

# DWHS Risk Assessment – Updated 2<sup>nd</sup> March 2021

## **Covid-19 Generic risk assessment template for the full opening of schools and childcare settings : Updated 2-3-2021**

The purpose of this template is to help schools decide which actions to take. They should undertake an appropriate COVID-19 risk assessment, just as for other health and safety related hazards. This risk assessment must be done in consultation with staff and union representatives.

### **Guidance for Ealing schools completing risk assessment templates**

The government has announced that all children should be back in school in September. The prevalence of coronavirus (COVID-19) has decreased, the NHS Test and Trace system is up and running, and it is clearer what measures need to be in place to create safer environments within schools.

Returning to school is vital for children's education and for their wellbeing. Time out of school is detrimental for children's cognitive and academic development, particularly for disadvantaged children. This impact can affect both current levels of learning and children's future ability to learn, and therefore it is necessary to ensure all pupils can return to school sooner rather than later.

Most people who become infected with COVID-19 will experience mild symptoms, such as fever and cough and are unlikely to become severely unwell. The risk to children themselves of becoming severely ill from coronavirus (COVID-19) is very low and there are negative health impacts of being out of school. School is also a vital point of contact for public health and safeguarding services that are critical to the wellbeing of children and families. Lower academic achievement also translates into long-term economic costs due to having a less well-qualified workforce. This affects the standard of living that today's pupils will have over the course of their entire life.

In relation to working in schools, whilst it is not possible to ensure a totally risk-free environment, the Office of National Statistics analysis on [coronavirus \(COVID-19\) related deaths linked to occupations](#) suggest that staff in educational settings tend not to be at any greater risk from the disease than many other occupations. There is no evidence that children transmit the disease any more than adults.

Given the improved position, the balance of risk is now overwhelmingly in favour of children returning to school. For the vast majority of children, the benefits of being back in school far outweigh the very low risk from coronavirus (COVID-19).

While coronavirus (COVID-19) remains in the community, this means making judgments at a school level about how to balance and minimise any risks from coronavirus (COVID-19) with providing a full educational experience for children and young people. Schools will also need to plan for the possibility of school closure as a last resort and how they will ensure continuity of education should the situation change.

The following actions for staff and pupils contribute to reducing the likelihood of COVID-19 transmission:

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- Ensuring that if staff, pupils (or anyone in their household) develop symptoms of COVID-19, they stay at home, get [tested](#) and follow guidance on [household isolation](#), and ensuring that if staff or pupils are identified as a close contact of someone who has tested positive for COVID-19 by NHS Test and Trace, they stay at home and follow guidance for [people of contacts with confirmed coronavirus](#).
- [Washing hands](#) frequently for at least 20 seconds, using soap and water, or hand sanitiser where soap and water are not immediately available;
- Coughing or sneezing into tissues before binning them;
- Avoiding touching the eyes, nose or face;
- [Cleaning](#) and disinfecting regularly touched objects and surfaces using regular cleaning products;
- Minimising contact between individuals and maintaining social distancing wherever possible;
- Following government advice and guidance [on actions for the full opening of schools](#)

If the above advice is followed carefully, any risk of transmission in schools will be greatly reduced.

**Further government guidance** can be found at: <https://www.gov.uk/government/collections/guidance-for-schools-coronavirus-covid-19> and on coronavirus information on [Ealing Grid for Learning](#)

**This Risk Assessment should be completed in conjunction with the guidance above and with schools Initial Planning Framework**

Further advice can be sought by contacting either [Raj Chowdhury](#) (Children's Services) or [Steve Dunham](#) (Children's Services)


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<b>Document Changes</b>	<b>Date</b>
Original document published	22 <sup>nd</sup> May 2020
References made to EHCP children with 1-2-1 support. Hierarchy of controls added for all settings. Note added about virtual assemblies. Note added about seeking advice if required around propping of doors. Note added about cleaning of lunch areas. Note added on external providers of OT/physiotherapy and hydrotherapy sessions.	26 <sup>th</sup> May 2020
First page text amended to reflect the updated guidance on those clinically vulnerable and those clinically extremely vulnerable (shielding).	4 <sup>th</sup> June 2020
Text added about the 'Test and Trace' system and what schools should do in the event of a suspected or confirmed case.	19 <sup>th</sup> June 2020
Text added to clarify that staff members do not need to self-isolate as a precaution if they need to change 'bubbles'.	22 <sup>nd</sup> June 2020
Front page updated to reflect changes to government guidance for schools bringing back all children. Risk assessment rewrite based on amended government guidance	3 <sup>rd</sup> July 2020
As a result of trade union consultation, a reminder added for schools to adequately record details of pupils, staff and visitors on site.	8 <sup>th</sup> July 2020
In line with updated guidance, the need for strict social distancing on dedicated transport removed and schools to provide immunisation programmes as normal added.	31 <sup>st</sup> July 2020

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Updated to reflect the fact that the local authority now only needs to be informed about any positive cases (not suspected cases). In line with updated government guidance, the potential use of face coverings in secondary schools added.	26 <sup>th</sup> August 2020
In line with updated government guidance, face coverings now advised for over 11's on dedicated transport and a note added to ensure that ventilation is maximised on dedicated transport vehicles. Schools signposted to government guidance on; music, dance, drama, indoor/outdoor performances and team sports.	1 <sup>st</sup> September 2020
Link added to the HSE website on first aid. Link to the St John's Ambulance website removed.	10 <sup>th</sup> September 2020
DfE contact details added for any confirmed cases	17 <sup>th</sup> September 2020
Changes made to reflect further controls due to the new virus variants and January 2021 national lockdown. Additional controls include; High schools may wish to use face coverings in classrooms, keeping occupied spaces well ventilated, highlighting the need to keep visitors to an absolute minimum, reminding schools to keep 'bubble sizes' as small as possible and the rollout of asymptomatic testing in certain school settings.	8 <sup>th</sup> January 2021
Updates made in line with Government guidance published on the 22 <sup>nd</sup> February 2021 for the full opening of schools in March. Changes made include the areas of face coverings and asymptomatic testing. Overall size of document also reduced.	24 <sup>th</sup> February 2021

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<b>School: Dormers Wells High School</b>			<b>School address:</b> <b>Dormers Wells Lane</b> <b>Southall</b> <b>Middlesex</b>		<b>Review Date:</b> 2 <sup>nd</sup> March 2021			
<b>Assessment Date:</b> 11/7/2020			<b>What/who is being assessed?</b> Biological hazard- Covid-19 within educational settings  (This is a generic risk assessment for schools with signposts to the relevant Government guidance. Schools will need to include any specific controls they have in place to this document).					
<b>Name of Assessor:</b>			Roisin Walsh		<b>Responsible Person for Actions:</b>		Roisin Walsh and Leadership team	
Task / Activity Area	Hazard	Who might be harmed and how?	What are your existing controls?	Recommended Control Measures	Action by who/when?	Likelihood of occurrence after recommended controls added (L)	Impact (I)	Overall Risk (L X I) + I
			<i>SLT's to write what is being done now and then refer to Recommended controls:</i> <ul style="list-style-type: none"> <li>• Possible controls for consideration to be adapted or deleted as necessary</li> </ul>	<i>SLT's to move Recommended Controls into Existing Controls once they have been implemented:</i>		1-Very Unlikely 2-Unlikely 3- Possible 4- Likely 5- Very Likely Likelihood = Probability of occurrence based on specific activity being assessed	1-Negligible 2- Minor 3- Moderate 4- Major 5- Extreme Impact = Estimate of harm based on specific activity being assessed	<10 = Low 10-19 = Medium 20-30 = High

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Task / Activity Area	Hazard	Who might be harmed and how?	What are your existing controls?	Recommended Control Measures	Action by who/when?	Likelihood of occurrence after recommended controls (L)	Impact (I)	Overall Risk (L X I) + I

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Entering the school	Biological hazard-Covid-19	Staff, parents and pupils could become infected with COVID-19. If so, they are likely to experience mild symptoms such as fever or cough. In severe cases, this could lead to severe illness and hospitalisation, and, in rare cases, even death	<ul style="list-style-type: none"> <li>• <i>Stagger drop-off and collection times</i></li> <li>• <i>Parents not to enter school grounds</i></li> <li>• <i>Entry into school should be direct into classrooms where possible</i></li> <li>• <i>Pupil to be accompanied by only one parent</i></li> </ul>	<ul style="list-style-type: none"> <li>• Parents are aware to stay at home when a child or household member develops coronavirus symptoms and access testing. Schools communicates this regularly to parents and considers and posters put up around school to be aware of this.</li> <li>• On entry to school, staff and pupils to wash their hands with soap and water for at least 20 seconds and hands dried or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered. Skin friendly cleaning wipes can be used as an alternative.</li> <li>• Visitors to be kept to a minimum and should be managed so that social</li> </ul>	<p>Letter and flowchart to be sent to all parents/carers</p> <p>Publish on the school website. [RW/15<sup>th</sup> July]</p> <p>Information shared with students during induction and regular reminders as part of the pastoral programme [LT/YL 1<sup>st</sup> Sep]</p> <p>Parental and Student Guide published 15<sup>th</sup> July 2020 re staggered start/end times</p>	<b>2</b>	<b>3</b>	<b>(2X3)</b> <b>+3 =</b> <b>9</b> <b>(Low)</b>
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			<ul style="list-style-type: none"> <li>• <i>Visitors by appointment only</i></li> <li>• <a href="#"><u>Government guidance to be followed.</u></a></li> </ul>	<p>distancing and protective measures are explained on or before arrival. A record should be kept of all visitors.</p> <ul style="list-style-type: none"> <li>• Appointment only for all visitors.</li> <li>• Guidance for school offices can be found <a href="#"><u>here</u></a></li> </ul> <p>Schedules for essential services and contractor visits revised to reduce interaction and overlap between people.</p>	<p>[xJR 14<sup>th</sup> July 2020]</p> <p>[WHR/Engie w/b 13<sup>th</sup> July]</p> <p>Smaller office will have signs indicating one person at any one time (KL)</p> <p>Rota in place for IT Office (xST)</p> <p>Rota for the top Office (JR/WHR)</p>			
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<p>Reducing exposure and transmission of Coronavirus</p>	<p>Biological hazard-Covid-19</p>	<p>Staff, parents and pupils could become infected with COVID-19. If so, they are likely to experience mild symptoms such as fever or cough. In severe cases, this could lead to severe illness and hospitalisation, and, in rare cases, even death</p>	<ul style="list-style-type: none"> <li>• <i>Avoiding contact with anyone with symptoms</i></li> <li>• <i>Staggering start and finish times</i></li> <li>• <i>Minimising contact and mixing of groups</i></li> <li>• <i>Pupils and staff are in the same small groups each day, and different groups are not mixed during the day, or on subsequent days (staff members do not need to self-isolate as a precaution)</i></li> </ul>	<p><a href="#">Government guidance</a> to be followed.</p> <p>The early years foundation stage (EYFS) <a href="#">statutory framework</a> still applies.</p> <p><b>Prevention:</b></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</p> <p><input type="checkbox"/> Refer to dealing with suspected and confirmed cases below</p> <p>2) Clean hands thoroughly more often than usual</p> <ul style="list-style-type: none"> <li>• Hand washing when arriving at school, when returning from breaks, when changing rooms, before and after eating.</li> </ul>	<p>Medical addendum updated 8/7.2020 published on school website (RM)</p> <p>Start and finish times staggered</p> <p>Three entrances to ensure students do not mix (MY)</p> <p>6 bubbles created and students place in zones (FE)</p> <p>Write to parent/carers [regular update on website &amp; letters to families] (RW)</p> <p>Staircases will form part of designated routes for year groups and with clear signage.</p> <p>Markings to be placed on the ground to support social distancing where necessary inside and outside of the building.</p>	<p>2</p>	<p>3</p>	<p><b>(2X3)</b> <b>+3 =</b> <b>9</b> <b>(Low)</b></p>
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				<ul style="list-style-type: none"><li>• Foot operated hand sanitizer units at every entrance</li></ul> <p>Staff who are working in our testing centre are wearing full PPE as recommended by the training. This is disposed of according to instructions provided.</p> <p><a href="#">See individual risk assessment for testing at DWHS</a></p> <p><a href="#">Privacy Statement</a></p>				
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			<p><i>if they need to change 'bubbles')</i></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>Government guidance to be followed.</u></a></li> </ul>	<p><input type="checkbox"/> Embed this as part of the new school culture: induction, behaviour policy, assemblies</p> <p>3) Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach</p> <ul style="list-style-type: none"> <li>• Ensure that sufficient number of tissues and bins are available</li> <li>• Ensure that younger children and those with complex needs are helped to get this right</li> <li>• Embed this as part of the new school culture</li> </ul> <p>4) Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach</p> <p><input type="checkbox"/> Put in place a cleaning schedule that includes:</p> <ul style="list-style-type: none"> <li>○ More frequent cleaning of rooms/shared areas</li> </ul>	<p>Hand washing/Sanitizer at every entrance/exit to the school. Handwashing posters will be displayed outside toilets</p> <p>Hand sanitizer in all classrooms. (MY/Engie) (MY/Engie)</p> <p>All hand dryers to be disconnected and paper towels provided (Engie/WHA)</p> <p>Staff provided with personal hand sanitizer</p> <p>Staff and student induction to include expectations on handwashing. (YL/AHTS)</p> <p>Behaviour Policy Addendum (KL)</p> <p>Lidded bins in every classroom to dispose of tissues. Tissues in every room and good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach</p>			
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				<p>that are used by different groups</p> <ul style="list-style-type: none"> <li>○ Frequently touched surfaces being cleaned more than normal</li> <li>○ Allocated toilets for year groups.(see plan)</li> <li>○ Toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet</li> </ul> <p>5) Minimise contact between individuals where possible</p> <ul style="list-style-type: none"> <li>• Children and staff will no longer need to be arranged in small, consistent groups as of the 20<sup>th</sup> July 2020.</li> <li>• Consideration still required on how mixing can be minimised, for example, where different room are used by different age groups,</li> </ul>	<p>XDH)</p> <p>Risk assessments for individual students with an ECHP plan (KL/LA)</p> <p>Cleaning rotas in place (XDH/Engie)</p> <p>Regular cleaning of the communal spaces (XDH/Engie)</p> <p>Cleaning rotas in place and publicised in every room. (XDH/Engie)</p> <p>Allocated toilets for year groups.(see plan) MY/RM [1/9/20]</p>			
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				<ul style="list-style-type: none"> <li>□ keeping those groups apart as much as possible. Parents and carers should be encouraged to limit the number of settings their child attends, ideally ensuring their child only attends the same setting consistently. The same applies for staff. Where possible, settings are encouraged to avoid visitors entering the premises. Where professionals such as social workers, speech and language therapists or counsellors are required, virtual appointments should be considered in the first instance. If they do need to attend in person, they need to closely follow the protective measures of the setting. The number of attendees should be kept to a minimum and social distancing should be maintained where possible.</li> </ul>	<p>Part of the student induction (YL/AHTS)</p> <p>Students arranged in Year group bubbles and zoned in different parts of the school.(LT)</p> <p>Individual risk assessments for those with medical needs</p> <p>KL/LA[1-9-2020]</p>			
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				<p>☐ Make use of partition screens or similar as required</p> <p>6) The majority of staff in early years settings will not require PPE beyond what they would normally need for their work. PPE is only needed for a very small number of cases, including:</p> <ul style="list-style-type: none"> <li>• Where an individual child becomes ill with coronavirus (COVID-19) symptoms while at a setting, and only then if a distance of 2 metres cannot be maintained</li> <li>• Where a child already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used</li> <li>• See use of PPE below also</li> </ul> <p><b>Response to any infection</b></p> <p>7) Engage with the NHS Test and Trace process:</p>	<p>Appointment only meetings (LT)</p> <p>External agency workers allocated new working spaces. (KL)</p> <p>RA and Staff guidance shared with all external agency staff (LT)</p> <p>In place for areas that require a partition – example – library.</p> <p>Staff induction procedure to include what to do if a</p>			
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				<p><input type="checkbox"/> Refer to the specific <a href="#">guidance available on EGfL</a> <input type="checkbox"/> Keep attendance records (staff, pupils and visitors)</p> <p>8) Manage confirmed cases of coronavirus (COVID-19) amongst the school community- Use the <a href="#">flow chart</a> produced by Ealing Public Health</p> <p>9) Contain any outbreak by following <a href="#">local health protection team advice</a></p> <p>Numbers 7 to 9 must be followed in every case where they are relevant</p>	<p>student or staff member displays Covid symptoms &amp; Medical Policy addendum (RW/FE)</p> <p>Regular cleaning of the WelfareRoom (xDH/Engie)</p> <p>Isolation room assigned (RW/FE)</p> <p>PPE available for welfare staff and HIP staff (KL/XJR)</p> <p>All staff including Engie staff</p> <p>XJR and reception team</p>			
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					<p>KL/xBA/All staff to ensure register of students taken everyday</p> <p>Part of staff induction (RW/FE)</p> <p>Display in welfare and isolation room (RM)</p> <p>Key staff aware of the procedure (RW/FE/CN/XJR)</p>			
Reducing exposure and transmission of Coronavirus	Biological hazard-Covid-19	Staff, parents and pupils could become infected with COVID-19. If so, they are likely to experience mild symptoms such as fever or cough. In severe cases, this could lead to severe illness and	<ul style="list-style-type: none"> <li><i>Avoiding contact with anyone with symptoms</i></li> <li><i>Staggering start and finish times</i></li> <li><i>Minimising contact and mixing of groups</i></li> <li><i>Pupils and staff are in the same small groups</i></li> </ul>	<p><a href="#">Government guidance</a> to be followed by schools.</p> <p><a href="#">Specific guidance for Special schools</a> to be followed including the update of any EHC plans alongside parents/carers.</p> <p><b>Prevention:</b></p> <p>1) Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have</p>	<p>Shared with all staff in form of staff guidance and Risk Assessment (RW)</p> <p>Individual risk assessments for students with ECHP (KL/LA) shared with parents and staff.</p> <p>Medical Policy Addendum</p> <p>Isolation Room Procedure shared with key staff (RM)</p>	<b>2</b>	<b>3</b>	<p><b>(2X3)</b></p> <p><b>+3 =</b></p> <p><b>9</b></p> <p><b>(Low)</b></p>



		<p>hospitalisation, and, in rare cases, even death</p>	<p><i>each day, and different groups are not mixed during the day, or on subsequent days (staff members do not need to self-isolate as a precaution if they need to change 'bubbles')</i></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>Government guidance to be followed.</u></a></li> </ul>	<p>someone in their household who does, do not attend school</p> <p><input type="checkbox"/> Refer to dealing with suspected and confirmed cases below</p> <p>2) Clean hands thoroughly more often than usual</p> <ul style="list-style-type: none"> <li>• Hand washing when arriving at school, when returning from breaks, when changing rooms, before and after eating. Small children and pupils with complex needs should be helped to clean their hands properly. Skin friendly cleaning wipes can be used as an alternative.</li> <li>• Embed this as part of the new school culture</li> </ul> <p>3) Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach</p> <p><input type="checkbox"/> Ensure that sufficient number of tissues and bins are available</p>	<p>As noted above</p> <p>Display hand washing poster at all entrances</p> <p>Each member of staff provided with hand sanitiser and face coverings and a visor. The wearing of these face coverings and visor is optional but strongly advised.</p> <p>All staff and students strongly advised to wear a facemask when moving around the premises, outside of classrooms or activity rooms, such as corridors and communal areas where social distancing cannot easily be maintained.</p>			
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					With the more infectious variant of Covid-19 being easier to transmit, we have strengthened our guidance around face coverings and are now encouraging teachers and students to wear these during lessons.			
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				<ul style="list-style-type: none"> <li>• Ensure that younger children and those with complex needs are helped to get this right</li> <li>• Embed this as part of the new school culture</li> <li>• Some pupils with complex needs will struggle to maintain as good respiratory hygiene as their peers, for example those who spit uncontrollably or those who use saliva as a sensory stimulant. This should be considered in the pupil risk assessments.</li> </ul> <p>4) Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach</p> <p><input type="checkbox"/> Put in place a cleaning schedule that includes:</p> <ul style="list-style-type: none"> <li>○ More frequent cleaning of rooms/shared areas that are used by different groups</li> </ul>	As noted above				
					AS noted above				

				<ul style="list-style-type: none"> <li>○ Frequently touched surfaces being cleaned more than normal</li> <li>○ Different groups do not need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet Individual and frequently used equipment such as pens and pencils should not be shared. Classroom based resources such as books and games and be shared but these should be cleaned regularly. Pupils to limit the amount of equipment they bring in each day to</li> <li>○</li> </ul>	<p>As noted above</p> <p>Students to have own equipment</p> <p>Practical subjects: If equipment is used these are to be wiped down before another group use.</p>			
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				<ul style="list-style-type: none"> <li>○ essentials such as; lunch boxes, hats, coats, books, stationery and mobile phones. Bags are allowed. Books and other shared resources can be taken home, although unnecessary sharing should be avoided. Similar rules on hand cleaning, cleaning of the resources and rotation apply to these resources. Resources that are shared between classes and ‘bubbles’ such as sports, arts and science equipment should be cleaned frequently and meticulously, and always between bubbles, or rotated to allow them to be left unused for a period of 48 hours</li> </ul>	<p>PE: Year group bags. – equipment to be organised for each bubble and only to be used by that bubble e.g. each year group gets ten footballs, netballs etc. Equipment will also be cleaned regularly.</p> <p>Guidance to parents and students regarding equipment (RW)</p> <p>No sharing of resources – students informed that they will not be able to borrow equipment</p> <p>Individual risk assessment for practical subjects in relation to equipment.</p> <p>PE/Music/Drama/Science/DT</p>			
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				<p>(72 hours for plastics) between use by different bubbles.</p> <ul style="list-style-type: none"> <li>○ An assessment of the cleanability of equipment used in the delivery of therapies (for example, physiotherapy equipment and sensory equipment), to determine whether this equipment can withstand cleaning and disinfection between each use (and how easy or practical it would be to do so) before it is put back into general use. Where cleaning or disinfection is not possible or practical, resources will have to be restricted to one user, or be left</li> </ul>	<p>HIP Equipment: Guidance in place (KL/LA)</p>			
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				unused for a period of 48 hours (72 hours)				
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				<p>for plastics) between use by different individuals.</p> <p>5) Minimise contact between individuals and maintain social distancing wherever possible (this must be properly considered and measures put in place by schools that suit their particular circumstances)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use of staff rooms should be the day, although staff must still have breaks during</li> </ul> <p>increasing consistent</p> <p>2020: remains important</p> <ul style="list-style-type: none"> <li>○ 'bubble' sizes can be of September</li> <li>○ KS1, KS2 and KS3 are likely to implement groups the size of a full class</li> <li>○ KS4 and KS5 are likely to implement group sizes as large as the size of the year</li> </ul>	<p>Staff Faculty Office guidance shared with all staff (RW)</p> <p>Overflow Staff Room created to ensure staff have a space to work and be able to socially distance (RW)</p> <p>Year group bubbles in place</p>			
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				<ul style="list-style-type: none"><li>○ AP's may wish to adopt whole school 'bubbles' to best meet the needs of their students</li><li>○ Schools to assess their individual circumstances and if class-sized groups are not feasible, they can look to implement year group sized 'bubbles'.</li><li>○ 'Bubbles' should be</li></ul>					
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				<p>kept apart from other groups where possible and older children should be encouraged to keep their distance within groups.</p> <p>Limit interaction, sharing of rooms and social spaces</p> <ul style="list-style-type: none"> <li>○ between groups as much as possible All teachers and other staff can operate across different</li> <li>○ classes year</li> </ul>	<p>Year group bubbles have been allocated a zone.</p> <p>Individual confidential risk assessments for identified staff from medical survey and staff who are in the BAME group in consultation with staff member (RW/FE/CN)</p>				
				<p>groups, and schools whilst maintaining social distancing (ideally 2m) as much as they can where possible. In</p>					

				<p>particular, staff should avoid close face to face contact and minimise time spent within 1 metre of anyone.</p> <ul style="list-style-type: none"> <li>○ Small adaptations to classrooms to be made to support social distancing where possible. This includes seating pupils side by side and facing forwards. For children old enough, they should</li> <li>○ be supported and encouraged to maintain distance and not to touch staff or their peers where possible</li> <li>○ Large gatherings such as assemblies or</li> </ul>	<p>Guidance shared with staff during induction</p> <p>Staff guide provided to all staff. (RW/FE/CN)</p> <p>Redeployment of some staff – TA/Learning Mentors to minimise time with students</p> <p>All rooms layouts will be forward facing</p> <p>No Zone space created for staff. Student induction explains the protocol for all</p>		
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				<ul style="list-style-type: none"> <li>○ collective worship should be avoided</li> <li>Groups should be kept apart and movement around the school kept to a minimum. Avoid creating busy areas</li> <li>○ such as corridors and stairs.</li> <li>Consider staggering break and lunch times</li> <li>○ Where pupils are singing, chanting, playing wind/brass instruments or are shouting in music lessons, schools should consider how to reduce the risk, including physical distancing, playing outside where possible, limiting group sizes to no more than 15, positioning pupils back-to-back or side-to-side, avoiding</li> </ul>	<p>classrooms. Teacher desks to be cleared of books and other resources to prevent contamination and make it easy to clean all surfaces.</p> <p>There will be no assemblies students will go directly to the classroom. All assemblies will be virtual/pre-recorded.</p> <p>Year groups have been allocated a route. The route will be colour coded.(MY)</p> <p>Break and lunch has been staggered. Specific route to dining room for each year group. (MY/RM)</p>			
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				routinely attends more than one					
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				<p>setting on a part time basis, for example they are registered at a mainstream school and an alternative provision for example, schools should work through the systems of controls collaboratively</p> <ul style="list-style-type: none"> <li>○ Visitors should be limited and managed so that social distancing and personal hygiene expectations are explained on or before arrival. A record should be kept of all visitors.</li> </ul> <p>6) See use of PPE in the section below</p> <p>Numbers 1 to 4 must be in place in all schools, all the time</p> <p><b>Response to any infection</b></p>	<p>Re allocation of rooms to ensure safe practice (KL)</p> <p>N/A</p> <p>Visitors to the school is by appointment only.</p>			
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				<p>7) Engage with the NHS Test and Trace process:</p> <p><input type="checkbox"/> Refer to the specific <a href="#">guidance available on EGfL</a> <input type="checkbox"/> Keep attendance records (staff, pupils and visitors)</p> <p>8) Manage confirmed cases of coronavirus (COVID-19) amongst the school community- Use the <a href="#">flow chart</a> produced by Ealing Public Health</p> <p>9) Contain any outbreak by following <a href="#">local health protection team advice</a></p> <p>Numbers 7 to 9 must be followed in every case where they are relevant</p>	<p>HT Conference room allocated as the meeting room.</p> <p>Record in place for all visitors (XJR)</p> <p>Windows and doors (if not fire doors) to be kept open at all times therefore using natural ventilation. The timer can be overridden to ensure windows remain open</p>			
Reducing exposure and transmission of Coronavirus	Biological hazard- Covid-19	Staff, parents and pupils could become infected with COVID-19. If so, they are likely to	<input type="checkbox"/> <i>Provision previously closed (can resume in July 2020)</i>	<input type="checkbox"/> Consideration to be given on how such provisions can work alongside schools' wider protective measures, including keeping children within their 'bubbles' where possible.	<p>Breakfast club will begin</p> <p>Policy in place for Breakfast club (MY)</p> <p>Students kept in year group zones in the Dining Hall (MY/WJE/WHT)</p>	2	3	(2X3) +3 = 9 (Low)



<p>ExtraCurricular provisions (breakfast and afterschool clubs)</p>		<p>experience mild symptoms such as fever or cough. In severe cases, this could lead to severe illness and hospitalisation, and, in rare cases, even death</p>		<ul style="list-style-type: none"> <li><input type="checkbox"/> If keeping pupils within their bubbles during the school day not possible, then small consistent groups should be formed.</li> <li><input type="checkbox"/> Schools to follow <a href="#">specific guidance on protective measures for out of school settings</a>. This includes the consideration of group sizes.</li> <li><input type="checkbox"/> Keep attendance records (staff, pupils and visitors)</li> </ul>	<p>Student to pre-book weekly place at breakfast club (MY)</p> <p>Attendance records from BC to be kept (MY)</p>			
<p>Outdoor activities including use of playgrounds</p>	<p>Biological hazard-Covid-19</p>	<p>Staff, parents and pupils could become infected with COVID-19. If so, they are likely to experience mild symptoms such as fever or cough. In severe cases, this could lead to severe</p>	<ul style="list-style-type: none"> <li>• <i>Stagger breaks and lunches</i></li> <li>• <i>Keep pupils in 'bubbles'</i></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Outdoor playground equipment should be more frequently cleaned. This would also apply to resources used inside and outside by wraparound care providers.</li> <li><input type="checkbox"/> Outdoor activities to be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying special attention to cleaning and hygiene.</li> <li><input type="checkbox"/> Schools are able to work with external coaches, clubs</li> </ul>	<p>Social spaces have been zoned and marked out by coloured tapes/signage (MY)</p> <p><a href="#">See Zone Plan Link</a></p> <p>Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sports setting</p>	<p><b>2</b></p>	<p><b>3</b></p>	<p><b>(2X3) +3 = 9 (Low)</b></p>

		illness and hospitalisation, and, in rare cases, even death		<p>and organisations for curricular and extracurricular activities where safe to do so.</p> <p>Schools to follow <a href="#">specific Government advice on the phased return of sport and recreation.</a></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Keep attendance records (staff, pupils and visitors)</li> </ul>	<p>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. (PC/DN)</p> <p>Review weekly and follow government and local authority advice. (PC/DN/FE)</p> <p>Attendance records will be kept (PC/DN)</p>			
Educational visits	Biological hazard-Covid-19	Staff, parents and pupils could become infected with COVID-19. If so, they are likely to experience mild	<i>Provision previously closed (can resume nonovernight domestic educational visits as of</i>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Keep pupils with consistent groups</li> <li><input type="checkbox"/> Following the Covid-19 secure measures at the destination</li> <li><input type="checkbox"/> Make use of the local outdoor spaces. Early years providers can take small</li> </ul>	<p>There will be no educational visits in the first term.</p> <p>To be reviewed in March 2021(RW)</p>	<b>2</b>	<b>3</b>	<b>(2X3) +3 = 9 (Low)</b>

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				groups of children to outdoor public spaces,				
		symptoms such as fever or cough. In severe cases, this could lead to severe illness and hospitalisation, and, in rare cases, even death	<i>September 2020)</i>	<p>provided that they can demonstrate that they can stay 2 meters away from other people at all times. To carry out a risk assessment of all educational visits as per the Ealing Council <a href="#">‘There and Back Again’ policy.</a></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Keep attendance records (staff, pupils and any</li> <li><input type="checkbox"/> contacts)</li> </ul>				

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Lunch	Biological hazard-Covid-19	Staff, parents and pupils could become infected with COVID-19. If so, they are likely to experience mild symptoms such as fever or cough. In severe cases, this could lead to severe illness and hospitalisation,	<ul style="list-style-type: none"> <li>• <i>Stagger lunch times, so that all children are not moving around the school at the same time.</i></li> </ul> <p><i>Field to be zoned of using colour tapes and metal stakes</i></p>	<ul style="list-style-type: none"> <li>□ School kitchens to continue to operate but must comply to the <a href="#">guidance for food businesses on Coronavirus</a></li> </ul>	<p>Staggered break and lunch arrangement in place (MY/FE/RW)</p> <p>Staff to be on duty in each of the zones</p> <p>Students to be told during induction they are not to</p>	2	3	<p><b>(2X3)</b>  <b>+3 =</b>  <b>9</b>  <b>(Low)</b></p>
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		and, in rare cases, even death	<ul style="list-style-type: none"> <li><i>Lunch in the groups pupils are already in, groups should be kept apart as much as possible and tables should be cleaned between each group</i></li> <li><i>Before eating, Pupils to wash their hands with soap and water for at least 20 seconds and hands dried or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered.</i></li> </ul>		<p>touch the markers on each zone. (MY/LT/TG/YL)</p> <p>Students will remain in their year bubbles (MY/FE/RW)</p> <p>Staff and pupils to bring in their own water bottles and identify drinking water outlets for use to fill up water bottles</p> <p>Water fountains to be switch off and signed out of use (Engie/WHA)</p> <p>Students provided with a colour badge to monitor bubbles.</p> <p>Dining Space cleaned between each break (XDH/Engie/WHR)</p> <p>Foot operated hand sanitizers will be positioned</p>			
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			<ul style="list-style-type: none"> <li>• <i>Pupils are encouraged not to touch their mouth, eyes and nose</i></li> <li>• <i>Use halls, dining areas and internal and external sports facilities for lunch and exercise at half capacity.</i></li> <li>• <i>Consider one-way circulation or place a divider down the middle of the corridor to keep groups apart as they move through the</i></li> </ul>		<p>at every entrance and exit to the dining room. All students will be expected to sanitize hands. Duty staff to guide students. (all duty staff/LT/Engie/WHR/xDH)</p> <p>Information shared through student induction</p> <p>Signs to remind students located throughout the school. (XGY/Engie/XDH)</p>			
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			<p><i>setting where spaces are accessed by corridors.</i></p> <ul style="list-style-type: none"> <li><i>Where possible, all spaces should be well ventilated using natural ventilation (opening windows) or ventilation units.</i></li> <li><i>Prop doors open, where safe to do so (bearing in mind fire safety and safeguarding-schools will need to make a decision on this and seek advice where</i></li> </ul>		<p>Colour coded routes for all year groups. Student induction to train students in movement around the school. (YL/LT)</p> <p>All spaces should keep the windows open. (all staff)</p> <p>All doors, if not a fire door, to be kept open. (all staff)</p>				
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			<p><i>needed), to limit use of door handles and aid ventilation.</i></p> <ul style="list-style-type: none"> <li><i>• Dining hall activities (including cleaning of the lunch area) to be managed, ultimately by the school and supported by the catering provider.</i></li> </ul>		<p>All spaces should keep the windows open.</p> <p>All doors, if not a fire door, to be kept open.</p> <p>Rota in place for cleaning. Shared with Engie. (WHR/XDH/RW/FE)</p>			
Transport Arrangements	Biological hazard-Covid-19	Staff, parents and pupils could become infected with COVID-19. If so, they are	<ul style="list-style-type: none"> <li><i>• Staff parents and students are encouraged to walk or cycle to their</i></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Schools, parents and students should follow the <a href="#">Coronavirus (COVID19): safer travel guidance for passengers</a></li> </ul>	Guidance to parents regarding travelling to school via parental guidance letter (RW/FE)	2	3	(2X3) +3 = 9 (Low)



		likely to experience mild symptoms such as fever or cough. In severe cases, this could lead to severe illness and hospitalisation, and, in rare cases, even death	<i>education setting where possible, or use private vehicles</i>	<ul style="list-style-type: none"> <li>□ Dedicated transport providers to consider: <ul style="list-style-type: none"> <li>○ How pupils are grouped together on transport (reflect bubbles that are adopted within schools)</li> <li>○ use of hand sanitiser upon boarding and/or disembarking</li> <li>○ additional cleaning of vehicles</li> <li>○ organised queuing and boarding where possible</li> <li>○ distancing within vehicles wherever possible</li> <li>○ the use of face coverings for children over the age of 11, where appropriate, for example, if they are likely to come</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Bus queues</li> <li>- Walking to school</li> <li>- Cycling to school</li> <li>- Use of hand sanitizer while travelling to school</li> </ul> <p>Duty staff will be at bus stops (MY/LT)</p> <p>Guidance to parents via letter (RW/FE)</p>			
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				<p>into very close contact with people outside of their group or who they do not normally meet</p> <ul style="list-style-type: none"> <li>□ Public transport: <ul style="list-style-type: none"> <li>○ Use by pupils to be kept to a minimum, especially during peak times</li> <li>○ Face coverings to be used by children over the age of 11</li> </ul> </li> <li>□ Childminders and other early years settings to work with parents to agree how best to manage any necessary journeys, for example pick-ups and drop-offs at school, to reduce the need for a provider to travel with groups of children. If a pick up or drop off is required, walking is preferable. If</li> </ul>					
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				not practicable, then a private vehicle is preferable to public transport.				
Dealing with suspected and confirmed cases of Covid-19	Biological hazard-Covid-19	Staff, parents and pupils could become infected with COVID-19. If so, they are likely to experience mild symptoms such as fever or cough. In severe cases, this could lead to severe illness and hospitalisation, and, in rare cases, even death	<ul style="list-style-type: none"> <li>Where the child, young person or staff member tests negative, they can return to their setting and the fellow household members can end their selfisolation.</li> </ul>	<p><b>Suspected cases:</b></p> <p>If a child, young person or staff member develops symptoms compatible with coronavirus, they should be sent home and the <a href="#">stay at home guidance</a> followed. They should also get a <a href="#">test</a> as soon as possible. All schools will be provided with a small number of home testing kits that they can give directly to parents/carers collecting a child who has developed symptoms at school, or staff who have developed symptoms at school, where they think providing one will significantly increase the likelihood of them getting tested. Advice will be provided alongside these kits.</p> <p>If a child is awaiting collection, they should be moved, if</p>	Parental Guidance Letter to be sent to all families (RW/FE)	2	3	(2X3) +3 = 9 (Low)
					See medical policy and isolation room procedure (RM)			

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				possible, to a room where they can be isolated behind a closed				
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				<p>door, depending on the age of the child and with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people. If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom should be cleaned and disinfected using standard cleaning products before being used by anyone else.</p> <p>Additional actions include:</p> <ul style="list-style-type: none"> <li>• Follow guidance on cleaning</li> <li>• Inform Ealing Council (contact Steve Dunham: <a href="mailto:dunhams@ealing.gov.uk">dunhams@ealing.gov.uk</a> or 07940546263 and Raj Chowdhury; <a href="mailto:chowdhuryr@ealing.gov.uk">chowdhuryr@ealing.gov.uk</a> or 07568130165 for advice)</li> <li>• Consider informing parents of students in the relevant 'bubble' that a student or</li> </ul>	<p>Deep Clean of space (WHR/ENGIE/RW/FE)</p>			
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				<p>staff member has developed symptoms of COVID-19 (if was at school during the 'infectious period' 48 hours before and whilst symptomatic), but they are not required to self-isolate.</p> <ul style="list-style-type: none"> <li>• Ensure stock of PPE in case further symptomatic cases on site</li> <li>• Await test results (48-72 hours) <b>Confirmed cases:</b></li> </ul> <p>If a child, young person or staff member tests positive the school should:</p> <ul style="list-style-type: none"> <li>• Contact Public Health England London Coronavirus Response Cell (LCRC) on 0300 303 0450</li> <li>• Inform Steve Dunham DunhamS@ealing.gov.uk or 07940 546 263) or Raj Chowdhury (ChowdhuryR@ealing.gov.uk or 07568 130165) and the Council's public health team (<a href="mailto:publichealth@ealing.gov.uk">publichealth@ealing.gov.uk</a>)</li> </ul>	<p>Parents to be phoned if case arrives (RW/FE)</p> <p>Stock in place and checked regularly (XJR)</p> <p>(RW/FE)</p> <p>Guidance shared with key staff</p>			
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				<p>Public Health England should work with the school to:</p> <ul style="list-style-type: none"> <li>• Undertake a risk assessment</li> <li>• 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 14 days</li> <li>• Identify any further actions needed</li> </ul> <p><b>Local outbreaks</b></p> <ul style="list-style-type: none"> <li>• If a local area sees a spike in infection rates that is resulting in localised community spread, it will be decided which measures to implement to help contain the spread. The Department for Education will be involved in decisions at a local and national level affecting a geographical area, and will support</li> </ul>	<p>Parents/Staff to be informed following advice from PHE/DFE (RW/FE)</p>			
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				<p>appropriate authorities and individual settings to follow the health advice.</p> <p><input type="checkbox"/> Public Health England may advise a school or a number of schools to close temporarily to help control transmission. Schools will also need a contingency plan for this eventuality. This may involve a return to remaining open only for vulnerable children and the children of critical workers, and providing remote education for all other pupils.</p>	<p>Parents/Staff to be informed following advice from PHE/DFE (RW/FE)</p>				
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Use of PPE	Biological hazard- Covid-19	Staff, parents and pupils could become infected with COVID-19. If so, they are likely to experience mild symptoms such as fever or cough. In	<ul style="list-style-type: none"> <li><i>Individual pupil risk assessment and/or behavioural support plan to be reviewed and updated.</i></li> <li><i>Staff related risk assessments</i></li> </ul>	For staff looking after children with complex special educational needs and providing direct personal care (at a distance of less than 2 metres), the following PPE should be available for use by school staff: <ul style="list-style-type: none"> <li>Disposable gloves;</li> <li>Disposable apron;</li> <li>Fluid resistant (type IIR) surgical mask;</li> </ul>	Available for Welfare staff and staff members who work in the HIP (XJR/RW/FE/KL/LA)  Guidance on safe removal of PPE to be shared with key staff. (XJR/RW/FE/KL/LA)	2	3	<b>(2X3)</b> <b>+3 =</b> <b>9</b> <b>(Low)</b>
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		severe cases, this could lead to severe illness and hospitalisation, and, in rare cases, even death	<i>to be updated for those that are vulnerable, such as those who are pregnant</i>	<ul style="list-style-type: none"> <li>• Eye protection where there is a risk of splashing of bodily fluids.</li> </ul> <p>PPE should also be provided in the following cases:</p> <ul style="list-style-type: none"> <li>• Children, young people and students whose care routinely already involves the use of PPE due to their intimate care needs.</li> <li>• If a child, young person or other learner becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home, and a distance of 2 metres cannot be maintained.</li> <li>• External providers of OT/ physiotherapy/ hydrotherapy sessions should provide their own PPE. School staff will be provided with PPE as required.</li> </ul>	See medical Policy Addendum (XJR/RW/FE/KL/LA)				
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				<p>The Family Information Service can arrange for this PPE to be delivered to schools via the Family Information Service – <a href="mailto:children@ealing.gov.uk">children@ealing.gov.uk</a> tel. 0208 825 5588</p> <p>The following Government <a href="#">video</a> shows how PPE should be put on and taken off.</p> <p>PPE should be disposed of in line with Government guidance on <a href="#">cleaning in non-healthcare settings</a>.</p> <p><a href="#">Government guidance on PPE</a> to be followed.</p>				
Administering First aid/ Medication	Biological hazard- Covid-19	Staff, parents and pupils could become infected with COVID-19. If so, they are likely to experience mild symptoms such as fever	<ul style="list-style-type: none"> <li><i>Schools have a suitable number of staff on duty</i></li> <li><i>Schools have a first aid risk assessment and</i></li> </ul>	<ul style="list-style-type: none"> <li>St John’s Ambulance <a href="#">advice</a> followed by first aiders during the Covid-19 pandemic.</li> <li>Guidance on the number of first aiders required provided <a href="#">here</a></li> <li><i>Administering first aid and medication risk assessments to be amended by schools</i></li> </ul>	First aid staff (How many staff )	2	3	(2X3) +3 = 9 (Low)

		or cough. In severe cases, this could lead to severe illness and hospitalisation, and, in rare cases, even death	<i>medication policy in place</i>	<ul style="list-style-type: none"> <li>• <a href="#">Government PPE guidance</a> followed.</li> </ul>				
Leaving the school	Biological hazard-Covid-19	Staff, parents and pupils could become infected with COVID-19. If so, they are likely to experience mild symptoms such as fever or cough. In severe cases, this could lead to severe illness and hospitalisation, and, in rare	<ul style="list-style-type: none"> <li>• <i>Stagger drop-off and collection times</i></li> <li>• <i>Parents not to enter school grounds</i></li> </ul>	<ul style="list-style-type: none"> <li>□ Staff and pupils to wash their hands with soap and water for at least 20 seconds and hands dried or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered. Skin friendly cleaning wipes can be used as an alternative.</li> </ul>	<p>Y7 Y8 Y9 will begin school at 8.45</p> <p>Y10/11/12/13 will begin school at 9am</p> <p>All year groups will enter via separate gates – see plan (RW/FE/MY/RM)</p> <p>Parents to be informed of entrance and exit arrangements for each year group. (RW/FE)</p>	<b>2</b>	<b>3</b>	<p><b>(2X3)</b></p> <p><b>+3 =</b></p> <p><b>9</b></p> <p><b>(Low)</b></p>

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		cases, even death							
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<b>Likelihood:</b>						
Very Likely	5	6	12	18	24	30
Likely	4	5	10	15	20	25
Possible	3	4	8	12	16	20
Unlikely	2	3	6	9	12	15
Very Unlikely	1	2	4	6	8	10
		1	2	3	4	5
<b>Impact:</b>		Negligible	Minor	Moderate	Major	Extreme