPs)	
	<b>Clinically Vulnerable</b> – pregnant, over 70 or underlying health condition as per PHE list			Directly caring for Covid-19 service users (tested as positive) – not undertaking AGPs	
	<b>BAME Employee</b>			Directly caring for service users not tested / unknown Covid-19 status but within 2 meters of patient – within any setting	
				Providing a service which involves levels of face to face interactions with service users / members of the public	
				Providing a service to colleagues (e.g. training)	

Aspects	Current Position	Additional action to reduce risk
Can <i>this</i> work be done at home?		
Could <i>alternative</i> work be undertaken at home or elsewhere in the school?		
Can face to face interactions be limited and move to virtual working?		
If they cannot, will they be able to work at 2m social distancing		

What arrangements are in place / will be put into place to ensure regular contact / wellbeing?		
Can work times be adjusted to reduce the use of public transport, especially at peak times.		
Can work times within the school be staggered to reduce adult interactions within the setting?		
Can the layout of the school / classroom be adjusted to allow for 2-metre social distancing for the adults within the setting? (Outside of the class Bubbles)		
Is Personal Protective Equipment readily available (including hand sanitiser for mobile working) where a need is identified?		
Other considerations:		

Assessment		
<i>Please tick appropriate box:</i>	<input checked="" type="checkbox"/>	Monitoring / further action:
Actions agreed as detailed above reduce the risks to the employee		Local manager to review and monitor.
Actions agreed as detailed above do not sufficiently reduce the risks to the colleague / some concerns remain.		Refer employee to Occupational Health for further advice and support
Additional notes		
<i>Please add any additional notes as appropriate</i>		
<b>Employee signature</b>		<b>Date signed</b>
<b>Print Name</b>		
<b>Manager's signature</b>		<b>Date signed</b>

<b>Print Name</b>			

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## Schools' Covid-19 Risk Matrix

(Modified Safety Assessment and Decision (SAAD) Score)

This risk assessment and matrix is based on the evidence available to date reviewed by a group of medical practitioners and provides an indication and guidance to carry out an individual risk assessment. This document will be reviewed and updated as and when new evidence emerges. This document is provided to supplement the individual risk assessment, previously circulated, but does not substitute the risk assessment or the conversation that you are required to hold with individual member of staff. The original was created by LBBD Human Resources and has been modified by TVI Learning to include commuting to work.

This risk matrix will give you an indication of the risk and therefore, if a member of staff scores higher, it means that the risk assessment and conversation may need to be more in depth with additional professional advice sought from Human Resources and Occupational Health colleagues.

There are some limitations that may be considered when interpreting the findings. This document may help schools to supplement risk assessment of their staff, particularly of high risk and vulnerable groups to ensure staff safety. Please do remember this is to be applied to each individual on a case by case basis. There could be emotional health/well-being issues for the staff that may need to be considered while carrying out the risk assessment. Head Teachers should refer staff to the Employee Assistance Programme, where schools buy into the service. Alternatively these resources are also available <https://www.gov.uk/government/news/extra-mental-health-support-for-pupils-and-teachers> & [Wellbeing guide for staff working in schools and trusts](#). Please ensure that the true feelings and concerns of the staff member can be captured.

### Instructions for completing the risk assessment

- Arrange meeting with the staff member to jointly go through the score card
- Record the findings by encircling/ticking all relevant boxes
- Staff member having any one of the four risks in the 'high' risk category will automatically place themselves in the 'high' risk category (red boxes) irrespective of other variables and despite the total number scored.
- Discuss mental health and well-being concerns with staff member
- Complete each row and then add all rows to provide a total risk figure
- Record any decisions made to mitigate/reduce risk

- Record a review date for future review (provide staff member a copy of the score card)
- This score card is not for workers that fulfil the government criteria for 'Shielding' – these workers should follow national guidance.

## Risk Rating

<b>Mild Risk</b> <b>Score: 1-8</b>	<b>Moderate Risk</b> <b>Score: 9-12</b>	<b>High Risk</b> <b>Score: 13 or above</b>
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	1	2	3	4	5 High Risk	Raw score
<b>Age</b>	40-49	50-59	60-69		70 +	
<b>Ethnicity</b>	White Chinese Mixed origin	Indian	Bangladeshi Pakistani Middle East	Black		
	*BAME Other: Any staff that do not fall into one of the categories above, score according to other ethnicities above.					
<b>Gender</b>	Female	Male				
<b>Means to Commute to School</b>	Public Transport (non-peak hours)	Public Transport (peak hours)	Walking/Cycling = 0 Score			
<b>Obesity (BMI) kg/m2</b>	Over 23 (exclude white/ Chinese/ mixed)		Over 30 (white/ Chinese/ mixed)	Over 27.5 (exclude white/ Chinese/ mixed)	Over 40 (All groups)	
	<b>Body Mass Index (or BMI) is calculated</b> as weight (in kilograms) divided by the square of your height (in metres) or <b>BMI = Kg/M2</b> .For measuring BMI a weighing scale to measure weight and a scale to measure the height will be required. If height is in centimetres, convert into metres by dividing by 100.					

<b>Pregnancy</b>		Under 28 weeks			Over 28 weeks	
<b>Medical Conditions- (as below)</b>	One condition			Two conditions	Three or more conditions	
<b>Medical Conditions</b>	<p>Each of the conditions below would be considered for the score card. Some of the conditions will be the same as the shielding category but will be 'severe' in the shielding category and 'mild' or 'moderate' for this score card. Medical conditions in each category should be assessed individually.</p> <ul style="list-style-type: none"> <li>• Respiratory problems (Asthma (taking daily inhaled steroid)/COPD/Bronchiectasis)</li> <li>• Heart Problems (Heart Failure, Angina, History of Heart Attack)</li> <li>• Chronic Kidney Disease (stage 3 and above)</li> <li>• Chronic Liver Disease including Hepatitis</li> <li>• Chronic Neurological Conditions (Parkinson's, Motor Neurone Disease, History of Stroke (CVA), Multiple Sclerosis, Cerebral Palsy)</li> <li>• Diabetes (Type 1 or 2)</li> <li>• Reduced Immune Response - AIDS/HIV, regular oral steroids</li> <li>• Hypertension (on one or more anti-hypertensive medication)</li> <li>• Ongoing inflammatory bowel conditions (Crohn's, Ulcerative Colitis)</li> </ul>					

## **Evidence:**

### **Age**

An analysis of survival among people with confirmed COVID-19 by sex, age group, ethnicity, deprivation and region, shows that, compared with people under 40, the probability of death was about three times higher among those aged 40 to 49, nine times higher among those aged 50 to 59, twenty-seven times higher among those aged 60 to 69, fifty times higher among those aged 70 to 79 and seventy times higher among those aged 80 and over. These are the largest disparities by far found in this analysis

### **Ethnicity**

An analysis of survival among confirmed COVID-19 cases shows that, after accounting for the effect of sex, age, deprivation and region, people of Bangladeshi ethnicity had around twice the risk of death when compared to people of White British ethnicity. People of Chinese, Indian, Pakistani, Other Asian, Caribbean, and Other Black ethnicity had between 10 and 50% higher risk of death when compared to White British. ONS analysis showed that, when taking age into account, Black males were 4.2 times more likely to die from a COVID-19-related death than White males (16). The risk was also increased for people of Bangladeshi and Pakistani, Indian and Mixed ethnic groups.

The relationship between ethnicity and health is complex and likely to be the result of a combination of factors. Firstly, people of BAME communities are likely to be at increased risk of acquiring the infection. This is because BAME people are more likely to live in urban areas (18), in overcrowded households (19), in deprived areas (20), and have jobs that expose them to higher risks (21). People of BAME groups are also more likely than people of White British ethnicity to be born abroad (22), which means they may face additional barriers in accessing services that are created by, for example, cultural and language differences.

Secondly, people of BAME communities are also likely to be at an increased risk of poorer outcomes once they acquire the infection. For example, some co-morbidities which increase the risk of poorer outcomes from COVID-19 are more common among certain ethnic groups. People of Bangladeshi and Pakistani background have higher rates of cardiovascular disease than people from White British ethnicity (23), and people of Black Caribbean and Black African ethnicity have higher rates of hypertension compared with other ethnic groups (24). Data from the National Diabetes Audit suggests that type II diabetes prevalence is higher in people from BAME communities (25).

**Gender:**

The analysis showed that working age males diagnosed with COVID-19 were twice as likely to die than females. For older adults (65 and over) the disparity remains significant but is much lower, with males in this age group having approximately 50% higher risk of death when compared to females

**Obesity:**

A study using data from over 400,000 patients aged 40 to 69 from UK Biobank linked to COVID-19 test data from PHE found that higher BMI was associated with a positive COVID-19 diagnosis (43). Compared with non-overweight people (BMI < 25 kg/m<sup>2</sup>), the odds ratios were 1.26 (confidence interval of 1.01-1.56) for those who were overweight, 1.37 (1.06-1.76) for those in obese class I and 2.04 (1.50-2.77) for those in obese classes II and III combined.

Although many score cards available refer to obesity above a BMI of 30, data available is clear for the BAME community this risk increases with a BMI of 23, with further significant risk with a BMI of 27.5 and above.

**Pregnancy:**

Existing guidance identifies that pregnant women over 28 weeks should be regarded as at increased risk and recommended to stay at home. For pregnant women with underlying health conditions at any stage of pregnancy a more precautionary approach is required, and ethnicity should be included in the consideration and discussion between healthcare staff and managers. Where pregnancy is under 28 weeks gestation working in a public/pupil facing environment should be on the basis that the risk assessment supports this.

**Medical conditions:**

Emerging evidence suggests that certain conditions: hypertension, cardiovascular disease, diabetes, and chronic kidney disease are especially important risk factors, and these risk factors are increased in those of BAME population. Obesity has now also emerged as an independent risk factor for COVID-19 hospitalisation in the UK setting.

<b>Mild Risk Score: 1-8</b>	<b>Moderate Risk Score: 9-12</b>	<b>High Risk Score: 13 or above</b>
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<u>Actions</u>	
<p style="text-align: center;">This is a guide, please do not apply this prescriptively, as individual risks and circumstances will vary.</p> <p>Occupational Health’s referrals in respect of Covid-19, should generally be used in the following instances:</p> <ul style="list-style-type: none"> <li>when an employee is at high-risk and additional advice is required around what can be accommodated. Shielding employees do not need to be referred as national guidance exists for this group.</li> <li>when a risk assessment has been completed but is inconclusive.</li> </ul> <p>Occupational Health will be able to advise where an employee is very anxious about returning to work and can provide support and signposting to other services.</p>	
<b>Mild</b>	Continue working as normal but following controls set out within the risk assessment and safety precautions (i.e. cleaning down all work/school areas before and after use, ensure where possible social distancing both during work and during breaks)
<b>Moderate</b>	Follow controls within risk assessment and safety precautions. Adjust working hours, work in a separate room, consider other adjustments, where possible. The focus is to support staff to attend work where possible.
<b>High</b>	Follow controls within risk assessment and safety precautions. No direct contacts. Lone working or working in separate office with minimal movement within the building. Working from home, where possible

Examples of staff and scoring	
Male	2 points
Chinese	1 point
Age 56	2 points
BMI 28	1 point
No medical conditions	0 point
Score:	<b>6 points</b> Mild risk category
Male	2 points
Black	4 points
Age 42	1 point
Diabetic (IDDM)	1 point
Score:	<b>8 points</b> Moderate risk category
Female	1 point
Egyptian	3 points
Age 64	3 points
BMI 36	4 points
Angina and Diabetic	4 points
Score:	<b>15 points</b> High risk category

## Disclaimer

The SAAD Score is provided as a guidance and should be used as such. The line manager/Head Teacher/SLT/Director should use the score card as an aid-memoire. Where necessary if a clear option is not available, then with mutual agreement a solution should be sought. If there is a disagreement in the role and function following an assessment, it is up to the employer to seek either HR (Human Resource) or OH (Occupational Health) advice.

The co-authors take no responsibility for consequences as a result of problems generated due to the use of the SAAD Score system. With the emerging evidence, the scoring system will be revised and it is up to the score system user to ensure they have access to the latest version available. At School level the co-authors would encourage the staff member to self-assess their position based on individual circumstances and experience. They may score themselves outside the allocated score in the system, which will then be for discussion with their line manager/Head Teacher/SLT/Governor. The co-authors would encourage supportive discussions between manager/Head Teacher/SLT/Governor and staff members in a way that acknowledges the particular pressures faced by BAME staff during Covid-19.

This matrix is based on the trends identified by a group of medical practitioners (via Public Health), it is not totally definitive as there is insufficient conclusive evidence; further studies are expected.