



Coronavirus (COVID-19): Risk Assessment Action Plan for potential opening from 2nd September 2020

for Moorfield Primary School

Assessment conducted by: Ian Bussey	Job title Headteacher	Covered by this assessment: Staff, Pupils, Parents and Visitors
Date of assessment: 24 th August 2020	Date of next review: ongoing	This document was written on 18 th May 2020 and includes the amended version for September issued on 24 TH August 2020 Amended 5th October 2020 Amended 14th October 2020 Amended with Telford and Wrekin update 13th November 2020 (all purple and bold are based on the supplementary risk assessment for lockdown)

The sole purpose of this risk assessment is to support schools in preparing for the possibility of reopening school from September 2020 , **while reducing the risk of coronavirus transmission**. The risk assessment has been written in collaboration with a number of local authorities.

- For the purpose of this risk assessment, the term ‘coronavirus’ to refer to coronavirus disease 2019 (COVID-19).
- Schools must ensure that this risk assessment reflects the local setting and context of the school. Staff must be consulted with regard to this risk assessment.
- This risk assessment is not exhaustive and some of the controls will be dynamic. This is issued to schools as a template to assist in the production of a comprehensive document that covers the particular circumstance of the setting – **as such, the risks and risk controls should be deleted/amended/added-to to reflect the school.**
- This should be viewed alongside relevant advice and guidance from the Department of Education and reflect any additional subsequent guidance issued to schools.
- For further reference, <https://www.gov.uk/government/latest?departments%5B%5D=department-for-education>, including the documents below, issued on the 11 May 2020:
 - [Coronavirus \(COVID-19\): guidance for schools and other educational settings](#)
 - [Details on phased wider opening of schools, colleges and nurseries](#)
 - [Coronavirus \(COVID-19\): implementing protective measures in education and childcare settings](#)
 - [Actions for educational and childcare settings to prepare for wider opening from 1 June 2020](#)
 - [What parents and carers need to know about schools and other education settings during the coronavirus outbreak](#)
 - [Opening schools for more children and young people: initial planning framework for schools in England \(updated 12 May \)](#)

Key:	
Level of risk prior to control	Identifies the risk before any steps to reduce the risk have been taken
Risk Description:	Outlines the area of concern. This list is not exhaustive, and schools should add/amend/delete where appropriate e.g. risks for pupils with complex needs.
Risk Controls:	The measures that will be taken to minimise the risk. These are generic and should be adapted for the school context.
Impact:	Could be L/M/H or numeric, depending on what is used in the school setting.
Likelihood:	Could be L/M/H or numeric, depending on what is used in the school setting. NB IF IMPACT AND LIKELIHOOD ARE BOTH HIGH, THEN THE ACTIVITY SHOULD BE STOPPED UNTIL ADDITIONAL CONTROL MEASURES ARE PUT IN PLACE.
Responsible person:	The identified staff member(s) responsible for implementing the risk controls Deputy Head Teacher Sign Ian Bussey Date 22 nd July 2020 Chair of Governors sign <i>Andy Hutchinson</i> Date 22 nd July 2020
Completion Date:	27.5.20 To support planning, identify which controls need to be in place before pupils return to the setting. Individual schools can then personalise to their own setting.

Line Manager Check:		Sign off to ensure that the risk has been minimised as far as possible.					
Risk Description/ Area of Concern	Level of risk prior to control ↔	Risk Controls	Level of risk is now ↔	Likelihood ↔	Responsible person	Planned completion Date	Line Manager Check
The school lapses in following national guidelines and advice, putting everyone at risk	High	<p>To ensure that all relevant guidance is followed and communicated:</p> <ul style="list-style-type: none"> The school to keep up-to-date with advice issued by, but not limited to, DfE, NHS, Department of Health and Social Care, PHE, Telford & Wrekin Council advice and review its risk assessment accordingly Information is communicated regularly by email. Pupils updated via class teachers as necessary. Any change in information to be shared with Chair of Governors, consulted with employees directly and passed on to parents and staff by email Changes for staff are also communicated via the Staff Whatsapp Group and on the staff noticeboard <p>As a result, the school has the most recent information from the government, and this is distributed throughout the school community.</p>	<u>Low</u>	<u>Low</u>	Ian Bussey	Ongoing	
Poor communication with parents and other stakeholders	High	<ul style="list-style-type: none"> All staff/pupils aware of current actions and requirements and reminded frequently using school communication systems Headteacher to share risk assessment with all staff Parents notified of risk assessment plan and shared with parents via website. <p>As a result, all pupils and all staff working with pupils are adhering to current advice.</p>	<u>Low</u>	<u>Low</u>	IB Sue Hedges	01/09/2020 and ongoing	
Lack of awareness of policies and procedures	High	<ul style="list-style-type: none"> School leaders will ensure that there is a policy in place which clearly explains coronavirus controls 	<u>Medium</u>	<u>Low</u>	IB	01/09/2020 Talk to Staff on	

		<ul style="list-style-type: none"> ➤ All staff, pupils and volunteers will make themselves aware of all relevant policies and procedures. On PD day, staff will be issued with a copy of : <ul style="list-style-type: none"> ➤ Health and Safety Policy ➤ Infection Control Risk assessment ➤ First Aid Policy • School leaders have regard to all relevant guidance and legislation including, but not limited to, the following: <ul style="list-style-type: none"> ➤ The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013 ➤ The Health Protection (Notification) Regulations 2010 ➤ Public Health England (PHE) (2017) 'Health protection in schools and other childcare facilities' ➤ DfE and PHE (2020) 'COVID-19: guidance for educational settings' • The relevant staff receive any necessary information that helps minimise the spread of infection, e.g. infection control risk assessment - (• A comprehensive and current list of key staff members available each day: <ul style="list-style-type: none"> Ian Bussey Headteacher/DSL Claire Hill Assistant Headteacher/DSL Dawn Smith Assistant Headteacher/DSL Sue Hedges SBM/DSL • Staff are made aware of the school's infection control procedures in relation to coronavirus via email and face to face • Parents are made aware of the school's infection control procedures in relation to coronavirus via risk assessment on school website – they are informed that they must contact the school as soon as possible if they believe their child has been exposed to coronavirus • Pupils are made aware of the school's infection control procedures in relation to coronavirus via a coordinated programme of delivery from 				<u>PD Day and ongoing via noticeboard</u>	
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		<p>staff on the morning of the 2nd September 2020. All pupils are informed that they must tell a member of staff if they begin to feel unwell</p> <ul style="list-style-type: none"> • Any updates issued to staff on staffroom noticeboard if necessary. <p>As a result, all staff and pupils are aware of the policies and procedures in place to keep themselves safe in school.</p>					
Extremely clinically vulnerable (High risk) individuals	High	<ul style="list-style-type: none"> • Individual risk assessment to be completed for staff in high risk exposure to COVID 19 – • Over this period of lockdown, we are advising the clinically extremely vulnerable to work from home. If you cannot work from home, you are advised not to go to work. (see further guidance and risk assessment for individuals who are at higher risk due to COVID) People who live with those who are clinically vulnerable can attend the workplace unless advised otherwise by an individual letter from the NHS or a specialist doctor 	Low	Low	IB/SH	02/09/2020 Updated 13th Nov	
Clinically vulnerable staff and pupils	High	<ul style="list-style-type: none"> • Individual risk assessment to be completed for vulnerable staff and pupils • Protective measures will be put in place for staff pupils, as far as is possible, to ensure that the risk of transmission is reduced • Clinically vulnerable staff can attend school. While in school they should follow the sector-specific measures in the document to minimise the risks of transmission. • This includes taking particular care to observe good hand and respiratory hygiene, minimising contact and maintaining social distancing in line with the provisions set out in section 6 of the “prevention” section of this guidance. • This provides that ideally, adults should maintain 2 metre distance from others , and where this is not possible avoid close face to face contact and minimise time spent within 1 metre of others. While the risk of transmission between young children and adults 	Low	Low	IB/SH	01/08/2020 Update 13th Nov	

		<p>is low, adults should continue to take care to socially distance from other adults including older children and adolescents.</p> <ul style="list-style-type: none"> • People who live with those who are clinically vulnerable can attend the workplace unless advised by an individual letter from the NHS or a specialist doctor. • See further guidance and risk assessment for individuals that are at higher risk due to COVID 					
Face Masks	Low	<ul style="list-style-type: none"> • If pupils arrive at school wearing face masks, they should remove them on arrival at school. They should wash their hands before and after removal and either • a) store it in an individual sealable bag • b) place disposable masks in the black bag waste bins <p>From Tuesday 4th November staff in school followed guidance from Telford and Wrekin.</p> <ul style="list-style-type: none"> • Parents were asked to wear a mask when on the schools site. • Staff standing on the school site also wear masks • Staff in school wear face coverings when they move about inside the school, in corridors, or communal areas. • 	<u>Low</u>	<u>Low</u>	<u>Class teachers</u>	<u>02/09/2020</u> <u>Ongoing</u>	<u>Update 4th November</u>
Poor hygiene practice in school - General	High	<ul style="list-style-type: none"> • Posters are displayed at the entrance to the school, around school and in every classroom reminding staff, pupils, parents and visitors of the hygiene practice required in school (e.g. washing hands before entering and leaving school) • Pupils to wash their hands with soap before and after break times and lunchtimes for no less than 20 seconds or use hand sanitiser provided in classrooms. Staff to have hand gel by the classroom entrance so that washing hands is the first thing that children do when they enter the room 	<u>Medium</u>	<u>Low</u>	<u>IB/SH</u>	<u>01/09/2020</u> <u>ongoing</u>	

	<ul style="list-style-type: none"> • School to use the E-Bug material • Teachers to reiterate key messages in class-time (when directed) to pupils to: <ul style="list-style-type: none"> - Cover coughs and sneezes with a tissue, - To throw all tissues in a bin - To avoid touching eyes, nose and mouth with unwashed hands. • Hand sanitiser, soap and water and tissues to be provided for the school reception area, dining hall, classrooms and other key locations for staff, pupils and visitors • Infection control procedures are adhered to as far as possible in accordance with the DfE and PHE’s guidance • Sufficient amounts of soap (or hand sanitiser where applicable), clean water, paper towels and waste disposal bins are supplied in all toilets and kitchen areas • Hand washing facilities are supervised by staff when pupils are washing their hands to avoid overcrowding in hand washing areas • Pupils and staff do not share cutlery, cups or food. Pupils are to bring water bottles instead of using cups supplied by school. Water bottles must be kept on the pupil’s desk and not on a trolley/cupboard • Staff may bring in their own cups and utensils. If you don’t bring your own make sure they go straight into the dishwasher . • All utensils are thoroughly cleaned before and after use (in dishwasher) • Cleaners are employed by the school to carry out additional cleaning. Door handles, doors and toilets are cleaned twice a day where possible and paper/hand towels are refilled at the start of every day. Extra morning cleaner employed to clean areas used by after school clubs <p>As a result, all pupils and staff are adhering to high standards of hygiene to minimise risk of transmission</p> <p>Pupils and staff to wash hands on entry to school.</p>					
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		The “catch it, bin it, kill it” approach continues to be very important, so schools must ensure that they have enough tissues and bins available in the school to support pupils and staff to follow this routine.					
Hand Hygiene	High	<ul style="list-style-type: none"> • Coronavirus(COVID-10) is an easy virus to kill when it is on skin. This can be done with soap and running water or hand sanitiser. Schools must ensure that pupils clean their hands regularly, including: • When they arrive at school, • When they return from breaks • When they change rooms • <u>Before and after eating</u> <p>Regular and thorough hand cleaning is going to be needed for the foreseeable future. Points to consider and implement:</p> <ul style="list-style-type: none"> • Whether the school has enough hand washing or hand sanitiser stations available so that pupils and staff can clean their hands regularly • Supervision of hand sanitiser use given risks around ingestion. Small children and pupils with complex needs should continue to be helped to clean their hands properly. • Building these routines into school culture, supported by behaviour expectations and helping ensure younger children and those with complex needs understand the need to follow them. 	<u>Med</u>	<u>Low</u>	<u>IB</u>	<u>Ongoing</u>	
Poor hygiene practice – specific – school entrance	High	<ul style="list-style-type: none"> • Clear signage in place regarding social distancing • Barriers/screens to be used by reception staff when dealing with parents/visitors/contractors • Remove screen signing system, receptionist to have a written log of staff/visitors/contractors – which includes contact details (mobile number) to aid NHS track and trace system. Tracey Perrin to sign contractors in as they arrive so that details are not visible to others 	<u>Low</u>	<u>Low</u>	<u>SH</u>	<u>02/09/2020 ongoing</u>	

		<ul style="list-style-type: none"> • Areas touched to be wiped down • Discourage parents from entering the school building – appointment only where possible. • Reduce the amount of people accessing reception area at any one time • Provide visitors with hand sanitiser in the school reception area • Ask visitors to bring their own crockery/utensils if they have refreshments in school • Schools should ensure site guidance on physical distancing and hygiene is explained to visitors on or before arrival. Where visits can happen outside of school hours, they should. A record should be kept of all visitors. <p>As a result, reception staff are protected.</p>					
Poor hygiene practice – specific – office spaces.	High	<ul style="list-style-type: none"> • Tissues/hand sanitiser to be available in office locations • Staff to wash hands on arrival at school • Each individual is responsible for wiping down their own work area before and after use. • Each individual responsible for wiping down equipment such as printers • Ensure that wipes and/or handgel is available by the photocopier <p>As a result, office practice in office spaces limits the risk of the spread of any infection.</p>	<u>Low</u>	<u>Low</u>	<u>SH</u>	<u>01/09/2020</u> <u>ongoing</u>	
System of Controls - prevention	High	<ol style="list-style-type: none"> 1. Minimise contact with individuals who are unwell by ensuring that those who have Coronavirus symptoms, or do have someone in their household who does, do not attend school. 2. Where recommended , the use of face covering in schools (see above for our use of face coverings) 3. Clean hands more thoroughly more often than usual (see cleaning and hand hygiene guidance) 4. Ensure good respiratory hygiene by promoting the “catch it, bin it, kill it” approach 	<u>Low</u>	<u>Low</u>	<u>IB</u>	<u>02/09/2020</u> <u>Ongoing</u> <u>Replaced</u> <u>13/11/2020</u>	

		<p>5. Introduced enhanced cleaning , including cleaning frequently touched surfaces often, using standard products such as detergents and bleach</p> <p>6. Minimise contacts between individuals and maintain social distancing wherever possible. (see social distancing guidance)</p> <p>7. Where necessary, wear appropriate personal protective equipment (PPE) See PPE guidance , provision table and forms</p> <p>8. Always keep occupied spaces well ventilated (See Ventilation guidance)</p> <p>Numbers 1 to 5, and number 8 must be in place in all schools, all the time.</p> <p>Number 6 must be properly considered and schools must put in place measures that suit their particular circumstances</p> <p>Number 7 applies in specific circumstances</p> <p>See details of actions in Gov.uk – actions for school during the coronavirus</p>					
System of Control - Responsive	HIGH	<p>9. Engage with the Health Protection Hub at Telford and Wrekin following the process that has been provided to schools and use the notification form provided to advise of any confirmed or suspected cases of staff or pupils within the school.</p> <p>10. Manage confirmed cases of coronavirus amongst the school community</p> <p>11. Contain any outbreak by following health protection hub and PHE advice</p>	<u>LOW</u>	<u>LOW</u>	<u>IB/SH</u>	<u>Ongoing Updated 13/11/2020</u>	

		<p>Numbers 9 to 11 must be followed in every case where they are relevant</p> <p>See details of actions in Gov. Uk guidance Actions for school during the coronavirus outbreak/guidance for full opening of schools</p>					
Poor hygiene practice – specific - spread of potential infection at the start of the school day	High	<p>In line with government advice:</p> <ul style="list-style-type: none"> • Issue information to young people, parents, carers and visitors not to enter the school if they display any symptoms of coronavirus • Issue information to parents about arrival and departure procedures, including safe drop-off and pick-up • Inform each year group and their parents of their allocated times for the beginning and end of their school day • Inform each year group and their parents of the allocated entrance and exit points to school and where they should go on arrival • Pupils to be supervised in accessing hand-washing facilities on arrival. • All staff to wash hands on arrival in school • Make it clear to parents and pupils that they cannot congregate at the front of school prior to the start of the school day. Parents must wear face coverings on the school site • Issue information to pupils in relation to restrictions on their movement around the site for example if mixing with children from another bubble. Children from different bubbles are OK to pass each other in the corridor – this is low risk. • Sufficient supplies of hand-washing supplies should be provided to accommodate this procedure at the start of the day. <p>As a result, the risk of infection is reduced as pupils and staff arrive at school.</p>	Low	Medium	IB	<p><u>02/09/2020</u> <u>Ongoing</u></p> <p><u>Updated 4/11/2020</u></p>	

<p>Poor hygiene practice – specific – toilet/changing facilities</p>	<p>High</p>	<ul style="list-style-type: none"> • Staff to wear additional PPE if supporting pupils with toileting routines – mask, gloves, apron (see PPE guidance for schools) • Any soiled clothes are put into a plastic bag (double bagged) and sent home. • Restrict numbers of children using the toilets to ensure 2m social distancing is maintained - signage and floor markings to be used • Prop doors open where possible to reduce hand contact surfaces • There has been a slight change to the toilet guidance. 5/6,3/4 and infants to now only use their own toilets <p>As a result, safe practices are followed, and the risk of infection is reduced for staff and pupils.</p>	<p><u>Low</u></p>	<p><u>Low</u></p>	<p><u>IB</u></p>	<p><u>02/09/2020</u> <u>Ongoing</u></p>	
<p>Poor hygiene practice – specific - end of the school day</p>	<p>High</p>	<ul style="list-style-type: none"> • Issue information to parents about departure procedures, including safe pick-up • Inform pupils and parents of their allocated times for the end of their school day • Inform pupils and their parents of the allocated exit points and pick up points • Make it clear to parents and pupils that they cannot congregate at the front of school/in the playground prior to the end of the school day. If waiting to collect pupils, parents are to remain in cars and park safely off site • When collecting children from school, adults must wear face coverings <p>As a result, the risk of infection is reduced as pupils and staff leave school.</p>	<p><u>Low</u></p>	<p><u>Medium</u></p>	<p><u>IB</u></p>	<p><u>02/09/2020</u> <u>Ongoing</u></p> <p><u>Updated 13/11</u></p>	
<p>Ill health in school.</p>	<p>High</p>	<ul style="list-style-type: none"> • Staff are informed of the symptoms of possible coronavirus infection: <ul style="list-style-type: none"> ➤ A high temperature – this means they feel hot to touch on their chest or back (they do not need to measure their temperature 	<p><u>Medium</u></p>	<p><u>Low</u></p>	<p><u>IB</u></p>	<p><u>ONGOING</u> <u>Updated 13th</u></p>	

		<ul style="list-style-type: none"> ➤ A new continuous dry cough – this means coughing a lot for more than an hour, or 3 or more coughing episodes in 24 hours (if they usually have a cough, it may be worse than usual) ➤ A change to their normal sense of taste or smell (anosmia). ➤ Children may also display gastrointestinal symptoms and you should follow advice on the flow chart provided by the Health Protection Hub ➤ Public Health England (PHE) have communicated that first stage COVID19 symptoms in young children can include gastrointestinal problems (eg diarrhoea of a persistent nature - not just one loose bowel movement). ➤ If the ONLY symptom is gastrointestinal , the child should be excluded for ➤ 48 hours and monitored for other COVID symptoms - if no other symptoms present, the child can return to school when they have been free of any symptom for 48 hours. ➤ ➤ <p>They must be sent home and advised to follow “stay at home guidance for households with possible or confirmed coronavirus (COVID19) infection, which sets out that they must self-isolate for at least 7 days and arrange to have test to see if they have COVID19. Other members of their household (including any siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms. Complete the school notification form and send to HealthProtectionHub@telford.gov.uk</p> <ul style="list-style-type: none"> • Appropriate PPE is sourced and guidance on its location, use and disposal issued to staff in line with government guidance on what to do if a pupil or staff member becomes unwell (see PPE guidance for schools) • All staff are informed of the procedure in school relating to a pupil becoming unwell in school 				<p><u>Novemb</u> <u>er</u></p>	
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	<ul style="list-style-type: none"> • Any pupil who displays signs of being unwell is immediately referred to the TA from their class bubble and Ian Bussey or an Assistant Headteacher is notified • Any staff member who displays signs of being unwell immediately refers themselves to Ian Bussey and is sent home (See guidance on Dealing with incidents at school) • Staff ensure that any unwell pupils are moved to an empty room whilst they wait for their parent to collect them. (Use study room in main corridor) Where the named person is unavailable, another first aider will supervise wearing a mask. School admin team to contact parents. Parents advised to follow the COVID-19: Guidance for households, including accessing testing • If a pupil needs to use the bathroom, they should use a separate bathroom (the disabled toilet outside Base 3) which will be cleaned after use. • Pupils displaying symptoms of coronavirus do not come in to contact with other pupils and as few staff as possible, whilst still ensuring the pupil is safe. A facemask should be worn by the supervising adult if a distance of 2 metres cannot be maintained • If contact with a child or young person is necessary, then gloves, an apron and a face mask should be worn by the supervising adult. If there is a risk of splashing, eye protection should also be worn • The relevant member of staff calls for emergency assistance immediately if the pupil's symptoms worsen • Unwell pupils who are waiting to go home are supervised in study room in main corridor where they can be at least two metres away from others • Areas used by unwell pupils who need to go home are identified as out of bounds, thoroughly cleaned and disinfected once vacated. • Following a suspected case head teachers should follow the guidance issued. • Engage with the NHS Test And Trace process 					
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		<ul style="list-style-type: none"> • Manage confirmed cases of Coronavirus amongst the school community • Contain any outbreak by following local health protection team advice. <p>These points must be followed in every case where they are relevant</p> <p>As a result, any member of the school community who becomes unwell, is isolated quickly and appropriate action is taken to minimise the risk of infection.</p>					
Poor management of pupil numbers reduces the ability of pupils and staff to practice social distancing.	High	<p>Schools must do everything possible minimise contacts and mixing while delivering a broad and balanced curriculum.</p> <p>The overarching principle to apply is reducing the number of contacts between children and staff. This can be achieved through keeping groups separate (in bubbles) and through maintaining distance between individuals. These are not alternative options and both measures will help, but the balance between them will change depending on:</p> <ul style="list-style-type: none"> • children’s ability to distance • the layout of the school • the feasibility of keeping distinct groups separate while offering a broad curriculum <p>Staff can still swap between classrooms</p> <p>As a result, staff and pupils are clear about where they should be, the times that they should be there and what they are delivering.</p> <ul style="list-style-type: none"> • Avoid wherever possible putting the entire bubble together. If they do all sit in the hall, ensure that they are as spaced out as possible i.e not sitting closely to each other • Children sit in their class bubbles for lunch and have separate play areas outside. Wet play is in the class bubble in the classroom. 	<u>Low</u>	<u>Medium</u>	<u>IB</u>	<u>02/09/20</u> <u>20</u> <u>Ongoing</u>	

		<ul style="list-style-type: none"> It is likely that for younger children the emphasis will be on separating groups and for older children, it will be on distancing. For children old enough, they should also be supported to maintain distance and not touch staff wherever possible. <p>Points to consider</p> <ul style="list-style-type: none"> How to group children Measures within classrooms Measures elsewhere Measures for arriving and leaving school 					
Mental Health and Wellbeing for pupils	Medium	<ul style="list-style-type: none"> When children return to school in September, leaders and teachers to; <ul style="list-style-type: none"> consider their pupils' mental health and wellbeing and identify any pupil who may need additional support so they are ready to learn begin to gradually build up pupils' access to the curriculum identify and plan how best to support the education of high needs groups, including disadvantaged pupils, and SEND and vulnerable pupils <p>The government has recently launched the Wellbeing for Education Return programme, which will provide training and resources for teachers and staff in all state funded schools to respond to the wellbeing and mental health needs of the children and young people as a result of coronavirus. The training provides practical examples to support staff, children and young people within a school. Local authorities have received funding to employ skilled staff to deliver the training to schools and provide ongoing advice and support from Autumn to March 2021</p>	Medium	Medium	IB	<p>02/09/2020 Ongoing</p> <p>Updated 13/11/2020</p>	
A pupil is tested and	High	In line with government advice:	High	Low	IB	ONGOING	

has a confirmed case of coronavirus.		<p>Schools must take swift action when they become aware that someone who has attended has tested positive for coronavirus Follow guidance from the Test and Trace team in the Health Protection Hub</p> <p>Based on their advice, schools must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 14 days since they were last in close contact with that person when they were infections. Close contact means:</p> <ul style="list-style-type: none"> • Direct close contacts – face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin to skin) • Proximity contacts – extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual. • Travelling in a small vehicle, like a car, with an infected person. <p>They will provide definitive advice on who must be sent home. To support them in doing so, we recommend schools keep a record of pupils and staff in each group, and any close contact that takes place between children and staff in different groups.</p> <p>As a result, school leaders taken appropriate action in the event of a confirmed case of coronavirus.</p>				<u>Updated 13/11/2020</u>	
Insufficient staff to run face-to-face sessions for pupils.	Medium	<ul style="list-style-type: none"> • Protocols for staff to inform leaders if they need to self-isolate are clearly in place • Leaders ensure there is a rota in place for cover in the instance that staff have to self-isolate. 	<u>Low</u>	<u>Medium</u>	<u>IB</u>	<u>ONGOING</u>	

Supply teachers and temporary staff		<ul style="list-style-type: none"> When staff are in school on a temporary basis Minimise contact with staff and pupils Maintain social distancing <p>As a result, sufficient staff cover in place to provide the face-to-face support sessions for pupils.</p>					
Pupil movement between classroom, playground and hall at breaktime and lunchtime increases the risk of infection.	High	<ul style="list-style-type: none"> Staggered starts to be put in place for break time and lunchtime Allocated outdoor areas for each class bubble to be identified for break time and lunchtime Lunchtime to be staggered for different year groups Signage and floor markings to be used in lunch queue Pupils advised not to play contact games at break time or lunchtime.. Pupils to be supervised in washing hands before and after lunch Tables to be cleaned prior to use, between each bubble and at the end of session Catering staff to maintain strict levels of hygiene in food preparation areas and follow whole staff guidance in reporting illness <p>As a result, the risk of infection during unstructured time is reduced.</p>	High	Medium	IB	02/09/2020 Ongoing	
Spread of infection in classrooms/shared areas.	High	<ul style="list-style-type: none"> Tissues, soap and water to be located in each classroom/learning space Bins to be emptied at least twice daily in classrooms (by lunchtime supervisors/cleaners) Contact with communal surfaces, such as door handles etc to be minimised. Doors to be kept open Where possible, windows to be opened to provide ventilation. Please ensure that you have either your windows open or your aircon turned on when the children are in your room. 	Medium	Medium	IB	PD DAY 01/09/2020 Ongoing	

- When weather conditions allow, increase as much as possible fresh outdoor air by opening windows and doors.
- Open a selection of windows or doors 15 minutes prior to the building opening. After this time if needed they can be closed for a duration of time –see below
- Opening a number of windows or doors to create cross flow of natural air will improve the natural ventilation and be more effective. This does not mean that every window or door needs to be opened but looking at the most effective windows/doors to create a cross flow of air.
- During the colder months consider the thermal comfort of users within the room/building. Windows/ doors do not have to be wide open but just enough to create an airflow.
- Identify the windows/ doors you are going to open and try to locate them where they are not close to users if possible.
- Consider using any upper windows to increase the natural ventilation and reducing the impact on users
- To assist with managing thermal comfort open your identified windows/doors for 15 minutes every hour or 5 minutes every half an hour.
- Consider the windows and doors that you are opening and if doing so poses a safety or security risk to children using the facility they should not be opened unless supervision can be maintained at all times.
- Decrease occupancy in areas where natural ventilation cannot be increased

In a school setting this would potential look like this:

Task	Duration
Open windows prior to building being used	15 mins
Open windows during mid-morning	5 – 15 mins
Break time – open door and windows	15 mins
Open windows late morning	5 – 15 mins
Lunch time – open windows and doors	15 mins
Open windows mid afternoon	5 – 15 mins
Open windows late afternoon	5 – 15 mins
Open windows and doors end of school day	15 mins

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		<ul style="list-style-type: none"> • Inform all the pupils that they must keep their allocated equipment in the container provided to reduce the risk of infection (this must be kept in school) • Staff to clean IT equipment (especially keyboards) with anti-bacterial wipes before and after each use • If a member of staff uses a telephone handset they must clean it with anti-bacterial wipes after use (excluding office staff) • Where the equipment is to be used by another bubble, shared teaching resources to be cleaned prior to and after use • If any bodily fluids come into contact with classroom equipment, ensure that gloves are worn to remove the piece of equipment before it is thoroughly cleaned • Guidance issued to staff on the use of the staff room and staff toilet area, including maximum numbers at any one time. Staff to be reminded to adhere to social distancing at all times • Hand sanitiser to be in place at photocopiers/shared keyboards/telephones etc • Staff must wash and dry their own cups, plates and utensils, using disposable towels, if they choose to use their own. If not, cutlery and crockery must be put straight into the dishwasher • The school is operating class bubbles during the day. Each class spends the full day with their class bubble including breaks and lunchtime • see appendix for lunchtime/wraparound care – wraparound care operates in 3 bubbles – Infant bubble, Year 3/4 bubble, Year 5/6 bubble – this applies to both breakfast club and after school clubs. • Seat pupils side by side, not face to face or side on • Stagger movement around classroom • Staff to maintain social distancing where possible for example by avoiding very close contact with pupils. Ideally adults should maintain 2 metre distance from each other and from children. This may not always be possible with younger children or children with complex needs. 					
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		<ul style="list-style-type: none"> • Individual equipment such as pens and pencils allocated for each pupil • Allocate items such as books/toys to bubbles, to avoid mixed use. Classroom based resources such as books and games can be used and shared within the bubble • Bookshelves to be partitioned off for Year 5/6, Year 3/4 /Infant Use • Shared equipment such as PE, Art, Science etc should be cleaned in between use and where possible isolated for 48 hours (72 hours if plastic), • For very frequently used equipment such as pencils and pens, staff and pupils should have their own equipment that are not shared. • When staff or children cannot maintain distancing, particularly with younger children in primary schools, the risk can be reduced by keeping pupils in smaller class sized groups – pupils are now in class groups. • Make small adaptations to the classroom including seating pupils side by side and facing forwards, rather than face to face or side on, and might include moving unnecessary furniture out of classrooms to make more space • Avoid large gatherings such as assemblies – assemblies are not taking place unless via Teams in each classroom – no singing taking place in school • Adapt timetables to avoid creating busy corridors • For staff that need to move between classes and year groups (eg for PPA cover, Headteacher and office staff), they should try and keep their distance from pupils and other staff as much as they can. Ideally 2m away from other adults • Follow the new updated cleaning guidance <p>As a result, the risk of infection to staff and pupils in classrooms/shared areas is reduced.</p>					
Music Lessons	Medium	<ul style="list-style-type: none"> • Schools should note that there may be an additional risk of infection in environments where you or others are singing, chanting, playing wind 					

		<p>or brass instruments or shouting. This applies even if individuals are at a distance.</p> <ul style="list-style-type: none"> • Play/sing outdoors where possible – no singing in school • Limit group sizes to no more than 15 • Position pupils back to back or side to side • No whole school assemblies will take place • Scientific studies are continuing to take place into the risks of singing as the cumulative aerosol transmissions from performing is likely to create risks within confined spaces. For that reason, until further notice, singing will be limited to outside in a group no larger than a class size, and with children maintaining a 2 metre distance from each other and positioned side by side • If musical instruments have to be shared, disinfect regularly together with any instrument cases, handles, props and music stands. • Schools should note that there is now some evidence that additional risk can be build from aerosol transmission with volume and with combined numbers of individuals within a confined space. This is particularly evident for singing and shouting. • <u>Measures to consider</u> Activities Outdoors Playing instruments and singing in groups should take place outdoors wherever possible Activities indoors • If indoors, consider limiting the numbers to account for ventilation of space and the ability to social distance • If indoors, use a room with as much space as possible, for example, larger rooms, rooms with high ceilings • It is important to ensure good ventilation • Singing, wind and brass playing should not take place in larger groups such as choirs and assemblies unless significant space, 				<p><u>Follow updated music advice from November 13th</u></p>	
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		<p>natural airflow (at least 10l/s/person for all present, including any audiences) and strict social distancing must apply</p> <p><u>Social Distancing</u></p> <ul style="list-style-type: none"> • In the smaller groups where these activities can take place, schools should observe strict distancing between each singer and player, and between singers and players and any other people such as conductors, other musicians or accompanists. Current guidance is that if the activity is face-to-face and without mitigating actions, 2 metres is appropriate <p><u>Seating positions</u></p> <ul style="list-style-type: none"> • Pupils should be positioned back-to-back or side-to-side when playing or singing (rather than face-to-face) whenever possible. Position wind and brass players so that the air from the instrument does not blow into another player. <p><u>Microphones</u></p> <ul style="list-style-type: none"> • Use microphones where possible or encourage singing quietly <p><u>Handling Equipment and Instruments</u> Measures to be considered when handling equipment and instruments;</p> <ul style="list-style-type: none"> • Handwashing – increase before and after handling • Avoiding sharing of instruments – Place name labels on equipment to help identify the designated user. If instruments and equipment have to be shared, disinfect regularly (including any case, handles, props, chairs and music stands) and always between users • Music scores, parts and scripts should be individual use 					
Physical Activities		<ul style="list-style-type: none"> • Outdoor sports will be prioritised where possible and large indoor spaces used where it is not, maximising natural ventilation flows (through opening windows and doors or using 					

		<p>air conditioning systems wherever possible) distancing between pupils, and paying scrupulous attention to cleaning and hygiene.</p> <p>Schools should refer to the following advice</p> <ul style="list-style-type: none"> • Guidance on the phased return of sport and recreation and guidance from Sport England for grass root sport • Advice from organisations such as the Association for Physical Education and the Youth Sport Trust • Guidance from Swim England on school swimming and water safety lessons available at returning to pool guidance documents, using changing rooms safely <p>No contact sport is allowed to be played</p> <ul style="list-style-type: none"> • Children get changed in their own classroom and sanitise hands before and after PE • The outdoor wooden play equipment is out of use as it not practical to have it cleaned properly • No gymnastics for the moment as it is not possible to clean the equipment effectively. 					
Breakfast/After School provisions	Medium	<ul style="list-style-type: none"> • Where possible keep to school bubbles (See appendix – wraparound care) • Children are in Infant, Year 3/4 and Year 5/6 bubbles for wraparound care • Wraparound care bubbles do not mix • No flexibility for booking to achieve smaller, consistent groups • Only our own wraparound care takes place – no outside providers in school • No contact sport • Keep groups as small as is practical • Breakfast club arranged in infants, year 3/4 and year 5/6 bubbles Infants in demountable classroom Year 3/4 in hall Year 5/6 in Base 2 	<u>Low</u>	<u>Low</u>	<u>IB</u>	<u>02/09/2020</u> <u>Ongoing</u>	

		<ul style="list-style-type: none"> • More Moorfield • Infants in demountable • Year 3/4 in Base 3 • Year 5/6 in Base 1 <p>No on the day bookings. All bookings must be received by Friday before 3pm of the week before care is required to ensure consistent groups</p> <p><u>Activity Clubs</u> Activity clubs are arranged in infant, year 3/4 and year 5/6 bubbles and children exit via different routes at the end of each session. No additional bookings are taken during the half term to ensure consistent groups.</p> <p>Schools following Government guidance for re-opening of schools in November and during lockdown only operating clubs for those parents who are working, looking for work or are in education and training</p>					
Poor pupil behaviour increases the risk of the spread of the infection.	Medium	<ul style="list-style-type: none"> • The new routines and expectations are clearly explained to children by their class teachers on return to school • Sanctions (and how they will be applied in the context of social distancing) are clearly communicated to pupils and parents. • Pupils' individual behaviour plans are reviewed and specific control measures identified and shared with pupils and staff where necessary. • Follow T&W PPE guidance <p>As a result, pupils and staff understand the behaviour policy/individual plans in context.</p>	<u>Low</u>	<u>Low</u>	<u>IB</u>	<u>02/09/2020</u>	
Pupils with complex needs are not adequately	Medium	<ul style="list-style-type: none"> • Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, schools to immediately offer 	<u>Low</u>	<u>Low</u>	<u>IB</u>	<u>01/08/2020</u>	

prepared for a return to school or safely supported.		<p>them access to remote education. Schools should monitor engagement with this activity.</p> <p>As a result, pupils with complex needs are well supported.</p>					
Vulnerable pupils and pupils with SEND do not receive appropriate support.	High	<ul style="list-style-type: none"> • Appropriate planning is in place to support the mental health of pupils returning to school • Agree what returning support is available to pupils with SEND in conjunction with families and other agencies. <p>As a result, pupils with SEND and those concerned about returning to school are well supported.</p>	<u>Medium</u>	<u>Low</u>	<u>IB</u>	<u>02/09/2020</u>	
Increased number of safeguarding concerns reported after lockdown.	Medium	<ul style="list-style-type: none"> • Agree safeguarding provision to be put in place to support returning pupils • Ensure that key staff (DSL and deputies) have capacity to deal with any arising concerns- DSLs to be given increased release time to deal with safeguarding issues if necessary • Follow up any referrals made by staff swiftly, while maintaining social distancing. <p>As a result, safeguarding remains of the highest priority and practice.</p>	<u>Low</u>	<u>Medium</u>	<u>IB</u>	<u>02/09/2020</u> <u>Ongoing</u>	
Emergency evacuation due to fire etc.	Medium	<ul style="list-style-type: none"> • Lockdown, fire and emergency evacuation procedures to be reviewed so that social distancing can be maintained • Practice fire drill completed in the first five days. • Leaders to communicate procedures to all staff • Staff to communicate emergency evacuation procedures to pupils at the beginning of each day. <p>As a result, social distancing is maintained in the event of an emergency evacuation.</p>	<u>Low</u>	<u>Low</u>	<u>IB</u>	<u>02/09/2020</u> <u>Ongoing</u>	
Cleaning is not sufficiently	High	<ul style="list-style-type: none"> • Ensure that all cleaning and associated health and safety compliance checks have been undertaken prior to opening in September 	<u>Medium</u>	<u>Medium</u>	<u>IB</u>	<u>Ongoing</u>	

<p>comprehensive. e.</p>		<ul style="list-style-type: none"> • A nominated member of staff monitors the standards of cleaning in school and identifies any additional cleaning measures - Karen Harvey/Sue Hedges • Where possible, additional cleaning staff employed (or given additional hours) to increase the regularity of cleaning. Additional cleaner employed for mornings • Hand gel is available next to photocopiers/printers etc • Cleaners to act upon guidance normally linked to 'deep cleans' as part of their daily procedures (i.e. a focus on door handles, toilets, changing room). • Introduce enhanced cleaning of frequently touched surfaces, using standard products such as detergent and bleach. <p>Points to consider and implement: Putting in place a cleaning schedule that ensures cleaning is generally enhanced and includes:</p> <ul style="list-style-type: none"> • More frequent cleaning of rooms/shared areas that are used by different groups • Frequently touched surfaces being cleaned more often than normal • Different groups don't need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet. • Lunchtime supervisors to be used to clean frequently touched areas and toilets during lunchtime. <p>As a result, high standards of cleanliness are maintained in school.</p>					
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Contractors, deliveries and visitors increase the risk of infection.	Medium	<ul style="list-style-type: none"> • All contractors to be checked to ensure that they are essential visitors prior to entry to the school • All contractors to provide contact details for NHS track and trace. Details to be kept in a confidential file • Agree arrival and departure times with contractors to ensure that there is no contact with staff or pupils • All contractors/visitors to use hand gel provided on arrival to the site • All areas in which contractors work are cleaned in line with government guidance • Contractors to bring own food, drink and utensils onto site. • Staff who receive deliveries to the school to wash hands in line with government guidance after handling • Drivers are permitted to enter the school foyer only when making deliveries • If drivers have to enter school site, ensure that they are asked to maintain social distancing and use hand sanitiser before entering the building • Surfaces to be cleaned after any deliveries have been made. <p>As a result, any external visitors/contactors are kept safe and the risk to other members of the school is minimised.</p>	<u>Low</u>	<u>Low</u>	<u>SH</u>	<u>ONGOING</u>	
Professional Visitors	Low	<ul style="list-style-type: none"> • All visitors to be checked to ensure that they are essential visitors prior to entry to the school • Agree arrival and departure times with professional visitor to ensure that there is no unnecessary contact with staff or pupils • All professional visitors to provide contact details for NHS track and trace. 	<u>Low</u>	<u>Low</u>	<u>IB/SH</u>	<u>ONGOING</u>	

		<ul style="list-style-type: none"> All visitors are signed in and we now have a QR code if they wish to scan this in too All professional visitors to use hand gel on entry to the school site Professional visitors are directed to specific/designated handwashing facilities in staffroom All areas in which Professional visitors work are cleaned in line with government guidance Professional visitors to bring own food, drink and utensils onto site. Professional visitors to be responsible for cleaning their own equipment and personal belongings – <p>As a result, any professional visitors are kept safe and the risk to other members of the school is minimised.</p>					
Transport		Follow the transport guidance					
Educational Visits	High	<ul style="list-style-type: none"> No overnight or overseas educational visits Non-overnight domestic educational visits can resume Pupils to be kept to school bubbles Destination should be COVID secure No school visits planned currently It is still advised any domestic (UK) overnight and overseas educational visits . Things to consider when arranging and completing educational visits Keeping children in their consistent groups (bubbles) Destination has COVID secure measurements in place Aware of current advice on visiting indoor and outdoor venues 	<u>N/A</u>				
Hiring of Premises		<ul style="list-style-type: none"> Schools may also choose to open up or hire out their premises for use by external bodies or organisations, such as external coaches or after-school holiday clubs or activities. In doing so, schools should ensure they work with 	<u>NA</u>			<u>13/11/2020</u>	

		<p>providers to consider how they can operate within their wider protective measures and should also have regard to any other relevant government guidance. For example, where opening up school leisure facilities for external use, ensuring they do so in line with government guidance on working safely during coronavirus for providers of grassroots sport and gym or leisure facilities</p>					
Contingency Plans		<ul style="list-style-type: none"> • For individuals or groups of self-isolating pupils, remote education plans should be in place. These should meet the same expectations as those for any pupils who cannot yet attend school at all due to coronavirus. • In local areas, where restrictions have been implemented for certain sectors (from national direction), we anticipate that schools will usually remain fully open to all. There is an additional requirement that face coverings should be worn by staff and students, in schools and colleges, from year 7 and above, outside classrooms, when moving around communal areas where social distancing cannot easily be maintained. • Following advice from Telford and Wrekin staff in our school are wearing face coverings outside classrooms, moving around communal areas and where social distancing cannot be maintained. 				<u>13/11/2020</u>	

Useful links:

- Safeguarding: <https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers>
- Remote learning: <https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>
- Attendance: <https://www.gov.uk/government/publications/coronavirus-covid-19-attendance-recording-for-educational-settings>
- Premises: <https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak>
- Prevention and control- <https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19>
- Advice: <https://www.gov.uk/government/collections/coronavirus-covid-19-list-of-guidance>
- Vulnerable: <https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people>
- Extremely vulnerable: <https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19>
- SEND - <https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance/coronavirus-covid-19-send-risk-assessment-guidance>
- Home learning support: <https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources>
- Remote support: <https://www.gov.uk/guidance/get-help-with-technology-for-remote-education-during-coronavirus-covid-19>
- Accountability measures: <https://www.gov.uk/government/publications/coronavirus-covid-19-school-and-college-performance-measures/coronavirus-covid-19-school-and-college-accountability>
- Pupils' mental health support/pastoral care at home: <https://www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing/guidance-for-parents-and-carers-on-supporting-children-and-young-peoples-mental-health-and-wellbeing-during-the-coronavirus-covid-19-outbreak#helping-children-and-young-people-cope-with-stress> Parents: <https://www.gov.uk/guidance/supporting-your-childrens-education-during-coronavirus-covid-19>
- Parents with pupils with SEND: <https://www.gov.uk/guidance/help-children-with-send-continue-their-education-during-coronavirus-covid-19>
- Supporting parents: <https://www.gov.uk/government/publications/covid-19-school-closures/guidance-for-schools-about-temporarily-closing#working-with-parents>
- Financial support: <https://www.gov.uk/government/publications/coronavirus-covid-19-financial-support-for-education-early-years-and-childrens-social-care/coronavirus-covid-19-financial-support-for-education-early-years-and-childrens-social-care>
- Exceptional costs: <https://www.gov.uk/government/publications/coronavirus-covid-19-financial-support-for-schools/school-funding-exceptional-costs-associated-with-coronavirus-covid-19-for-the-period-march-to-july-2020>
- Reducing burdens: <https://www.gov.uk/government/publications/coronavirus-covid-19-reducing-burdens-on-educational-and-care-settings/reducing-burdens-on-educational-and-care-settings>
- Social distancing: <https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-social-distancing-in-education-and-childcare-settings/coronavirus-covid-19-implementing-social-distancing-in-education-and-childcare-settings>
- PPE: <https://www.gov.uk/government/collections/coronavirus-covid-19-personal-protective-equipment-ppe>
- Public health England <https://www.gov.uk/government/organisations/public-health-england>

- NHS: <https://www.nhs.uk/conditions/coronavirus-covid-19/what-to-do-if-you-or-someone-you-live-with-has-coronavirus-symptoms/>
- Government advice: <https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance>
- DfE <https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19>
- A detailed checklist and key guidance for action for health and safety is available at: www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak
- Information re testing: <https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested>

