

## LBTH Schools – School SLA Health and Safety - COVID-19 SCHOOL RISK ASSESSMENT return in March 2021

niEducation settings must be able to achieve the following controls as defined by the Department of Education. The Risk Assessment has been reviewed by the Head Teacher and relevant staff members and the governing body and is shared with all staff, and is available to view on the school website.

The current Government guidance:

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

<https://www.gov.uk/government/publications/schools-and-childcare-settings-return-in-january-2021/schools-and-childcare-settings-return-in-january-2021>

<b>Description of Activity</b>	COVID 19 Secure School Risk Assessment	<b>Review Dates</b>	19/05/21
<b>Location</b>	Stepney All Saints School	<b>Tier level</b>	(national lockdown)
<b>Completed by</b>	Stuart McGregor (LA), P.Woods (Headteacher), N.O'Brien (DHT), N.Ahmed (SBM), N.Akoo (Operations)		
<b>Date of Assessment</b>	3 <sup>rd</sup> December 2021		

### SECTION ONE: PREVENTION

What are the hazards?	Who & how might someone be harmed?	What are you currently doing to control risks?	Risk Rating L / M / H	What else do you need to do (if applicable)?	Action by who / when?	Date Completed
<p><b>(1. Minimise contact)</b></p> <p>People unwell/ Coronavirus (COVID-19) (CV19)</p> <p>Someone entering the school/workplace/offices with CV19</p>	<p><b>Employees, agency, Pupils, visitors</b></p> <p>Causing severe infection/disease</p>	<p>1. Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school, or voluntary lateral flow testing for 7 days prior to the individual mixing with others if they do not have any symptoms</p> <p>2 Ensuring that pupils, staff and other adults do not come into the school if they have <a href="#">coronavirus (COVID-19) symptoms</a> or have tested positive in at least the last 10 days and ensuring anyone developing those symptoms during the school day is sent home, are essential actions to reduce the risk in schools and</p>	L	<ul style="list-style-type: none"> <li>• Updates and reminders to staff, students and parents</li> <li>• Maintaining a supply of PPE</li> <li>• Preparation and commencement of lateral flow testing</li> </ul>	<p>SBM and Relevant SLT Members</p> <p>Operations Manager</p> <p>Attendance Officer</p> <p>Medical Coordinator</p> <p>Premises and Cleaning Team</p>	Ongoing

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		<p>further drive down transmission of coronavirus (COVID-19), or voluntary lateral flow testing for 7 days prior to the individual mixing with others if they do not have any symptoms</p> <p>All schools must follow this process and ensure all staff are aware of it.</p> <p>3 If anyone in the school becomes unwell with a new and persistent cough or a high temperature, or has a loss of or change in, their normal sense of taste or smell (anosmia), they must be sent home and advised to follow <a href="#">guidance for households with possible or confirmed coronavirus (COVID-19) infection</a>, which sets out that they should self-isolate for at least 10 days and should <a href="#">arrange to have a test</a> to see if they have coronavirus (COVID-19).</p> <p>4 Other members of their household (including any siblings) should self-isolate for 10 days from the day after the individual tested positive, or complete any voluntary Lateral Flow Device (LFD) testing offered at their places of work/school.</p> <p>5 If a child 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>6 If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if</p>				
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		<p>possible. The bathroom must be cleaned and disinfected using standard cleaning products before being used by anyone else.</p> <p>7 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.</p> <p>8 As is usual practice, in an emergency, call 999 if someone is seriously ill or injured or their life is at risk. Anyone with coronavirus (COVID-19) symptoms should not otherwise visit the GP, pharmacy, urgent care centre or a hospital.</p> <p>9 Any member of staff who has provided close contact care to someone with symptoms, even while wearing PPE, and all other members of staff or pupils who have been in close contact with that person with symptoms, even if wearing a face covering, do not need to go home to self-isolate unless:</p> <ul style="list-style-type: none"> <li>• the symptomatic person subsequently tests positive</li> <li>• they develop symptoms themselves (in which case, they should arrange to have a test)</li> <li>• the symptomatic person subsequently tests positive</li> </ul>				
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		<ul style="list-style-type: none"> <li>they are requested to do so by NHS Test and Trace or the PHE advice service (or PHE local health protection team if escalated)</li> </ul> <p>10 Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. The area around the person with symptoms must be cleaned after they have left to reduce the risk of passing the infection on to other people. See the <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a>.</p> <p>11 Public Health England has good evidence that routinely taking the temperature of pupils is not recommended as this is an unreliable method for identifying coronavirus (COVID-19)</p>				
<p><b>(2. Face Coverings)</b></p> <p>Coronavirus (COVID-19) (CV19)</p>	<p><b>Employees, agency, pupils, visitors</b></p> <p><b>Causing severe infection/disease</b></p>	<p>1 The government is recommending the universal use of face coverings in all schools indoors and in classrooms where a 2metre distance cannot be maintained.</p> <p>2 All visitors, and contractors (not whilst working in their common areas) will be instructed to wear face coverings.</p> <p>3 Face coverings are required on public transports except for children under the age of 11, and on school minibus/transport face covering should also be worn for those 11 and over</p> <p>*Links to face covering guidance - <a href="#">face-coverings-in-education</a></p>	L	<ul style="list-style-type: none"> <li>Communication with parents re. the mandatory change to wearing face coverings in communal areas.</li> <li>Supply of face coverings if needed</li> </ul>	<p>NAD/NJO – communications home</p> <p>M.West – on reception</p> <p>All Staff – to re-iterate with students throughout the day</p>	On going

		<p>6 Based on recent evidence and the measures that schools are already putting in place, such as the system of controls and consistent bubbles, face coverings will not be necessary in the classroom even where social distancing is not possible. Face coverings could have a negative impact on teaching and their use in the classroom should be avoided.</p> <p><b>Exemptions</b></p> <p>Some individuals are exempt from wearing <a href="#">face coverings</a>. This applies to those who:</p> <ul style="list-style-type: none"> <li>• cannot put on, wear or remove a face covering because of a physical or mental illness or impairment or disability</li> <li>• speak to or provide assistance to someone who relies on lip reading, clear sound or facial expression to communicate</li> </ul> <p>The same exemptions will apply in education settings, and we would expect teachers and other staff to be sensitive to those needs.</p> <p><b>Access to face coverings</b></p> <p>It is reasonable to assume that staff and young people will now have access to face coverings due to their increasing use in wider society, and Public Health England has made available resources on how to make a simple face covering.</p> <p>However, where anybody is struggling to access a face covering, or where they are unable to use their face covering due to having forgotten it, or it having become soiled or unsafe, education settings should take steps</p>				
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		<p>to have a small contingency supply available to meet such needs.</p> <p>No one should be excluded from education on the grounds that they are not wearing a face covering.</p> <p><b>Safe wearing and removal of face coverings</b></p> <p>Staff and students informed on type of face covering, the hygiene arrangements of cleaning hands before and after touching, wearing and storing these items, the requirement for clean face coverings, and use of sealed plastic bags for storage. The need not to touch the face coverings once put on.</p> <p>Pupils must be instructed not to touch the front of their face covering during use or when removing it and they must dispose of temporary face coverings in a 'black bag' waste bin (not recycling bin) or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom.</p> <p><b>Further guidance on face coverings</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Safe working in education, childcare and children's social care provides</a></li> <li>• <a href="#">Face coverings in education settings</a></li> </ul>				
<p><b>(3. Hand hygiene)</b></p> <p>Coronavirus (COVID-19) (CV19)</p>	<p><b>Employees, agency, pupils, visitors</b></p>	<p>1 Coronavirus (COVID-19) 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</p>	L	<ul style="list-style-type: none"> <li>• Awareness training, raising profile for school communications of the importance of hygiene</li> <li>• Sharing risk assessment</li> </ul>	<p>N.Akoo/N.Jones - Communications</p> <p>S.Anderson – Medical</p> <p>T.Walker/P.S.Conneelly – Cleaning – NAD/NAH to</p>	ongoing

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<p>Poor Hand hygiene</p>	<p>Causing severe infection/disease</p>	<p>arrive at school, when they return from breaks, when they change rooms and before and after eating.</p> <p>2 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"> <li>• school implemented a review and increased hand washing stations as necessary so that all pupils and staff can clean their hands regularly</li> <li>• supervision of hand sanitiser use given risks around ingestion. Small children and pupils with complex needs should continue to be helped to clean their hands properly. Skin friendly skin cleaning wipes can be used as an alternative</li> <li>• have built 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</li> </ul>		<ul style="list-style-type: none"> <li>• Educational training for Pupils on washing hands and hygiene</li> <li>• Regular checks on adequate stock of hand sanitiser across the school and anti-bacterial soap by sinks</li> <li>• Cleaners aware of high frequency areas to clean regularly</li> <li>• hygiene posters put up in each classroom, toilets and by hand washing facilities.</li> </ul>	<p>discuss with premises team and cleaners</p> <p>M.Dow – PSHE</p> <p>N’O’Brien – staggered timetable to allow for handwashing</p>	
<p><b>(4. Respiratory hygiene)</b></p> <p>Coronavirus (COVID-19) (CV19)</p> <p>Someone entering the school/workplace/offices with CV19</p>	<p><b>Employees, agency, Pupils, visitors</b></p> <p>Causing severe infection/disease</p>	<p>1 The ‘catch it, bin it, kill it’ approach continues to be very important, increased amount of tissues and bins available in the school to support pupils and staff to follow this routine.</p> <p>2 As with hand cleaning, younger children and those with complex needs are helped to get this right and all pupils understand that this is now part of how the school operates.</p>	<p>L</p>	<ul style="list-style-type: none"> <li>• Awareness training, raising profile for school communications of the importance of hygiene</li> <li>• Sharing risk assessment</li> <li>• Educational training for Pupils on washing hands and hygiene</li> <li>• Regular checks on adequate stock of hand sanitiser across the</li> </ul>	<p>N.Akoo/N.Jones - Communications</p> <p>S.Anderson – Medical</p> <p>T.Walker/P.S.Conneelly – Cleaning</p> <p>M.Dow – PSHE</p> <p>SEND – to share and inform respiratory hygiene with those students who require</p>	<p>Ongoing</p>

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		<p>3 Some pupils with complex needs will struggle to maintain as good respiratory hygiene will be considered with individual risk assessments in order to support these pupils and the staff working with them and is not a reason to deny these pupils face-to-face education.</p> <p>4 Face coverings are required at all times on public transport, except for children under the age of 11. Further information can be found in the <a href="#">face coverings</a> guidance.</p>		<p>school and anti-bacterial soap by sinks</p> <ul style="list-style-type: none"> <li>• Cleaners aware of high frequency areas to clean regularly</li> <li>• SEND to support with high need students</li> </ul>	<p>additional support and to complete individual risk assessments for those with additional needs</p>	
<p><b>(5. Cleaning regime)</b></p> <p>Coronavirus (COVID-19) (CV19)</p> <p>Someone entering the school/workplace/offices with CV19 and there are poor cleaning standards</p>	<p><b>Employees, agency, Pupils, visitors</b></p> <p>Causing severe infection/disease</p>	<p>1 An increased cleaning schedule that ensures cleaning is more frequent of rooms and shared areas that are used by different groups</p> <p>2 Frequently touched surfaces being cleaned more often than normal</p> <p>3 Toilets cleaned regularly and pupils encouraged to clean their hands thoroughly after using the toilet – different year groups allocated cubicles according to staggered timetable.</p> <p>4 Public Health England has published revised <a href="#">guidance for cleaning non-healthcare settings</a> to advise on general cleaning required in addition to the existing advice on cleaning those settings when there is a suspected case.</p> <p>5 Local audits and inspections of cleaning staff work activities and areas of cleaning to be completed to ensure governance and control measures are being implemented to high standards</p>	L	<ul style="list-style-type: none"> <li>• Cleaning rota</li> <li>• Staff movement and bubbles</li> <li>• Equipment cupboards on each bubble floor to be cleaned daily</li> <li>• Basic cleaning supplies and anti-bacterial in each classroom</li> </ul>	T.Walker/P.S.Conneely – Cleaning	Ongoing

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<p><b>(6. Minimise contact social distancing)</b></p> <p>Coronavirus (COVID-19) (CV19)</p> <p>Someone entering the school/workplace/offices with CV19 coming close to others, poor social distancing, mixing of groups, lack of infection control separation</p>	<p><b>Employees, agency, Pupils, visitors</b></p> <p>Causing severe infection/disease</p>	<p>1 Minimising contacts and mixing between people reduces transmission of coronavirus (COVID-19). This is important in all contexts and schools must consider how to implement this.</p> <p>2 We have assessed the school operational set up to reduce contacts wherever possible whilst delivering a broad and balanced curriculum.</p> <p>3 Bubbles have been implemented to continue in reducing the number of contacts between children and staff, and through maintaining the distance between individuals</p> <p>4 We have followed the government guidance on how to group children throughout 2020 and will be continued into 2021</p> <p>5 Classroom set up to encourage avoidance of face to face, and aiming to maintain social distancing of 2m wherever possible, or reducing time spent within 1 metre of anyone, those with special needs will need to have the continued close support and PPE will be reviewed and implemented for these close contact pupils. That should include seating pupil’s 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.</p> <p>6 Groups are being kept apart, avoiding large gatherings such as assemblies or collective worship with more than one group.</p> <p>9 When timetabling, groups are kept apart and movement around the school site kept to a minimum.</p>	<p>L</p>	<ul style="list-style-type: none"> <li>• Awareness training, raising profile for school communications of the importance of hygiene</li> <li>• Sharing risk assessment</li> <li>• Educational training for Pupils on washing hands and hygiene</li> <li>• Regular checks on adequate stock of hand sanitiser across the school and anti-bacterial soap by sinks</li> </ul> <p>Cleaners aware of high frequency areas to clean on an hourly basis</p>	<p>N.Akoo/N.Jones - Communications</p> <p>T.Walker/P.S.Conneelly – Cleaning and Set-Up of Classrooms</p> <p>M.Dow – PSHE and sharing information with students</p> <p>Class Teachers – Adhering to and ensuring distance in classes and minimising the need for sharing, and keeping sharing within the bubbles</p> <p>SEND Coordinator – to support students with new changes and where close interaction is needed, ensure PPE is worn by staff members</p> <p>M.West – tracking of visitors and reminders of procedures</p> <p>A.Somad and Premises – checking with contractors/agencies to ensure companies are covid compliant, and providing contractors with a copy of the school’s risk assessment</p>	<p>Ongoing</p>
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		<p>While passing briefly in the corridor or playground is low risk, we are avoiding busy corridors, entrances and exits. This is through the staggered timetable that has been implemented from September 2020.</p> <p>9 Staggered break times and lunch times (and time for cleaning surfaces in the dining hall between groups).</p> <p>10 Communications of maintaining distance in shared staff spaces to help staff to distance from each other. Use of staff rooms is minimised and in accordance to staggered timetable.</p> <p><b>Measures for arriving at and leaving school</b></p> <p>11 Staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave school. Staggered start and finish times should not reduce the amount of overall teaching time. Parents reminded about the process that has been agreed for drop off and collection, including that gathering at the school gates and otherwise coming onto the site without an appointment is not allowed.</p> <p><b>Other considerations</b></p> <p>12 Some pupils with SEND (whether with education, health and care plans or on SEN support) will need specific help and preparation for the changes to routine that this will involve, so teachers and special educational needs coordinators should plan to meet these needs, for example using social stories.</p> <p>13 Schools, local authorities, health professionals, regional schools commissioners and other services should work together to ensure that children with</p>				
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		<p>medical conditions are fully supported, including through the use of individual healthcare plans, so that they may receive an education in line with their peers. In some cases, the pupil's medical needs will mean this is not possible, and educational support will require flexibility. <a href="#">Our guidance on supporting pupils at school with medical conditions</a> remains in place.</p> <p>14 Supply teachers, peripatetic teachers and other temporary staff can move between schools. They should ensure they minimise contact and maintain as much distance as possible from other staff. Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual.</p> <p>15 Schools should consider how to manage other visitors to the site. The approach we have taken is that there are no visitors to site unless necessary, and where possible this will be outside of the school day.</p> <p>16 Schools should have discussions with key contractors about the school's control measures and ways of working.</p> <p>17 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 with sufficient detail to support rapid contact tracing if required by NHS Test and Trace.</p> <p>18 As normal, schools should engage with their local immunisation providers to provide immunisation programmes on site, ensuring these will be delivered in keeping with the school's control measures. These</p>				
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		<p>programmes are essential for children’s health and wellbeing and can also provide benefits for staff.</p> <p>19 Where a child routinely attends more than one setting on a part time basis, for example, because they are dual registered at a mainstream school and an alternative provision setting or special school, schools should work through the system of controls collaboratively, enabling them to address any risks identified and allowing them to jointly deliver a broad and balanced curriculum for the child.</p> <p>20 Equipment and resources are integral to education in schools. During the summer term, their use was minimised, many were moved out of classrooms, and there was significant extra cleaning. Given the increasing knowledge we have of the virus, that position has now changed. For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared. Classroom based resources, such as books and games, can be used and shared within the bubble; these should 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 of 48 hours (72 hours for plastics) between use by different bubbles.</p> <p>21 Outdoor playground equipment should be more frequently cleaned. This would also apply to resources</p>				
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		<p>used inside and outside by wraparound care providers. It is still recommended that pupils limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, coats, books, stationery and mobile phones. Bags are allowed. Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development. Similar rules on hand cleaning, cleaning of the resources and rotation should apply to these resources.</p> <p>22 Meeting should take place virtually. This applies to colleagues in school or with external visitors/parents.</p> <p>23 Use of lifts – all staff and students should use staircases. The lift should only be used if essential e.g. transporting heavy goods, disables access or staff/students who have any difficulties in walking up flights of stairs. If uses, there should be a maximum of 2 people in the lift at any one time. i.e. 2 staff members or 1 staff member and 1 pupil and PPE should be worn.</p>				
<p><b>(7. Personal Protective Equipment - PPE)</b></p> <p>Coronavirus (COVID-19) (CV19)</p> <p>Someone entering the school/workplace/offices with CV19</p>	<p><b>Employees, agency, Pupils, visitors</b></p> <p>Causing severe infection/disease</p>	<p>1 It is mandatory for all staff and students to wear face coverings during periods of transition and in communal spaces.</p> <p>2 The majority of staff in education settings will not require PPE beyond what they would normally need for their work. PPE is only needed in a very small number of cases, including:</p> <ul style="list-style-type: none"> <li>where an individual child or young person becomes ill with coronavirus (COVID-19)</li> </ul>	L		<p>T.Walker/P.S.Conneely – maintaining stock levels for the school in particular cleaning staff and medical staff</p> <p>S.Anderson – ensuring safety when dealing with appropriate cases</p> <p>SENDCO – in dealing with SEN and EHCP students</p>	Ongoing

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		<p>symptoms while at schools, and only then if a distance of 2 metres cannot be maintained</p> <ul style="list-style-type: none"> <li>where a child or young person already has routine intimate care needs that involve the use of PPE, in which case the same PPE should continue to be used</li> </ul> <p>2 Read the guidance on <a href="#">safe working in education, childcare and children's social care</a> for more information about preventing and controlling infection, including when, how PPE should be used, what type of PPE to use, and how to source it.</p>				
<p><b>(8 Keeping occupied spaces well ventilated)</b></p> <p>COVID-19) (CV19)</p> <p>Someone entering the school/workplace/offices with CV19</p>	<p><b>Employees, agency, Pupils, visitors</b></p> <p>Causing severe infection/disease</p>	<p>Once the school is in operation, it is important to ensure it is well ventilated and a comfortable teaching environment is maintained.</p> <p>This can be achieved by a variety of measures including:</p> <ul style="list-style-type: none"> <li>mechanical ventilation systems – these are adjusted to increase the ventilation rate wherever possible, and checked to confirm that normal operation meets current guidance (if possible, systems should be adjusted to full fresh air or, if not, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply) – are we using AC or not? Because can't guarantee air is circulated outdoors.</li> <li>natural ventilation – opening windows (in cooler weather windows should be opened</li> </ul>	L	<ul style="list-style-type: none"> <li>ensuring natural ventilation of all spaces by opening windows/doors</li> </ul>	<p>All Staff</p> <p>Premises – to ensure doors/windows are locked at the close of the school day and to maintain good levels of heating throughout the school</p>	ongoing

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		<p>just enough to provide constant background ventilation, and opened more fully during breaks to purge the air in the space). Opening internal doors can also assist with creating a throughput of air</p> <ul style="list-style-type: none"> <li>• natural ventilation – if necessary external opening doors may also be used (as long as they are not fire doors and where safe to do so)</li> </ul> <p>Further advice on this can be found in Health and Safety Executive guidance on <a href="#">air conditioning and ventilation during the coronavirus outbreak</a> and <a href="#">CIBSE coronavirus (COVID-19) advice</a>.</p> <p>To balance the need for increased ventilation while maintaining a comfortable temperature, the following measures should also be used as appropriate:</p> <ul style="list-style-type: none"> <li>• opening high level windows in preference to low level to reduce draughts</li> <li>• increasing the ventilation while spaces are unoccupied (for examples, between classes, during break and lunch, when a room is unused)</li> <li>• rearranging furniture where possible to avoid direct drafts</li> </ul> <p>Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces.</p>				
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RESPONSE TO ANY INFECTION						
<p><b>(9. Test and trace)</b></p> <p>Coronavirus (COVID-19) (CV19)</p> <p>Someone entering the school/workplace/offices with CV19</p>	<p><b>Employees, agency, Pupils, visitors</b></p> <p>Causing severe infection/disease</p>	<p>1 Schools <b>must</b> ensure they understand the NHS Test and Trace process. Schools <b>must</b> ensure that staff members and parents/carers understand that they will need to be ready and willing to:</p> <ul style="list-style-type: none"> <li>• <a href="#">book a test</a> if they or their child are displaying symptoms. The main symptoms are a high temperature, a new continuous cough and/or a loss or change to your sense of smell or taste. 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 if they have symptoms, including children under 5, but children aged 11 and under will need to be helped by their parents or carers if using a home testing kit</li> <li>• provide details of anyone they or their child 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 tests positive for coronavirus (COVID-19), or if anyone in their household develops symptoms of coronavirus (COVID-19)</li> </ul> <p>2 Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests can be booked online through the NHS <a href="#">testing and tracing for</a></p>	<p>M</p>	<ul style="list-style-type: none"> <li>• Ensuring accurate attendance records are kept of all staff, students and visitors on site so those necessary to be made aware can be contacted immediately.</li> <li>• Risk Assessment for LFD testing</li> </ul>	<p>L.Yeasmin – communication with parents</p> <p>S.Anderson – attendance records and communication with parents</p> <p>A.Somad – staff attendance records</p> <p>M.West and relevant staff – accurate visitor records</p> <p>HoY – to communicate with year groups</p> <p>Data Team and SBM – internal T&amp;T</p>	<p>Ongoing</p>

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		<p><a href="#">coronavirus</a> website, or ordered by telephone via NHS 119 for those without access to the internet. Essential workers, which includes anyone involved in education or childcare, have priority access to testing.</p> <p>3 The government will ensure that it is as easy as possible to get a test through a wide range of routes that are locally accessible, fast and convenient. The LFD testing will allow students/staff to be tested for 7 continuous days from being in contact with someone testing positive. The individual will not be allowed to mix with others until the result is negative. If a LFD result is positive, the individual must complete a PCR test and must isolate until results are received.</p> <p>4 All schools have been sent LFD and PCR test kits and information about how to order to replenish this supply when they are running out.</p> <p>Having a test at a testing site will deliver the fastest results. The test kits sent to schools are provided to be used in the exceptional circumstance that an individual becomes symptomatic and schools believe they may have barriers to accessing testing elsewhere.</p> <p>5 It is for schools to determine how to prioritise the distribution of their PCR test kits in order to minimise the impact of the virus on the education of their pupils.</p> <p>These kits can be given directly to staff or parents and carers collecting a child who has developed symptoms at school. In particular, these tests kits will also help ensure that symptomatic staff can also get a test and if they test negative, can return to work as soon as they no longer have symptoms of coronavirus (COVID-19).</p>				
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		<p>The LFD test is voluntary, staff can be tested weekly. Further information is provided in our guidance <a href="#">Coronavirus (COVID-19): test kits for schools and FE providers</a>.</p> <p>6 Schools should ask parents and staff to inform them immediately of the results of a test and follow this guidance.</p> <ol style="list-style-type: none"> <li>1. If someone with symptoms tests negative for coronavirus (COVID-19), then they should stay at home until they are recovered as usual from their illness but can safely return thereafter. The only exception to return following a negative test result is where an individual is separately identified as a close contact of a confirmed case, when they will need to self-isolate for 10 days from the date of that contact or complete daily LFD testing for 7 days.</li> <li>2. If someone with symptoms tests positive, they should follow the <a href="#">guidance for households with possible or confirmed coronavirus (COVID-19) infection</a> and must continue to self-isolate for at least 10 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone. The 10-day period starts from the day when they first became ill. If they still have a high</li> </ol>				
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		<p>temperature, they should continue to self-isolate until their temperature returns to normal. Other members of their household should all self-isolate for the full 10 days from the day after the individual tested positive.</p> <p><b>NHS COVID-19 app</b></p> <p>The app is available to anyone aged 16 or over to download if they choose. For some young people, particularly some with special educational needs and disabilities (SEND), parents will need to decide whether or not their use of the app is appropriate.</p> <p>This will mean that some students in year 11, and the majority of students in years 12 and above will be eligible to use the app and benefit from its features. Staff members will also be able to use the app. The guidance for schools and further education colleges in England is intended to provide information to senior leaders in education settings about the app and how it works, and to set out guidance for its use within schools in England.</p>				
<p><b>(10. Confirmed cases)</b></p> <p>Coronavirus (COVID-19) (CV19)</p> <p>Someone entering the school/workplace/offices with CV19</p>	<p><b>Employees, agency, Pupils, visitors</b></p> <p>Causing severe infection/disease</p>	<p>1 Schools <b>must</b> take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19). Schools can contact the dedicated advice service introduced by Public Health England (PHE) and delivered by the NHS Business Services Authority. This can be reached by calling the DfE Helpline on 0800 046 8687 and selecting option 1 for advice on the action to take in response to a positive case. Schools will be put through to a team of advisers who will inform them of</p>	H	<ul style="list-style-type: none"> <li>Ensuring accurate attendance records are kept of all staff, students and visitors on site and contacting those necessary immediately</li> </ul>	<p>N.Ahmed – Liaising with health protection team</p> <p>A.Somad/T.Ahmed – timetables and records of those in contact</p> <p>T.Walker / P.S. Conneely – Cleaning</p> <p>S.Anderson/ L.Yeasmin – communication with parents</p>	

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		<p>what action is needed based on <a href="#">the latest public health advice</a></p> <p>2 The advice service will carry out a rapid risk assessment to confirm who has been in close contact with the person during the period that they were infectious, and ensure they are asked to self-isolate. If, following triage, further expert advice is required the adviser will escalate the school's call to the PHE local health protection team.</p> <p>3 The advice service (or PHE local health protection team if escalated) will work with schools to guide them through the actions they need to take. Based on their advice, schools must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 10 days from the day after contact with the individual tested positive. Close contact means:</p> <ul style="list-style-type: none"> <li>• 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)</li> <li>• proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual</li> <li>• travelling in a small vehicle, like a car, with an infected person</li> </ul> <p>4 The advice service (or PHE local health protection team if escalated) will provide definitive advice on who</p>				
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		<p>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 places between children and staff in different groups (see <a href="#">section 6 of the system of control</a> for more on grouping pupils). This should be a proportionate recording process. Schools do not need to ask pupils to record everyone they have spent time with each day or ask staff to keep definitive records in a way that is overly burdensome.</p> <p>5 Where individuals who are self-isolating and are within our definition of vulnerable, it is important that schools put systems in place to keep in contact with them, offer pastoral support, and check they are able to access education support.</p> <p>6 A template letter will be provided to schools, on the advice of the health protection team, to send to parents and staff if needed. Schools must not share the names or details of people with coronavirus (COVID-19) unless essential to protect others.</p> <p>7 Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within the 10-days from the day after contact with the individual tested positive should follow <a href="#">guidance for households with possible or confirmed coronavirus (COVID-19) infection</a>. They should get a test, and:</p>				
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		<ul style="list-style-type: none"> <li>• if someone who is self-isolating because they have been in close contact with someone who has tested positive for coronavirus (COVID-19) starts to feel unwell and gets a test for coronavirus themselves, and the test delivers a negative result, they must remain in isolation for the remainder of the 10-day isolation period. This is because they could still develop coronavirus (COVID-19) within the remaining days.</li> <li>• if the test result is positive, they should inform their setting immediately, and should isolate for at least 10 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 10-day isolation period). Their household should self-isolate for at least 10 days from when the symptomatic person first had symptoms, following <a href="#">guidance for households with possible or confirmed coronavirus (COVID-19) infection</a></li> <li>• LTD testing daily for 7 days is voluntary for those who have been in contact and are asymptomatic.</li> </ul> <p>8 Schools should not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation.</p> <p>9 In the majority of cases, schools and parents will be in agreement that a child with symptoms should not</p>				
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		<p>attend school, given the potential risk to others. In the event that a parent or guardian insists on a child attending school, schools can take the decision to refuse the child if in their reasonable judgement it is necessary to protect their pupils and staff from possible infection with coronavirus (COVID-19). Any such decision would need to be carefully considered in light of all the circumstances and the current public health advice.</p> <p>10 The PHE local health protection team will also contact schools directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school - as identified by NHS Test and Trace.</p> <p>Further guidance is available on <a href="#">testing and tracing for coronavirus (COVID-19)</a>.</p>				
<p><b>(11. Outbreak)</b></p> <p>Coronavirus (COVID-19) (CV19)</p> <p>Someone entering the school/workplace/offices with CV19</p>	<p><b>Employees, agency, Pupils, visitors</b></p> <p>Causing severe infection/disease</p>	<p><b>(Contain any outbreak by following local health protection team advice)</b></p> <p>1 If schools have two or more confirmed cases within 10 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak and must continue to work with their local health protection team who will be able to advise if additional action is required.</p> <p>2 In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure – perhaps the whole site or year group. If schools are</p>	H	<ul style="list-style-type: none"> <li>Liaising with the health protection team who will advise and guide on the processes to follow</li> </ul>	<p>N.Ahmed – Liaising with health protection team</p> <p>A.Somad/T.Ahmed – timetables and records of those in contact</p> <p>N.Akoo/N.Jones – whole school communication</p>	

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		<p>implementing controls from this list, addressing the risks they have identified and therefore reducing transmission risks, whole school closure based on cases within the school will not generally be necessary, and should not be considered except on the advice of health protection teams or health and safety experts</p> <p>3 In consultation with the local Director of Public Health, where an outbreak in a school is confirmed, a mobile testing unit may be dispatched to test others who may have been in contact with the person who has tested positive. Testing will first focus on the person's class, followed by their year group, then the whole school if necessary, in line with routine public health outbreak control practice.</p>				
<p><b>(12 Alternative provision)</b></p> <p>Coronavirus (COVID-19) (CV19)</p> <p>Someone entering the school/workplace/offices with CV19</p>	<p><b>Employees, agency, Pupils, visitors</b></p> <p>Causing severe infection/disease</p>	<p>1 Work through the system of controls outlined above, adopting measures that help them meet each control to the fullest extent possible, in a way that addresses the risk identified in their assessment, works for their setting, and allows them to deliver a broad and balanced curriculum for pupils.</p> <p>2 When working through the system of controls, APs should take steps to minimise social contact and mixing as far as is practicable. All APs, especially larger AP schools, should consider whether pupils can be placed into smaller groups and still receive a broad and balanced curriculum. Due to the smaller size of many AP settings, and because APs are not typically organised by year groups, APs may wish to adopt whole school bubbles as part of their system of controls and in order to best meet the needs of their students.</p>				

SECTION 2: SCHOOL OPERATIONS						
<p><b>(13. Transport)</b></p> <p>Coronavirus (COVID-19) (CV19)</p> <p>Someone entering the school/workplace/offices with CV19</p>	<p><b>Employees, agency, Pupils, visitors</b></p> <p>Causing severe infection/disease</p>	<p>1 Social distancing has significantly reduced available transport capacity. Further guidance is set out in the <a href="#">transport to school and other places of education: 2020 to 2021 academic year</a>.</p> <p>2 Dedicated school transport, including statutory provision</p> <p>Pupils on dedicated school services do not mix with the general public on those journeys and pupil groups will tend to be consistent under return to school measures. Therefore wider transmission risks are likely to be lower.</p> <p>3 Local authorities are not required to uniformly apply the social distancing guidelines for public transport, on dedicated school or college transport. However, distancing should still be put in place within vehicles wherever possible. This will help to both minimise disease transmission risks and maintain consistent reinforcement of public health messaging to children and staff, particularly at the point where they are leaving school and heading back into the community each day.</p> <p>4 The approach to dedicated transport should align wherever possible with the principles underpinning the system of controls set out in this document and with the approach being adopted for your school. It is important, wherever it is possible, that:</p>	<p>L</p>	<ul style="list-style-type: none"> <li>Communication and behaviour change with students</li> </ul>	<p>N.Akoo/N.Jones – communications</p> <p>All staff and PSHE – communication and behavioural change</p>	<p>ongoing</p>

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		<ul style="list-style-type: none"> <li>• social distancing should be maximised within vehicles</li> <li>• children either sit with their 'bubble' on school transport, or with the same constant group of children each day</li> <li>• children should clean their hands before boarding transport and again on disembarking</li> <li>• additional cleaning of vehicles is put in place</li> <li>• organised queuing and boarding is put in place</li> <li>• through ventilation, fresh air (from outside the vehicle) is maximised, particularly through opening windows and ceiling vents</li> </ul> <p>5 Children must not board home to school transport if they, or a member of their household, has symptoms of coronavirus (COVID-19).</p> <p>In accordance with advice from PHE, children and young people aged 11 and over must wear a face covering when travelling on dedicated transport to secondary school. This does not apply to people who are exempt from wearing a face covering on public transport. More information on this can be found at the <a href="#">safer travel guidance for passengers</a>.</p> <p>6 Schools should support local authorities in promoting the use of face coverings on school transport and help them to resolve any issues of non-compliance where appropriate.</p>				
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		<p>A face covering is a covering of any type which covers your nose and mouth. It is not the same as the surgical masks or respirators used by healthcare and other workers as part of personal protective equipment (PPE).</p> <p>Further information on face coverings is set out in the <a href="#">transport to school and other places of education: 2020 to 2021 academic year</a> guidance.</p> <p>Given the pressures on public transport services, it may also be necessary to work with local authorities so that they can identify where it might be necessary to provide additional dedicated school transport services, including in places where these services do not currently operate. The government has announced additional funding for local transport authorities for this purpose, available at <a href="#">free school travel: funding allocations</a>.</p> <p><b>Wider public transport</b></p> <p>In many areas, pupils normally make extensive use of the wider public transport system, particularly public buses. Public transport capacity continues to be constrained. Its use by pupils, particularly in peak times, should be kept to an absolute minimum.</p> <p>Schools have a critical role to play in supporting collaboration between all parties - providers, local authorities, parents and pupils. Further information on managing capacity and demand on <a href="#">public transport is set out in the transport to school and other places of education: 2020 to 2021 academic year</a> guidance.</p>				
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		<p>Schools should work with partners to consider staggered start times to enable more journeys to take place outside of peak hours. We recognise that this option will be more feasible in some circumstances than others.</p> <p>Schools should encourage parents, staff and pupils to walk or cycle to school if at all possible. Schools may want to consider using ‘walking buses’ (a supervised group of children being walked to, or from, school) or working with their local authority to promote safe cycling routes.</p> <p><b>Pupils travelling from abroad</b></p> <p>Where they have travelled from, or have stopped at, a country or territory that is not on the <a href="#">travel corridors list</a>, pupils will be required to self-isolate for 10 days from the day they leave a non-exempt country or territory to travel to the UK. Where suitable, pupils can self-isolate at their boarding school.</p>				
<p><b>(14. School Workforce)</b></p> <p>Coronavirus (COVID-19) (CV19)</p> <p>Someone entering the school/workplace/offices with CV19</p>	<p><b>Employees, agency, Pupils, visitors</b></p> <p>Causing severe infection/disease</p>	<p>1 Where schools implement the system of controls outlined in this document, in line with their own workplace risk assessment, PHE and DHSC confirm that these measures create an inherently safer environment for children and staff where the risk of transmission of infection is substantially reduced.</p> <p>2 Most school-based roles are not ideally suited to home working and schools may expect most staff to return to work in settings. Some roles, such as some administrative roles, may be conducive to home</p>	L	<ul style="list-style-type: none"> <li>• Communications with staff</li> <li>• Individual risk assessments where required</li> </ul>	N.Ahmed/HR	ongoing

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		<p>working, and school leaders should consider what is feasible and appropriate.</p> <p>3 All staff should follow the measures set out in the system of controls section of this guidance to minimise the risks of transmission.</p> <p>4 This includes continuing to observe good hand and respiratory hygiene and maintaining social distancing in line with the provisions as set out in section 5 of the 'prevention' section.</p> <p>5 School leaders should explain to staff the measures the school has put in place to reduce risks. We anticipate adherence to the measures in this guidance will provide the necessary reassurance for staff to attend school.</p> <p>6 If staff are concerned, including those who may be clinically vulnerable, clinically extremely vulnerable or who believe they may be at possible increased risk from coronavirus, we recommend school leaders discuss any concerns individuals may have around their particular circumstances and reassure staff about the protective measures in place and complete individual risk assessments</p> <p><b>Staff who are clinically extremely vulnerable</b></p> <p>7 <a href="#">Advice</a> for those identified through a letter from the NHS or a specialist doctor as in the group deemed clinically extremely vulnerable (CEV or shielding list) was published on 13 October. The guidance provides advice on what additional measures individuals in this group can take tailored to each local restriction tier.</p>				
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		<p>In local restriction tier 4 areas, individuals who are clinically extremely vulnerable are advised to work from home and where this is not possible, <b>they should not go into work</b>. Individuals in this group will have been identified through a letter from the NHS or from their GP and may have been advised to shield in the past in a recent letter.</p> <p>Staff should talk to their employers about how they will be supported, including to work from home where possible. Schools should continue to pay clinically extremely vulnerable staff on their usual terms.</p> <p>8 All other staff in local restriction tier 4 can continue to attend work, including those living in a household with someone who is clinically extremely vulnerable.</p> <p>9 All staff can continue to attend school in local restriction tiers 1, 2 and 3.</p> <p>10 Under local restriction tier 3, staff and employers may wish to discuss flexibilities that support clinically extremely vulnerable staff, such as staggered start times to reduce travel during rush hour.</p> <p>Further <a href="#">guidance to the clinically extremely vulnerable</a> is available.</p> <p><b>11 Staff who are clinically vulnerable</b></p> <p>Clinically vulnerable staff can continue to attend school. While in school they should follow the sector-specific measures in this document to minimise the risks of transmission.</p> <p>This includes taking particular care to observe good hand and respiratory hygiene, minimising contact and</p>				
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		<p>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 is likely to be low, adults should continue to take care to socially distance from other adults including older children and adolescents.</p> <p>12 People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace unless advised otherwise by an individual letter from the NHS or a specialist doctor.</p> <p><b>13 Staff who are pregnant</b></p> <p>Pregnant women are in the 'clinically vulnerable' category and are generally advised to follow the above advice, which applies to all staff in schools. More <a href="#">guidance and advice on coronavirus (COVID-19) and pregnancy</a> is available from the Royal College of Gynaecologists. All pregnant women should take particular care to practise frequent, thorough hand washing, and cleaning of frequently touched areas in their home or workspace.</p> <p>An employer's workplace risk assessment should already consider any risks to female employees of childbearing age and, in particular, risks to new and expectant mothers (for example, from working conditions, or the use of physical, chemical or biological agents). Any risks identified must be included</p>				
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		<p>and managed as part of the general workplace risk assessment.</p> <p>If a school is notified that an employee is pregnant, breastfeeding or has given birth within the last 6 months, the employer should check the workplace risk assessment to see if any new risks have arisen. If risks are identified during the pregnancy, in the first 6 months after birth or while the employee is still breastfeeding, the employer must take appropriate, sensible action to reduce, remove or control them.</p> <p>While it is a legal obligation for employers to regularly review general workplace risks, there is not necessarily a requirement to conduct a specific, separate risk assessment for new and expectant mothers. However, an assessment may help identify any additional action that needs to be taken to mitigate risks.</p> <p>We recommend that schools follow the same principles for pregnant pupils, in line with their wider health and safety obligations.</p> <p><b>14 Staff who may otherwise be at increased risk from coronavirus (COVID-19)</b></p> <p>Some people with particular characteristics may be at comparatively increased risk from coronavirus (COVID-19), as set out in the <a href="#">COVID-19: review of disparities in risks and outcomes report</a>, which looked at different factors including age and sex, where people live, deprivation, ethnicity, people’s occupation and care home residence. These staff can attend school as long as the system of controls set out in this guidance are in place. The reasons for the disparities are complex and</p>				
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		<p>there is ongoing research to understand and translate these findings for individuals in the future.</p> <p>People who live with those who may have comparatively increased risk from coronavirus (COVID-19) can attend the workplace. An individual risk assessment should be completed and monitored upon any significant changes</p> <p><b>15 Employer health and safety and equalities duties</b></p> <p>Schools have a legal obligation to protect their employees, and others, including children, from harm and should continue to assess health and safety risks in the usual way. Following the steps in this guidance will mitigate the risks of coronavirus (COVID-19) to children and staff and help schools to meet their legal duties to protect employees and others from harm.</p> <p>16 The Health and Safety Executive published guidance on <a href="#">first aid</a> during coronavirus (COVID-19) which will support local risk assessments and provides guidance for first aiders. It is clear that treating any casualty properly should be the first concern. Where it is necessary for first aid provision to be administered in close proximity, those administering it should pay particular attention to sanitation measures immediately afterwards including washing hands.</p> <p>Schools should continue to meet their equalities duties. Guidance is available in <a href="#">Equality act 2010 advice for schools</a>.</p> <p><b>17 Supporting staff</b></p>				
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		<p>Governing boards and school leaders should have regard to staff (including the headteacher) work-life balance and wellbeing. Schools should ensure they have explained to all staff the measures they are proposing putting in place and involve all staff in that process.</p> <p>18 All employers have a duty of care to their employees, and this extends to their mental health. Schools already have mechanisms to support staff wellbeing and these will be particularly important, as some staff may be particularly anxious about attending school. DfE 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</a> and <a href="#">Wellbeing for Education return programme</a> is available.</p> <p>19 The <a href="#">Education Support Partnership</a> provides a free helpline for school staff and targeted support for mental health and wellbeing.</p> <p><b>20 Staff deployment</b></p> <p>Schools may need to alter the way in which they deploy their staff, and use existing staff more flexibly. Managers should discuss and agree any changes to staff roles with individuals.</p> <p>It is important that planning builds in the need to avoid increases in unnecessary and unmanageable workload burdens. This could include a review of existing practices in this respect and schools may wish to draw on DfE's <a href="#">workload reduction toolkit</a>.</p>				
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		<p>21 DfE has also published a range of resources, including <a href="#">case studies to support remote education</a> and help address staff workload, this includes case studies on managing wellbeing.</p> <p><b>Deploying support staff and accommodating visiting specialists</b></p> <p>22 Schools should ensure that appropriate support is made available for pupils with SEND, for example by deploying teaching assistants and enabling specialist staff from both within and outside the school to work with pupils in different classes or year groups.</p> <p><b>23 Recruitment</b></p> <p>Recruitment should continue as usual. The government’s <a href="#">Teaching Vacancies</a> service can help schools to list vacancies for both permanent and fixed-term teaching staff quickly. The free national service for searching and listing teaching roles will be directing newly qualified teachers (NQTs) and job seeking teachers to this service.</p> <p>As DfE guidance advises limiting the number of visitors, it may be appropriate for schools to consider a flexible approach to interviews, with alternative options to face-to-face interviews offered where possible. Interviewing remotely may be a new experience for many schools. The DfE teaching blog provides some information on the <a href="#">experience of implementing interviews remotely</a>. There is also advice that can be sent to candidates on <a href="#">how to prepare for remote interviews</a>.</p>				
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		<p>Where face-to-face meetings are arranged, schools should make clear to candidates that they must adhere to the system of controls that schools have in place. Schools will also have the discretion to require face coverings for visitors where social distancing cannot be managed safely.</p> <p><b>24 Supply teachers and other temporary or peripatetic teachers</b></p> <p>Schools can continue to engage supply teachers and other supply staff during this period. We recommend that schools consider using DfE’s and <a href="#">Crown Commercial Service’s agency supply deal</a> when hiring agency workers, as this offers a list of preferred suppliers that must be transparent about the rates they charge.</p> <p>Supply staff and other temporary workers can move between schools, but school leaders will want to consider how to minimise the number of visitors to the school where possible. Where it is necessary to use supply staff and to welcome visitors to the school such as peripatetic teachers, those individuals will be expected to comply with the school’s arrangements for managing and minimising risk, including taking particular care to maintain distance from other staff and pupils. To minimise the numbers of temporary staff entering the school premises, and secure best value, schools may wish to use longer assignments with supply teachers and agree a minimum number of hours across the academic year. This advice for supply teachers also applies to other temporary staff working</p>				
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		<p>in schools such as support staff working on a supply basis, peripatetic teachers such as sports coaches, and those engaged to deliver before and after school clubs.</p> <p><b>25 Vulnerable children</b></p> <p>Where individuals who are self-isolating are within our definition of vulnerable, it is important that schools put systems in place to keep in contact with them.</p> <p>When a vulnerable child is asked to self-isolate, schools should notify their social worker (if they have one). School leaders should then agree with the social worker the best way to maintain contact and offer support to the vulnerable child or young person.</p> <p>Schools should also have in place procedures to check if a vulnerable child is able to access remote education support, to support them to access it (as far as possible) and to regularly check if they are doing so.</p>				
<p><b>(15. Catering/ Kitchens)</b></p> <p>Main kitchen</p> <p>Coronavirus (COVID-19) (CV19)</p> <p>Someone entering the school/workplace/offices with CV19</p>	<p><b>Employees, agency, Pupils, visitors</b></p> <p>Causing severe infection/disease</p>	<p>1 kitchen's will be fully open from the start of the 2021 year 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.</p> <p>School kitchens can continue to operate, but must comply with the <a href="#">guidance for food businesses on coronavirus (COVID-19)</a>.</p> <p>2 Ensure social distancing is in place for the kitchen and kitchen staff wherever possible, and ask to review the contract/contractor kitchen COVID-19 risk</p>	L		NAD/NAH/ Di	ongoing

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		<p>assessment, as significant changes due to increased infection rates</p> <p>3 Social distancing at the servery which is managed and monitored</p> <p>4 If the social distancing cannot be managed in this area a review of shielding/sneeze screens to be considered to protect the kitchen staff serving</p> <p>5 Staff and pupils to be encouraged to wash their hands before / after eating for at least 20 seconds and frequently during the day</p> <p>6 Kitchen staff to follow the schools face covering implementation plan (year 7 and above) for zoned/identified areas such as corridors, stairwells, dining halls as some examples</p> <p>7 Follow the workforce testing of staff that regularly attend the school site following PH and government guidance on who is considered workforce staff, roll out is for secondary schools in January 2021</p> <p>8 BC plan if the whole kitchen team have to self-isolate, re test and trace planning – agency staff to supply cold lunches only</p>				
<p><b>(16. Building / Estate)</b></p> <p>Building preparedness/Statutory compliance</p> <p>Coronavirus (COVID-19) (CV19)</p>	<p><b>Employees, agency, Pupils, visitors</b></p> <p>Causing severe infection/disease</p>	<p>1 Site area risk assessment has taken place to maximise the use of site and any associated available space</p> <p>2 Class sizes can return to normal and spaces used by more than one class or group can be cleaned between use.</p> <p>3 Following the risk assessment, we have completed some adaptations to the site, such as additional wash</p>	L	<ul style="list-style-type: none"> <li>ensure AC flow and windows open at all times to ensure good ventilation</li> </ul>	<p>Premises Team</p> <p>Class Teachers</p>	Ongoing

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<p>Someone entering the school/workplace/offices with CV19</p>		<p>basins, and removal of storage items to create larger spaces where necessary and able to do so</p> <p>4 It is important that, for the spring term, all the usual pre-term building checks are undertaken to make the school safe. If buildings have been closed or had reduced occupancy during the coronavirus (COVID-19) outbreak, water system stagnation can occur due to lack of use, increasing the risks of Legionnaires' disease. Advice on this can be found in the guidance on <a href="#">legionella risks during the coronavirus outbreak</a>.</p> <p>5 Additional advice on safely reoccupying buildings can be found in the Chartered Institute of Building Services Engineers' guidance on <a href="#">emerging from lockdown</a>. See also <a href="#">Keeping occupied spaces well ventilated</a> in the System of Controls section. Advice on ventilation can be found in Health and Safety Executive guidance on <a href="#">air conditioning and ventilation during the coronavirus outbreak</a>.</p> <p>6 Fire doors should <b>NOT</b> be propped open</p> <p>7 In classrooms, it will be important that schools improve ventilation (for example, by opening windows).</p> <p>8 Statutory compliance completed and up to date</p> <p>9 Temperature monitoring in place, including thermometers in classrooms/areas, to ensure the heating and thermal conditions are compliant, managed and monitored</p>				
<p><b>(17. Educational Visits)</b>  Coronavirus</p>	<p><b>Employees, agency, Pupils, visitors</b></p>	<p>1 There will be no school trips taking place until further notice</p>	<p>L</p>			

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(COVID-19) (CV19) with CV19	Causing severe infection/disease	2 Extra-curricular and after school activities will not be taking place until further notice.				
<b>(18. School Uniform/Winter months)</b> Coronavirus (COVID-19) (CV19) with CV19	<b>Employees, agency, Pupils, visitors</b>  Causing severe infection/disease	1 Uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal.  2 Schools should consider how pupil non-compliance is managed, taking a mindful and considerate approach in relation to parents who may be experiencing financial pressures.  3 Increased ventilation may make school buildings cooler than usual over the winter months. While schools will want to maintain the benefits of their uniform, they may wish to consider allowing additional, suitable indoor items of clothing to be worn during the winter period in addition to the school's current uniform. Where this occurs, schools should ensure that no extra financial pressure is placed on parents.	L	Supplying of new uniform	B.Siaw/N.Akoo/ L.Ogunduyile	Ongoing
<b>(19. Wraparound provision and extra-curricular activity)</b>  Coronavirus (COVID-19) (CV19) with CV19	<b>Employees, agency, Pupils, visitors</b>  Causing severe infection/disease	1 No Breakfast Club  2 After school, enrichment and extra-curricular activities will be suspended until further notice  3 The school will not be letting out the school premises until further notice	L			

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<p><b>(20. Music and dance)</b></p> <p>Coronavirus (COVID-19) (CV19)</p>	<p><b>Employees, agency, Pupils, visitors</b></p> <p>Causing severe infection/disease</p>	<p>1 Additional mitigations, such as extended social distancing, were previously required for singing, and playing of wind and brass instruments given concerns that these were potentially higher risk activities.</p> <p>Department for Culture, Media and Sport (DCMS) has commissioned further scientific studies to be carried out to develop the scientific evidence on these activities, which has allowed the government to reconsider appropriate mitigations and further research is continuing.</p> <p>2 Singing, wind and brass instrument playing can be undertaken in line with this and other guidance, including guidance provided by the DCMS for professionals and non-professionals, available at <a href="#">working safely during coronavirus (COVID-19): performing arts</a>. However, these studies have also indicated that it is the cumulative aerosol transmission from both those performing in, and attending, events which is likely to create risk. DCMS is continuing to develop a more detailed understanding of how to mitigate this potential aggregate risk, but in that context, organisations should follow the guidance set out below.</p> <p><b>Minimising contact between individuals</b></p> <p>3 Schools must do everything possible to minimise contacts and mixing. The overarching objective should be to reduce the number of contacts between pupils and students, and staff, including for rehearsal and performance. As set out in the <a href="#">system of controls: protective measures section</a>, this can be achieved</p>	<p>L</p>	<ul style="list-style-type: none"> <li>• Sufficient cleaning materials in classrooms and reminders in lessons</li> </ul>	<p>PA department</p>	<p>Ongoing</p>
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		<p>through keeping groups separate (in bubbles) and through maintaining the social distance between individuals. These are not alternative options. Both measures will help, but the balance between them will change depending on the age of pupils, the layout of the building, and the feasibility of keeping groups separate from each other while offering a broad curriculum. If staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults.</p> <p>5 Schools should take particular care in music, dance and drama lessons to observe social distancing where possible. This may limit group activity in these subjects in terms of numbers in each group. It will also prevent physical correction by teachers and contact between pupils in dance and drama.</p> <p>6 Additionally, schools should keep any background or accompanying music to levels which do not encourage teachers or other performers to raise their voices unduly. If possible, use microphones to reduce the need for shouting or prolonged periods of loud speaking or singing. If possible, do not share microphones. If they are shared, follow the guidance on <a href="#">handling equipment</a>.</p> <p><b>Performances</b></p> <p>7 Schools in local restriction tier 3 and 4 areas <b>should not</b> host performances with an audience. Where schools are unable to put on live performances to parents, they may wish to consider alternatives such as</p>				
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		<p>live streaming and recording performances, subject to the usual safeguarding considerations and parental permission.</p> <p>8 Schools in other local restriction tier areas planning an indoor or outdoor performance in front of an audience should follow the latest advice in the DCMS <a href="#">performing arts guidance</a>, implementing events in the lowest risk order as described. If planning an outdoor performance they should also give particular consideration to the <a href="#">guidance on delivering outdoor events</a>.</p> <p><b>Peripatetic teachers</b></p> <p>9 Schools can continue to engage peripatetic teachers during this period, including staff from music education hubs.</p> <p>Peripatetic teachers can move between schools, for instance, but schools should consider how to minimise the number of visitors where possible. They will be expected to comply with arrangements for managing and minimising risk, including taking particular care to maintain distance from other staff and pupils. To minimise the numbers of temporary staff entering the premises, and secure best value, schools could consider using longer assignments with peripatetic teachers and agree a minimum number of hours across the academic year.</p> <p>If a teacher is operating on a peripatetic basis, and operating across multiple groups or individuals, it is important that they do not attend a lesson if they are unwell or are having any symptoms associated with</p>				
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		<p>coronavirus (COVID-19) such as fever, a new and sustained cough, loss of sense of taste or smell. In addition, they should:</p> <ol style="list-style-type: none"> <li>1. Maintain distancing requirements with each group they teach, where appropriate.</li> <li>2. Avoid situations where distancing requirements are broken; for an example demonstrating partnering work in dancing.</li> <li>3. Make efforts to reduce the number of groups taught and locations worked in, to reduce the number of contacts made.</li> </ol> <p>Further information on the music education hubs, including contact details for local hubs, can be found at <a href="#">music education hub</a>, published by the Arts Council England.</p> <p><b>Music teaching in schools and colleges, including singing, and playing wind and brass instruments in groups</b></p> <p>10 When planning music provision, schools should consider additional specific safety measures. Although singing and playing wind and brass instruments do not currently appear to represent a significantly higher risk than routine speaking and breathing at the same volume, there is now some evidence that additional risk can build from aerosol transmission with volume and with the combined numbers of individuals within a confined space. This is particularly evident for singing and shouting, but with appropriate safety mitigation and consideration, singing, wind and brass teaching can</p>				
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		<p>still take place. Measures to take follow in the next sections.</p> <p><b>11 Playing outdoors</b></p> <p>Playing instruments and singing in groups should take place outdoors wherever possible. If indoors, consider limiting the numbers in relation to the space.</p> <p><b>12 Playing indoors</b></p> <p>If indoors, use a room with as much space as possible, for example, larger rooms; rooms with high ceilings are expected to enable dilution of aerosol transmission. If playing indoors, limiting the numbers to account for ventilation of the space and the ability to social distance. It is important to ensure good ventilation. Advice on this can be found in Health and Safety Executive guidance on <a href="#">air conditioning and ventilation during the coronavirus outbreak</a>.</p> <p><b>13 Singing, wind and brass playing</b></p> <p>Singing, wind and brass playing should not take place in larger groups such as choirs and ensembles, or assemblies unless significant space, natural airflow (at least 10l/s/person for all present, including audiences) and strict social distancing and mitigation as described below can be maintained.</p> <p><b>14 Social distancing</b></p> <p>In the smaller groups where these activities can take place, schools should observe strict social 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</p>				
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		<p>that if the activity is face-to-face and without mitigating actions, 2 metres is appropriate. Pupils should use seating where practical to help maintain social distancing.</p> <p><b>15 Seating positions</b></p> <p>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 their instrument does not blow into another player.</p> <p><b>16 Microphones</b></p> <p>Use microphones where possible or encourage singing quietly.</p> <p>By considering and adopting these cumulative risk mitigation measures, the overall risk will be reduced.</p> <p><b>17 Handling equipment and instruments</b></p> <p>Measures to take when handling equipment, including instruments, include the following.</p> <p><b>18 Handwashing</b></p> <p>Requiring increased handwashing before and after handling equipment, especially if being used by more than one person.</p> <p><b>19 Avoiding sharing instruments</b></p> <p>Avoid and equipment wherever possible. Place name labels on equipment to help identify the designated user, for example, percussionists’ own sticks and mallets.</p>				
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		<p>If instruments and equipment have to be shared, disinfect regularly (including any packing cases, handles, props, chairs, microphones and music stands) and always between users, following government guidance on cleaning and handling equipment available at <a href="#">hygiene: handwashing, sanitation facilities and toilets</a>.</p> <p>Instruments should be cleaned by the pupils playing them, where possible.</p> <p><b>20 Handling scores, parts and scripts</b></p> <p>Limit handling of music scores, parts and scripts to the individual using them.</p> <p><b>21 Suppliers</b></p> <p>Consider limiting the number of suppliers when hiring instruments and equipment. Clean hire equipment, tools or other equipment on arrival and before first use. Equipment and instruments should be stored in a clean location if schools take delivery of them before they are needed, and they should be cleaned before first use and before returning the instrument.</p> <p><b>22 Pick-up and drop off points</b></p> <p>Pick up and drop off collection points should be created where possible, rather than passing equipment such as props, scripts, scores and microphones hand-to-hand.</p> <p><b>23 Individual lessons and performance in groups</b></p> <p>Individual lessons in music, dance and drama can resume in schools, FE colleges and organisations providing out of school childcare. This may mean teachers interacting with pupils from multiple groups,</p>				
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		<p>so schools will need to take particular care, in line with the measures set out above on peripatetic teachers.</p> <p>If there is no viable alternative, music lessons in private homes can resume, following the same guidelines, and additionally following the government guidance for working in homes, and the guidance for out-of-school provision.</p> <p>In individual lessons for music, dance and drama, social distancing should be maintained wherever possible, meaning teachers should not provide physical correction.</p> <p>Specific safety measures for individual music lessons are set out in the following sections.</p> <p><b>24 Social distancing</b></p> <p>Measures should include specific social distancing between pupil and teacher (current guidance is that if the activity is face-to-face and without mitigations, 2 metres is appropriate), accounting for ventilation of the space being used. Pupil and teacher should be positioned side by side if possible.</p> <p><b>25 Avoid sharing instruments</b></p> <p>Avoid sharing instruments and equipment wherever possible and place name labels on equipment to help identify the designated user, for example, percussionists' own sticks and mallets</p> <p>If instruments and equipment have to be shared, they should be regularly disinfected (including any packing cases, handles, props, chairs, microphones and music stands) and always between users, following</p>				
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		<p>government guidance on <a href="#">cleaning and handling equipment</a>. Instruments should be cleaned by the individuals playing them, where possible</p> <p><b>26 Scores, parts and scripts</b></p> <p>Limit the handling of music scores, parts and scripts to the person using them.</p> <p>If there is no viable alternative, music lessons in private homes can resume, following the same guidelines, and additionally following the government guidance for <a href="#">working in homes</a>, and the guidance for <a href="#">out-of-school provision</a>.</p>				
<p><b>(21. Physical Education)</b></p> <p>Coronavirus (COVID-19) (CV19)</p> <p>Someone entering the school/workplace/offices with CV19</p>	<p><b>Employees, agency, Pupils, visitors</b></p> <p>Causing severe infection/disease</p>	<p>1 Schools have the flexibility to decide how physical education, sport and physical activity will be provided while following the measures in their system of controls.</p> <p>2 In considering what team sports can be offered, those whose national governing bodies have developed guidance under the principles of the government’s guidance on team sport and been approved by the government are permitted. Schools must only provide team sports on the list available at <a href="#">return to recreational team sport framework</a>.</p> <p>3 Pupils are kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups.</p> <p>4 Schools can hold PE lessons indoors, including those that involve activities related to team sports, for example practising specific techniques, within their own</p>	L	<ul style="list-style-type: none"> <li>Identify which activities and fixtures are essential</li> <li>Changing rooms will be closed</li> </ul>	<p>J.Trueaman – HoD PE to be aware of guidance and adhere to government guidelines, ensuring PE department follow suit</p> <p>M.Dow – PSHE/ tutor period times used to re-iterate</p>	Ongoing

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		<p>system of controls. For sport provision, outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising natural ventilation flows (through opening windows and doors or using air conditioning systems wherever possible) 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.</p> <p>Schools should refer to:</p> <ul style="list-style-type: none"> <li>• guidance on <a href="#">grassroot sports for public and sport providers</a>, <a href="#">safe provision</a> and <a href="#">facilities</a>, and guidance from <a href="#">Sport England</a></li> <li>• advice from organisations such as the <a href="#">Association for Physical Education</a> and the <a href="#">Youth Sport Trust</a></li> <li>• guidance from Swim England on school swimming and water safety lessons available at <a href="#">returning to pools guidance documents</a></li> <li>• <a href="#">using changing rooms safely</a></li> </ul> <p>5 Schools are able to work with external coaches, clubs and organisations for curricular and extra-curricular activities where they are satisfied that it is safe to do so. However at present we will not be offering extra-curricular activities. Schools should consider carefully</p>				
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		<p>how such arrangements can operate within their wider protective measures.</p> <p>Activities such as active miles, making break times and lessons active and encouraging active travel help to enable pupils to be physically active while encouraging physical distancing.</p> <p>6 On days where students have PE, they are expected to wear their PE kit from home. This will be their uniform for the school day.</p> <p><b>7 Schools in tier 4</b></p> <p>PE, sport and physical activity provided by schools to their own pupils under their systems of control can continue. This includes sports clubs or activities before or after school, in addition to their regular PE lessons.</p> <p>Pupils should be kept in consistent groups and sports equipment thoroughly cleaned between each use by different individual groups. Competition between different schools should not take place, in line with the local restrictions on grassroots sport.</p> <p>Schools can hold PE lessons indoors, including those that involve activities related to team sports, for example, practising specific techniques, within their own system of controls. When it comes to playing team sport, schools can offer those with approved guidance listed in the DCMS return to recreational team sport framework, offering the activity in line with guidance.</p> <p>Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising natural ventilation flows (through opening</p>				
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		windows and doors or using air conditioning systems wherever possible) distancing between pupils and paying scrupulous attention to cleaning and hygiene. Where open, external facilities, including other schools' facilities, can also be used in line with government guidance for the use of, and travel to and from, those facilities and schools' own systems of controls.				
<p><b>(22. Ventilation)</b></p> <p>Coronavirus (COVID-19) (CV19)</p> <p>Someone entering the school/workplace/offices with CV19</p>	<p><b>Employees, agency, Pupils, visitors</b></p> <p>Causing severe infection/disease</p>	<p>1 Keep ventilation systems maintained regularly and adjusting systems where necessary, follow the current HSE, government and CIBSE guidance <a href="https://www.hse.gov.uk/covid19/ventilation.htm">air-conditioning-and-ventilation.htm</a></p> <p>2 Premises maintain/monitor ventilation systems</p> <p>3 Premises to check service and or adjustments required, so that they do not automatically reduce ventilation levels due to lower than normal occupancy, follow expert mechanical/electrical engineer advice for COVID-ventilation-heating assessments/reviewing/servicing</p> <p>4 Opening windows and doors frequently to encourage ventilation where possible</p> <p>5 Keep the systems operating continuously, i.e. not shutting down at weekends</p>	L	<ul style="list-style-type: none"> <li>Premises to ensure adequate ventilation of facilities and use of AC</li> </ul>	Premises	Ongoing
<p><b>(23. First aid)</b></p> <p>Coronavirus (COVID-19) (CV19)</p>	<p><b>Employees, agency, Pupils, visitors</b></p>	<p>1 The Health and Safety Executive published guidance on <a href="#">first aid</a> during coronavirus (COVID-19) which will support local risk assessments and provides guidance for first aiders. It is clear that treating any casualty properly should be the first concern. Where it is necessary for first aid provision to be administered in</p>	M	<ul style="list-style-type: none"> <li>First Aiders are aware of all process and protocols</li> </ul>	S.Anderson – Medical Lead	Ongoing

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<p>Someone entering the school/workplace/offices with CV19</p>	<p>Causing severe infection/disease</p>	<p>close proximity, those administering it should pay particular attention to sanitation measures immediately afterwards including washing hands.</p> <p>2 First aid cover and qualifications at this time;</p> <p><a href="#">First aid in non-healthcare settings</a></p> <p><a href="#">First aid cover and qualifications</a></p> <p><b>First aid in non-healthcare settings</b></p> <p>Employers and their first aiders should take account of the specific guidance on giving cardiopulmonary resuscitation (CPR) from the <a href="#">Resuscitation Council UK</a>.</p> <p>HSE has guidance on <a href="#">First aid cover and qualifications</a>.</p> <p><b>Check your first aid needs assessment</b></p> <p>As an employer, when reviewing your risk assessment to include working during the pandemic, consider refreshing your first aid at work <a href="#">needs assessment</a>.</p> <p>Ask your first aiders if there are any factors that should be taken into account as part of your <a href="#">risk assessment</a>, for example vulnerable workers with first aid responsibilities.</p> <p>You should discuss the risk assessment with your first aiders so they are confident about providing the right assistance. This includes knowing what equipment they can use to minimise risk of infection transmission, as explained below.</p> <p><b>Guidance for first aiders</b></p> <p>Try to assist at a safe distance from the casualty as much as you can and minimise the time you share a breathing zone.</p>				
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		<p>If they are capable, tell them to do things for you, but treating the casualty properly should be your first concern. Remember the 3P model – preserve life, prevent worsening, promote recovery.</p> <p><b>Preserve life: CPR</b></p> <ul style="list-style-type: none"> <li>• Call 999 immediately – tell the call handler if the patient has any COVID-19 symptoms</li> <li>• Ask for help. If a portable defibrillator is available, ask for it</li> <li>• Before starting CPR, to minimise transmission risk, use a cloth or towel to cover the patient’s mouth and nose, while still permitting breathing to restart following successful resuscitation</li> <li>• If available, use:             <ul style="list-style-type: none"> <li>○ a fluid-repellent surgical mask</li> <li>○ disposable gloves</li> <li>○ eye protection</li> <li>○ apron or other suitable covering</li> </ul> </li> </ul> <p>Only deliver CPR by chest compressions and use a defibrillator (if available) – <b>don’t</b> do rescue breaths (for CPR in paediatric settings see specific <a href="#">guidance from the Resuscitation Council UK</a>)</p> <p><b>Prevent worsening, promote recovery: all other injuries or illnesses</b></p> <ul style="list-style-type: none"> <li>• If you suspect a serious illness or injury, call 999 immediately – tell the call handler if the patient has any COVID-19 symptoms</li> </ul>				
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		<ul style="list-style-type: none"> <li>• If giving first aid to someone, you should use the recommended equipment listed above if it is available</li> <li>• You should minimise the time you share a breathing zone with the casualty and direct them to do things for you where possible</li> </ul> <p><b>After delivering any first aid</b></p> <ul style="list-style-type: none"> <li>• Ensure you safely discard disposable items and clean reusable ones thoroughly</li> <li>• Wash your hands thoroughly with soap and water or an alcohol-based hand sanitiser as soon as possible</li> </ul> <p><b>First aid cover and qualifications during the pandemic</b></p> <p>If first aid cover for your business is reduced because of coronavirus or you can't get the first aid training you need, there are some things you can do so that you still comply with the law.</p> <p><b>First Aid at Work (FAW) and Emergency First aid at Work (EFAW) certificates requalification</b></p> <p>First aid providers have resumed first aid training and assessment. In some cases, there remains a back log or limited availability.</p> <p>FAW or EFAW certificates that expired after 16 March 2020 can remain valid until 6 months from date of expiry. All requalification training for these certificates should be completed by 31 March 2021.</p>				
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<p><b>(24. Staff room / kitchens)</b> Kitchen staff Coronavirus (COVID-19) (CV19)  Someone entering the school/workplace/offices with CV19</p>	<p><b>Employees, agency, Pupils, visitors</b>  Causing severe infection/disease</p>	<p>1 Social distancing in place with signage 2 Zip taps/Kettles to be cleaned 3 Staff reminded with signage next to Zip taps NOT to allow their cups to touch the Zip tap 4 Staff behaviour staying alert to others around them and keeping to the 2 metre rule as a minimum wherever possible 5 Staff to wash their hands before / after eating for at least 20 seconds 6 Staff to dispose of their food waste into the bins provided, and clean their cutlery and put away 7 Staff not to share cups and cutlery 8 Staff to be encouraged to go outside during breaks 9 These areas to have an increased cleaning regime in place managed and monitored</p>	<p>L</p>	<ul style="list-style-type: none"> <li>• Cleaning team – regular checks of communal areas</li> <li>• Staff to take accountability</li> </ul>	<p>NAD/ Admin Team</p>	<p>Ongoing</p>
<p><b>(25. Water fountains)</b> Coronavirus (COVID-19) (CV19)  Someone entering the school/workplace/offices with CV19</p>	<p><b>Employees, agency, Pupils, visitors</b>  Causing severe infection/disease</p>	<p>1 Students using fountains to fill up bottles only – without touching nozzles. Signage in place.</p>	<p>L</p>	<ul style="list-style-type: none"> <li>• Signage in place. Form tutors and staff on duty to ensure only bottles are being used</li> </ul>	<p>NAD/Admin team</p>	<p>Ongoing signage monitoring</p>
<p><b>(26. Swimming pools)</b> swimming Coronavirus (COVID-19) (CV19)</p>	<p><b>Employees, agency, Pupils, visitors</b></p>	<p>1 The swimming pool is currently closed due to ongoing maintenance</p>	<p>L</p>			

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<p>Someone entering the school/workplace/offices with CV19</p>	<p>Causing severe infection/disease</p>					
<p><b>(27. Contingency planning)</b></p> <p>Coronavirus (COVID-19) (CV19)</p> <p>Someone entering the school/workplace/offices with CV19</p>	<p><b>Employees, agency, Pupils, visitors</b></p> <p>Causing severe infection/disease</p>	<p>1 For individuals or groups of self-isolating pupils and pupils who are shielding following government advice, remote education plans are be in place.</p> <p>2 Government have published a <a href="#">contingency framework</a> for the rare circumstances in which schools might need to revise their delivery models for a short period of time to help contain virus transmission within a community. Such measures will be implemented in the fewest number of schools required, for the shortest time.</p> <p>3 Where a class, group or a small number of pupils need to self-isolate, or local restrictions require pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. All pupils not physically unwell with coronavirus (COVID-19) but who are at home as a result of coronavirus (COVID-19) should have access to remote education by the next school day.</p> <p><b>Special educational needs</b></p> <p>Where a pupil has provision specified within their EHC plan, it remains the duty of the local authority and any health bodies to secure or arrange the delivery of this in the setting that the plan names.</p>	<p>M</p>	<ul style="list-style-type: none"> <li>• implement tiered approach and online learning</li> <li>• Preparation of communications</li> </ul>	<p>NKO/NAD/NAH/AJ/NJO</p>	<p>Ongoing</p>

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<p><b>(28. Science)</b></p> <p>Coronavirus (COVID-19) (CV19)</p> <p>Someone entering the school/workplace/offices with CV19</p>	<p><b>Employees, agency, Pupils, visitors</b></p> <p>Causing severe infection/disease</p>	<p>1 Science lessons and heads/leads should follow the specific COVID-science related CLEAPSS guidance and have detailed within this section or specific risk assessment</p> <p><a href="http://science.cleapss.org.uk/Resource/GL343-Guide-to-doing-practical-work-during-the-COVID-19-Pandemic-Science.pdf">http://science.cleapss.org.uk/Resource/GL343-Guide-to-doing-practical-work-during-the-COVID-19-Pandemic-Science.pdf</a></p>	<p>L</p>		<p>A.Alim – HoD and attached SLT manager</p>	<p>ongoing</p>
<p><b>(29. Behaviour change / support / expectations)</b></p> <p><b>Coronavirus</b> (COVID-19) (CV19)</p> <p><b>Someone entering the school/workplace/offices with CV19</b></p>	<p><b>Employees, agency, Pupils, visitors</b></p> <p>Causing severe infection/disease</p>	<p>1 Assessment and implementation of ‘change management’ for behaviour, recognising that the school’s control measures for the virus is actually all based on human behaviour to manage, i.e. washing hands, respiratory health, cleaning, staying at home when have symptoms, staying at a distance, all of which requires training, support, guidance, correction, monitoring</p> <p>2 Staff need to make themselves be accountable for their own actions for hand and respiratory hygiene measures and actions, and social distancing control measures, this should be a focus and support set up, where if you notice staff and or visitors/pupils not being COVID secure, you are able to ‘remind’ ‘advise’ ‘correct’ to ensure the vital control measures are being completed</p> <p>3 A review of the school’s behaviour policy around the COVID-secure and risk management required, including what is expected and the consequences for poor unsafe behaviour</p>	<p>L</p>	<ul style="list-style-type: none"> <li>● Notices and posters around school</li> <li>● Letters home to parents</li> <li>● Reminders during form times</li> <li>● Behaviour addendum updated and shared with all staff, students and parents. Can be downloaded from school website</li> </ul>	<p>NAD – N.Jones – signage, social media, website updates and letters home</p> <p>PSHE</p> <p>All staff</p>	<p>Ongoing</p>

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<p><b>(30. Contractor / visitor)</b> <b>Contractors/Visitors/ Parents</b> <b>Coronavirus (COVID-19) (CV19)</b> <b>Someone entering the school/workplace/offices with CV19</b></p>	<p><b>Employees, agency, Pupils, visitors</b></p> <p>Causing severe infection/disease</p>	<p>1 Only necessary contractors to be allowed on site, and approved/authorised by managers, COVID-19 risk assessments must be sent by contractors and reviewed, and works/visits agreed/authorised before the works/visits commence</p> <p>2 Agency staff and contractors to be inducted to the normal health and safety induction processes, including the current COVID-19 risk assessments and social distancing requirement, and promotion of hand cleaning and hygiene</p> <p>3 Pre-communicated to ensure a health check question-set is asked regarding any symptoms of COVID-19, and information given to them before they get to site on the social distancing and COVID-19 management standards in place</p> <p>4 Normal risk assessment, method statements review, considering your own COVID-19 risk assessment to review if the works will compromise social distancing for others, such as increasing of numbers of people by contractors working in staff areas breaking the social distancing requirements</p> <p>5 Normal management and monitoring of contractor works, wellbeing on site</p> <p>6 School to assess to keep the parents off site and reduce the concerns of gatherings, this is a school-based review/plan, supported by regular communication, assessing what gates and entrance points can be increased or used, using signage to remind parents of social distancing requirements and not to wait around together, school staff to ensure</p>	<p>L</p>	<ul style="list-style-type: none"> <li>● Parents told to collect students from a location away from school gates and in open space</li> <li>● Communications with agency staff and essential visitors</li> </ul>	<ul style="list-style-type: none"> <li>● A.Somad/line managers responsible for agency staff to brief on covid risk assessment</li> <li>● M.West/reception to ensure cv19 questions are asked before visitors allowed on site</li> <li>● Premises – to ensure contractors adhere to risk assessment</li> </ul>	<p>ongoing</p>
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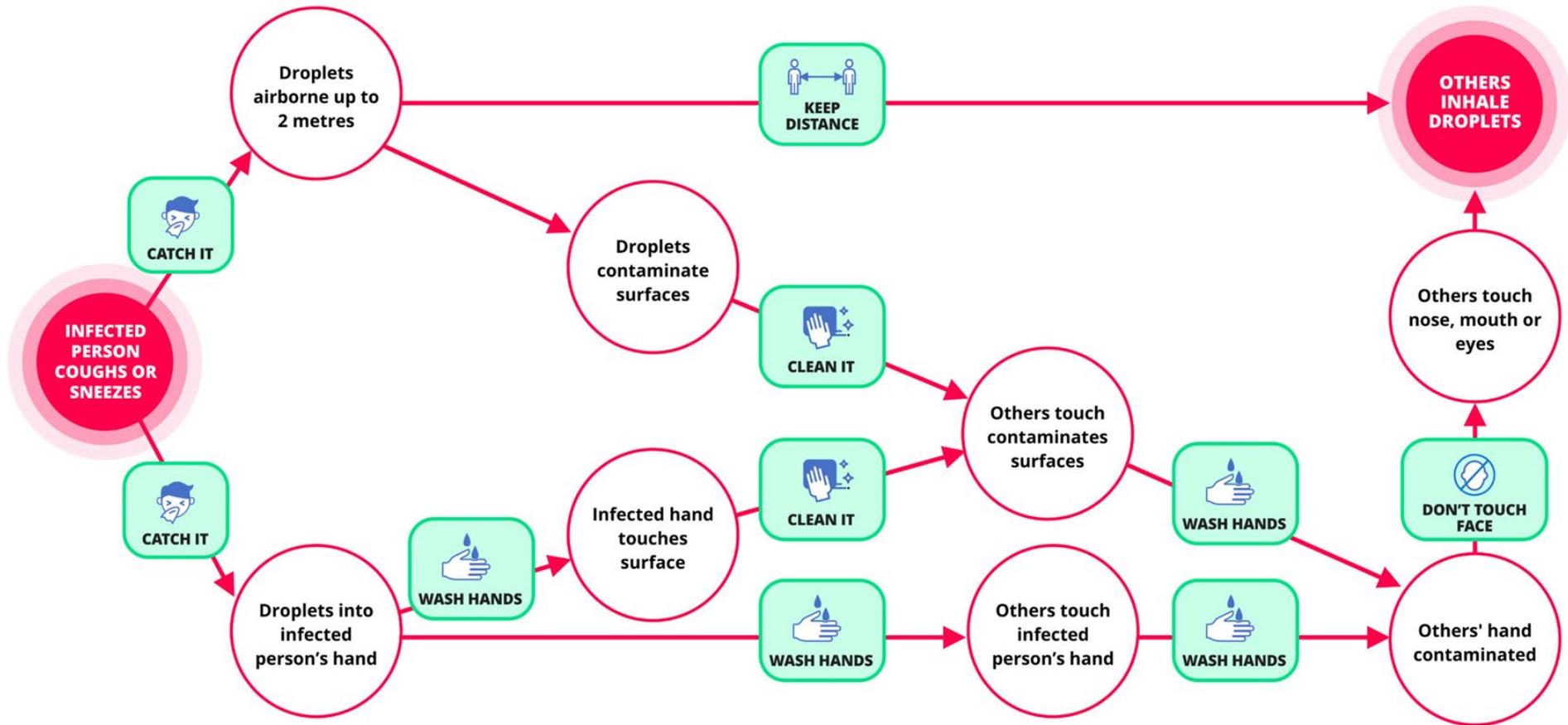
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		<p>personal safety is assessed before going and directing parents to socially distance</p> <p>7 Contractors to follow the COVID-face covering management of the school, either implement that all visitor/contractors to wear face coverings, or in defined areas</p>				
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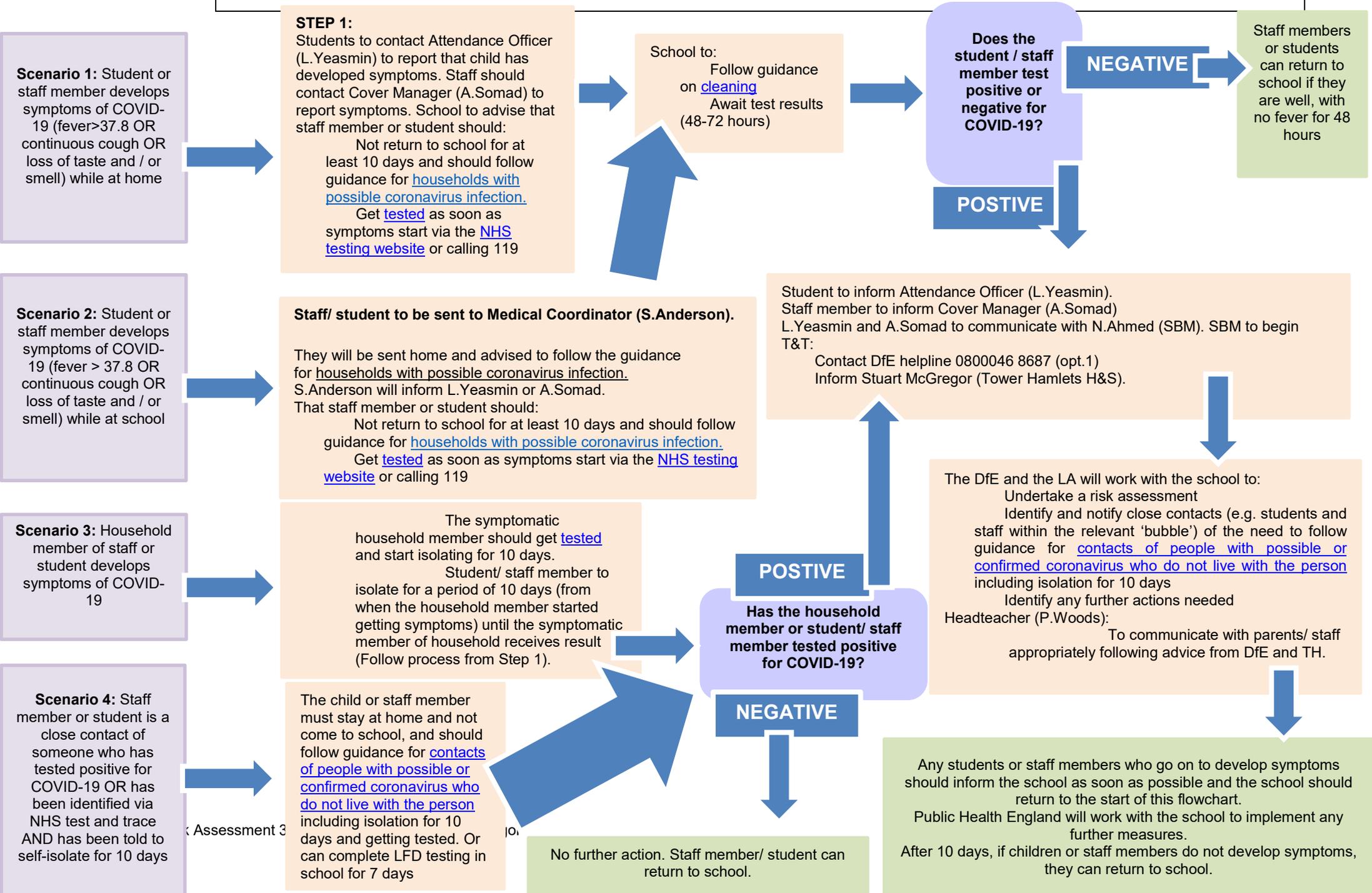
<b>Overall Residual Risk for Activity (L / M / H):</b>	<b>MEDIUM</b>
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Level of Risk	Suggested Action
<b>LOW</b>	Control measures are adequate but continue to monitor and review; ensure that they remain satisfactory and appropriate
<b>MEDIUM</b>	Control measures need to be introduced within a specified time period; continue to monitor and review
<b>HIGH</b>	Unless control measures can be immediately introduced to reduce the risk so far as is reasonably practicable, the task or activity should be suspended

# How COVID is transmitted



**Process flowchart for schools: What to do if there is a suspected or confirmed case of COVID-19 in school**



**Scenario 1:** Student or staff member develops symptoms of COVID-19 (fever>37.8 OR continuous cough OR loss of taste and / or smell) while at home

**STEP 1:**  
Students to contact Attendance Officer (L.Yeasmin) to report that child has developed symptoms. Staff should contact Cover Manager (A.Somad) to report symptoms. School to advise that staff member or student should:  
Not return to school for at least 10 days and should follow guidance for [households with possible coronavirus infection](#).  
Get **tested** as soon as symptoms start via the [NHS testing website](#) or calling 119

School to:  
Follow guidance on [cleaning](#)  
Await test results (48-72 hours)

**Does the student / staff member test positive or negative for COVID-19?**

**NEGATIVE**

**POSITIVE**

Staff members or students can return to school if they are well, with no fever for 48 hours

**Scenario 2:** Student or staff member develops symptoms of COVID-19 (fever > 37.8 OR continuous cough OR loss of taste and / or smell) while at school

**Staff/ student to be sent to Medical Coordinator (S.Anderson).**  
They will be sent home and advised to follow the guidance for [households with possible coronavirus infection](#). S.Anderson will inform L.Yeasmin or A.Somad. That staff member or student should:  
Not return to school for at least 10 days and should follow guidance for [households with possible coronavirus infection](#).  
Get **tested** as soon as symptoms start via the [NHS testing website](#) or calling 119

Student to inform Attendance Officer (L.Yeasmin). Staff member to inform Cover Manager (A.Somad) L.Yeasmin and A.Somad to communicate with N.Ahmed (SBM). SBM to begin T&T:  
Contact DfE helpline 0800046 8687 (opt.1)  
Inform Stuart McGregor (Tower Hamlets H&S).

**Scenario 3:** Household member of staff or student develops symptoms of COVID-19

The symptomatic household member should get **tested** and start isolating for 10 days.  
Student/ staff member to isolate for a period of 10 days (from when the household member started getting symptoms) until the symptomatic member of household receives result (Follow process from Step 1).

**Has the household member or student/ staff member tested positive for COVID-19?**

**POSITIVE**

**NEGATIVE**

The DfE and the LA will work with the school to:  
Undertake a risk assessment  
Identify and notify close contacts (e.g. students and staff within the relevant 'bubble') of the need to follow guidance for [contacts of people with possible or confirmed coronavirus who do not live with the person](#) including isolation for 10 days  
Identify any further actions needed  
Headteacher (P.Woods):  
To communicate with parents/ staff appropriately following advice from DfE and TH.

**Scenario 4:** Staff member or student is a close contact of someone who has tested positive for COVID-19 OR has been identified via NHS test and trace AND has been told to self-isolate for 10 days

The child or staff member must stay at home and not come to school, and should follow guidance for [contacts of people with possible or confirmed coronavirus who do not live with the person](#) including isolation for 10 days and getting tested. Or can complete LFD testing in school for 7 days

No further action. Staff member/ student can return to school.

Any students or staff members who go on to develop symptoms should inform the school as soon as possible and the school should return to the start of this flowchart.  
Public Health England will work with the school to implement any further measures.  
After 10 days, if children or staff members do not develop symptoms, they can return to school.