

While the aim is to have all pupils back at school in the autumn, every school will also need to plan for the possibility of a local lockdown and how they will ensure continuity of education.

In most cases the preparation for full re-opening will be undertaken by the Head teacher and senior colleagues. However, relevant bodies (such as the local authority, academy trusts or governing bodies, depending on the school type) retain responsibility for key decisions and plans should be confirmed with them, particularly risk assessments of the school opening fully before pupils and staff return. All staff and Trade Union safety representatives should be consulted on the development of your risk assessment(s) - leaders are encouraged to ensure that consultation on any changes to risk assessments that will be in place for the start of the autumn term commence with staff before the summer break, to ensure that those that are on term-time only contracts have adequate time to contribute. Ensure all persons understand any safety measures, how usual practice may need to be adapted and the safe ways to work together with timetable changes and operational precautions.

Schools have remained open to some pupils since 20 March, welcoming more pupils back from 1 June. Schools should therefore have already assessed the risks and implemented proportionate control measures to limit the transmission of coronavirus (COVID-19) for a limited number of pupils.

As part of planning for full return in the autumn term, it is a legal requirement that schools should revisit and update their risk assessments (building on the learning to date and the practices they have already developed), to consider the additional risks and control measures to enable a return to full capacity in the autumn term. Settings should also review and update their wider risk assessments and consider the need for relevant revised controls in respect of their conventional risk profile considering the implications of coronavirus (COVID-19). Schools should ensure that they implement sensible and proportionate control measures which follow the health and safety hierarchy of control to reduce the risk to the lowest reasonably practicable level. Essential measures include:

- a requirement that people who are ill stay at home;
- robust hand and respiratory hygiene;
- enhanced cleaning arrangements;
- active engagement with NHS Test and Trace;
- formal consideration of how to reduce contacts and maximise distancing between those in school wherever possible and minimise potential for contamination so far as is reasonably practicable.

How contacts are reduced will depend on the school's circumstances and will (as much as possible) include:

- grouping children together;
- avoiding contact between groups;
- arranging classrooms with forward facing desks;
- staff maintaining distance from pupils and other staff as much as possible.

Actions schools must take include:

Prevention:

- 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;
- 2) clean hands thoroughly more often than usual;
- 3) ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach;
- 4) introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach;
- 5) minimise contact between individuals and maintain social distancing wherever possible;

6) where necessary, wear appropriate personal protective equipment (PPE).

Numbers 1 to 4 must be in place in all schools, all the time.

Number 5 must be properly considered and schools must put in place measures that suit their particular circumstances.

Number 6 applies in specific circumstances.

Response to any infection:

7) engage with the NHS Test and Trace process;

8) manage confirmed cases of coronavirus (COVID-19) amongst the school community;

9) contain any outbreak by following local health protection team advice.

Numbers 7 to 9 must be followed in every case where they are relevant.

The control measures listed in the following risk assessment are a guide to help and support you. It is divided into 2 parts:

- **Part 1** – Staff and pupil management issues to support full re-opening of the school
- **Part 2** - Premises and maintenance issues required prior to and during full opening (*although much of this will have been completed prior to partial re-opening in June*)

Control measures in both parts will need to be considered. Some of the information can simply be deleted where it does not apply to your setting or where you have devised your own particular control measure to reduce the risks. So although it may look onerous, much of it is made up of possible practical solutions and measures you will already have considered.

This risk assessment **may well be subject to change** as we move through the weeks and months to come, but we will highlight any changes to make life easier for you. Please be assured that we continue to be here to support you during the next couple of weeks and beyond. We will be available over the summer break if you need to contact us for help or advice. If you have any queries, please do not hesitate to get in touch.

Stay safe, keep well and take care.

A handwritten signature in black ink that reads "Kym Allan". The signature is written in a cursive style with a period at the end.

Full Re-Opening of Schools/Settings from Autumn 2020 – Coronavirus (Covid-19) Pandemic Risk Assessment V2



Activity:	Full Re-Opening of Schools/Settings from Autumn 2020 during Coronavirus (Covid-19) Pandemic		Location:	Tatham Fells
Assessor:	Fiona Ip	Ref No.:	Distribution:	All staff
Date:	9.9.20	Proposed Review Date:	As required but by 1.11.20	Signed: F.Ip

All pupils, in all year groups should return to school full-time from the beginning of the autumn term 2020. The [Actions for schools during the coronavirus outbreak from the start of the autumn term](#) is intended to support schools, both mainstream and alternative provision. It applies to primary, secondary (including sixth forms), infant, junior, middle, upper, school-based nurseries and boarding schools. Independent schools are expected to follow the control measures set out in this document in the same way. The guidance also covers expectations for children with SEND, including those with education, health and care plans, in mainstream schools. Separate guidance is available for [Early years and childcare providers](#) and for [Special schools and other specialist settings](#).

Separate Risk Assessments are available on the KAHSC website for [Cleaning Schools during Coronavirus Pandemic](#) and [School Catering Operations during the Coronavirus Pandemic](#).

PART 1 – STAFF AND PUPIL MANAGEMENT ISSUES TO SUPPORT RE-OPENING OF THE SCHOOL/SETTING

Hazard	Risk	Individuals at risk	Risk Rating	Control Measures What are we doing now?	Notes/Additional Control Measures What more do we need to explain/do?	Residual Risk
Contact with individuals who are unwell	Serious respiratory illness, death	All building users, including visitors/ parents, contractors/ maintenance personnel	High	<ul style="list-style-type: none"> <input type="checkbox"/> Ensure that pupils, staff and other adults do not come into school if they have coronavirus (COVID-19) symptoms (a new continual cough, a temperature in excess of 37.8°C or a loss of, or change in their normal sense of taste or smell (anosmia)) or have tested positive in the last 7 days, and ensure anyone developing those symptoms during the school day is sent home (Stay at home guidance for households with possible Covid-19 infection). <input type="checkbox"/> If anyone in the school becomes unwell with coronavirus symptoms, they must be sent home and advised to follow the above Stay at home guidance, which sets out that they must self-isolate for at least 7 days and should arrange to have a test. Other members of their household (including any siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms. <input type="checkbox"/> If someone in a child or staff member's support bubble is showing coronavirus symptoms, or otherwise self-isolating, everyone in that support bubble should stay home. If the child/staff member or a member of their support bubble is contacted as part of the NHS Test and Trace programme, the individual contacted should stay at home. If the individual becomes symptomatic, everyone in the support bubble should then isolate. <input type="checkbox"/> If a child is awaiting collection, they will 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 	<p>Ensure all staff and parents are made aware.</p> <p>Public Health England is clear that routinely taking the temperature of pupils is not recommended as this is an unreliable method for identifying coronavirus (COVID-19).</p> <p>The school will operate as one bubble for test purposes with distancing within school where possible</p> <p>Head's office will be used</p>	

				<p>required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, we will move them to an area which is at least 2 metres away from other people.</p> <ul style="list-style-type: none"> <input type="checkbox"/> If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom will be cleaned and disinfected using standard cleaning products before use by anyone else. <input type="checkbox"/> If a child needs direct personal care until they can return home, a fluid-resistant surgical face mask will be worn by the supervising adult if a distance of 2m cannot be maintained. If contact with the child is necessary, then disposable gloves and a disposable apron will also be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, e.g. from coughing, spitting, or vomiting, then eye protection will also be worn. Refer to safe working in education, childcare and children’s social care settings, including the use of personal protective equipment (PPE) <input type="checkbox"/> In an emergency, call 999 if someone is seriously ill, injured or their life is at risk. <input type="checkbox"/> Anyone who has helped someone with symptoms and any pupils who have been in close contact with them do not need to go home to self-isolate unless they develop symptoms themselves (in which case, they should arrange a test) or if the symptomatic person subsequently tests positive or they have been requested to do so by NHS Test & Trace. <input type="checkbox"/> Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. The area around the person with symptoms must be cleaned with normal household disinfectant after they have left to reduce the risk of passing the infection on to other people. Refer to COVID-19: cleaning of non-healthcare settings guidance. <input type="checkbox"/> If a child starts displaying coronavirus symptoms while at their school or setting they must, wherever possible, be collected by a member of their family or household. School will not transport them home. 	<p>A supply of fluid-resistant surgical face masks is available in school <u>Full PPE mentioned is ready to use in the office</u></p> <p>Anyone with coronavirus (COVID-19) symptoms should not visit the GP, pharmacy, urgent care centre or a hospital.</p>	
Poor response to an infection	Infection spread leading to serious respiratory illness, death	All building users, including visitors/ parents, contractors/ maintenance personnel	High	<ul style="list-style-type: none"> <input type="checkbox"/> We will ensure all staff understand the NHS Test and Trace process. We will ensure that staff and parents/carers understand that they will need to be ready and willing to: <ul style="list-style-type: none"> - book a test if they are displaying symptoms (or order via Tel No. 119). Staff and pupils must not come into the school if they have symptoms and must be sent home to self-isolate if they develop them in school. All children can be tested, including children under 5, but children aged 11 and under will need to be helped by their parents/carers if using a home testing kit; - provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test & Trace; 	<p>If any individual with symptoms is believed to have contracted the COVID-19 virus ‘whilst at work’, the relevant information must be reported to the HSE under RIDDOR legislation.</p>	

				<ul style="list-style-type: none"> - self-isolate if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19). □ By the autumn term, all schools will be provided with a small number of home testing kits that we can give directly to parents/carers collecting a child who has developed symptoms at school, or staff who have developed symptoms at school, where we think providing one will significantly increase the likelihood of them getting tested. □ We will ask parents and staff to inform us immediately of the results of a test: <ul style="list-style-type: none"> - if a child or member of staff tests negative, if they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating although it is still best to avoid contact with other people until they are better. Other members of their household can stop self-isolating. - if a child or member of staff tests positive, they should follow the 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection' and must continue to self-isolate for at least 7 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 (a cough or anosmia can last for several weeks once the infection has gone). The 7-day period starts from the day when they first became ill. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal. Other members of their household should continue self-isolating for the full 14 days. □ At this stage, all those who have been in close contact with the pupil or member of staff in their group or bubble will be asked to self-isolate for 14 days. <p>If a further child who is self-isolating develops symptoms, they should be tested for COVID-19. If this result is positive, they will begin the 7 day isolation from the day they became ill. All those in the second child's household will need to self-isolate for 14 days from the onset of the symptoms. If the result is negative, the second child will continue with their 14 day isolation period as a result of being in contact with the first child. For further information see page 5 (1st bullet point).</p>	<p>The Food Standards Agency's Fitness to work guidance for staff who handle food products provides advice on managing sickness in a food business.</p>	
There is a confirmed case of coronavirus amongst the school community	Infection spread leading to serious respiratory illness, death	All building users, including visitors/ parents, contractors/	High	<ul style="list-style-type: none"> □ We will take swift action when we become aware that someone who has attended has tested positive for coronavirus (COVID-19). We will contact the local health protection team. This team will also contact us 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. 		

		maintenance personnel	<ul style="list-style-type: none"> ❑ The health protection team 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. ❑ The health protection team will work with us in this situation to guide us through the actions we need to take. Based on the advice from the health protection team, we must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 14 days since they were last in close contact with that person when they were infectious. Close contact means: <ul style="list-style-type: none"> - direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin); - proximity contacts - extended close contact (within 1 to 2m for more than 15 minutes) with an infected individual; - travelling in a small vehicle, like a car, with an infected person. ❑ The health protection team will provide definitive advice on who must be sent home. To support them, we will keep a record of pupils and staff in each group, and any close contact that takes places between children and staff in different groups. This will be a proportionate recording process - we 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. ❑ A template letter will be provided to us, on the advice of the health protection team, to send to parents and staff if needed. We will not share the names or details of people with coronavirus (COVID-19) unless essential to protect others. ❑ 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 their 14-day isolation period they should follow ‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’. They should get a test, and: <ul style="list-style-type: none"> - if the test delivers a negative result, they must remain in isolation for the remainder of the 14-day isolation period. This is because they could still develop the coronavirus (COVID-19) within the remaining days. - if the test result is positive, they should inform school immediately, and must isolate for at least 7 days from the onset of their symptoms (which could mean the self-isolation ends before or after 	<p>We will ensure our privacy notices for both parents/pupils and staff are updated accordingly.</p>	
--	--	-----------------------	---	--	--

				<p>the original 14-day isolation period). Their household should self-isolate for at least 14 days from when the symptomatic person first had symptoms, following ‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’</p> <ul style="list-style-type: none"> ❑ We will not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation. 		
Poor containment of an outbreak by not following local health protection team advice	Infection spread leading to serious respiratory illness, death	All building users, visitors/ parents, contractors/ maintenance personnel	High	<ul style="list-style-type: none"> ❑ If we have 2 or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, we may have an outbreak, and will continue to work with the local health protection team who will advise if additional action is required. ❑ 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 we implement the controls from this risk assessment, 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. ❑ In consultation with the local Director of Public Health, where an outbreak in our 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. 		
Clinically vulnerable or extremely clinically vulnerable persons returning to school	Serious respiratory illness, death	Clinically vulnerable & extremely clinically vulnerable staff and pupils	High	<p>Pupils who are shielding or self-isolating</p> <p>There will be far fewer children advised to shield and the majority of pupils will be able to return to school. However:</p> <ul style="list-style-type: none"> ❑ A small number of pupils will still be unable to attend in line with public health advice as they are self-isolating and have had symptoms or a positive test result themselves; or because they are a close contact of someone who has coronavirus (COVID-19); ❑ If rates of the disease rise in local areas, children (or family members) from that area, and that area only, will be advised to shield during the period where rates remain high and therefore they may be temporarily absent (see below); ❑ Some pupils no longer be required to shield but who generally remain under the care of a specialist health professional may need to discuss their care with their health professional before returning to school in September (usually at their next planned clinical appointment). ❑ Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, we will be able to 	<p>Shielding advice for all adults and children will pause on 01/08/20, subject to a continued decline in the rates of community transmission of coronavirus (COVID-19). This means that even the small number of pupils who will remain on the shielded patient list can also return to school, as can those who have family members who are shielding. Refer to current advice on shielding</p> <p>More advice is available from the Royal College of Paediatrics and Child Health</p> <p>Where children don’t attend school as parents are following clinical and/or public health advice, absence will not be penalised.</p>	

			<p>immediately offer them access to remote education and we will monitor engagement with this activity.</p> <p>School workforce</p> <ul style="list-style-type: none"> □ Following the reduction in the prevalence of coronavirus (COVID-19) and relaxation of shielding measures from 01/08/20, we expect that all staff will attend school. □ However, those who can work from home should do so. This will not be applicable to most school staff, but where a role may be conducive to home working e.g. some administrative roles, we will consider what is feasible and appropriate. <p>Staff who are clinically vulnerable or extremely clinically vulnerable</p> <ul style="list-style-type: none"> □ Where we apply the full measures in this risk assessment, the risks to all staff will be mitigated significantly, including those who are extremely clinically vulnerable and clinically vulnerable. We expect this will allow most staff to return to the workplace, although we advise those in the most at risk categories to take particular care while community transmission rates continue to fall. Refer to clinically-vulnerable, including pregnant women. □ Individuals who were considered to be clinically extremely vulnerable and received a letter advising them to shield are now advised that they can return to work from 01/08/20 as long as they maintain social distancing. Refer to guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19. □ We will be flexible in how these members of staff are deployed to enable them to work remotely where possible or in roles in school where it is possible to maintain social distancing. □ People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace. <p>Staff who are pregnant</p> <p>As a general principle, pregnant women are in the 'clinically vulnerable' category and are advised to follow the relevant guidance available for clinically-vulnerable people. However, they may return to school if strict social distancing guidelines can be adhered to.</p> <p>Staff who may otherwise be at increased risk from coronavirus</p> <ul style="list-style-type: none"> □ We will discuss staff concerns and explain the measures we are putting in place to reduce risks to people with particular characteristics such as those from the Black, Asian, Ethnic Minority community (BAME) who may be at comparatively increased risk from coronavirus (COVID-19). We will try as far as practically possible to accommodate additional measures where appropriate. □ People who live with those who have comparatively increased risk from coronavirus (COVID-19) can attend school. 	<p>We will provide equipment for people to work at home safely and effectively, for example, remote access to work systems</p> <p>Refer to COVID-19: review of disparities in risks and outcomes report and Schools and COVID-19: guidance for Black, Asian and minority ethnic (BAME) staff and their employers in school settings</p>	
--	--	--	--	---	--

<p>Inadequate hand and respiratory hygiene leading to spread of Covid-19 virus</p>	<p>Infection spread leading to serious respiratory illness, death</p>	<p>All building users, visitors/ parents, contractors/ maintenance personnel</p>	<p>High</p>	<ul style="list-style-type: none"> ❑ Everyone will be reminded to wash their hands before leaving home, on arrival at school, on return from breaks, when they change rooms and before and after handling cleaning chemicals, eating/drinking, using the toilet, sports activities, using public transport and after coughing or sneezing and not to touch face (eyes, mouth, nose) with hands that are not clean. ❑ Wash with liquid soap & water for a minimum of 20 seconds (see hand wash guidance). Alcohol based hand cleansers/gels (containing at least 60% alcohol) can be used if soap and water are not available. We will ensure there are sufficient hand washing 'stations' available throughout school for staff and pupils ❑ Small children and pupils with complex needs will continue to be helped to clean their hands properly. ❑ Hands must be dried properly to prevent infection and drying out. Pat dry rather than rub to avoid discomfort. Hand cream (aqueous cream or similar) will be available to help prevent soreness. ❑ Where in place, toilet lids should be closed prior to flushing and remain closed after use. Where not in place, staff and children will be instructed to move away from the toilet as soon as it has been flushed, more frequent cleaning of the toilets and most importantly, ensuring that strict hand hygiene measures are observed following every visit to the toilet. ❑ Different groups do not need to be allocated their own toilet blocks, but toilets will be cleaned regularly and pupils encouraged to clean their hands thoroughly after using the toilet. ❑ The 'catch it, bin it, kill it' approach will continue. Everyone will be reminded to sneeze into a tissue or sleeve NEVER into hands and to wash hands immediately after (as above). 'Catch it, bin it, kill it' posters to be displayed in relevant areas. ❑ Used tissues will be put in a bin immediately - all waste bins to be lined –and should be lidded and foot operated and emptied regularly ❑ As with hand cleaning, we will ensure younger children and those with complex needs are helped to get this right, and all pupils understand that this is now part of how school operates. 	<p>Ensure all attending understand how to wash hands correctly - Posters around the school as appropriate.</p> <p>Ensure all sinks have necessary stock & restock as necessary. School has supplies of appropriate hand sanitiser and cleaning materials for staff use only</p> <p>We will build these routines into school culture, supported by behaviour expectations and help ensure younger children and those with complex needs understand the need to follow them.</p> <p>Ensure stocks of disposable paper towels are available in all toilet areas. Staff to monitor</p> <p>Staff will continue to clean the toilet areas alongside regular class cleaning</p> <p>We will ensure there are enough tissues and bins available in school to support pupils and staff to follow this routine</p> <p>Songs and rhymes will be used to encourage hand washing in early years</p> <p>e-Bug has produced a series of helpful coronavirus posters (or others you think are suitable) for display in every classroom to be used, at the main entrance or front office, in places visible to those at the school gate if possible, in the staffroom and in all toilets.:</p> <ul style="list-style-type: none"> - Horrid hands - Super sneezes - Hand hygiene - Respiratory hygiene - Microbe mania 	
--	---	--	-------------	---	--	--

<p>Inadequate personal protection & PPE & spread of Covid-19 virus</p>	<p>Infection spread leading to serious respiratory illness, death</p>	<p>All building users (particularly those staff performing personal and intimate care)</p>	<p>High</p>	<ul style="list-style-type: none"> ❑ Determine what PPE will be required and in what quantities – ensure adequate PPE ordered as necessary in advance of setting re-opening and where necessary, supplies maintained. ❑ When PPE is used, it is essential that it is used properly. This includes scrupulous hand hygiene and following guidance on how to put PPE on and take it off safely in order to reduce self-contamination. ❑ Removal, cleaning and disposal – as in the cleaning section above. ❑ Where staff are performing intimate care procedures and/or nappy changing, the normal procedures and usual PPE will be used – disposable apron and disposable gloves. If a child shows symptoms of COVID-19 they must not attend the school and stay at home. ❑ When changing children, and where the child can understand, ask the child to turn their head to the side during the changing process. ❑ For further information on the use of PPE for supervising a child who has become unwell see section on ‘Contact with individuals who are unwell’ - page 2 above. ❑ If non-symptomatic children present behaviours which may increase the risk of droplet transmission (such as spitting), they will continue to receive care in the same way, including any existing routine use of PPE. ❑ Public Health England does not currently recommend the use of face coverings in schools as pupils and staff are mixing in consistent groups, and because misuse may inadvertently increase the risk of transmission. There may also be negative effects on communication and thus education. ❑ In line with Coronavirus Covid-19 safer travel guidance for passengers it is mandatory to wear a face covering if you need to use public transport or when attending a hospital as a visitor or outpatient. Note: children aged 3 to 10 years are exempt from the mandatory requirement to wear a face covering on public transport. KAHSC would, however, consider this to be best practice where the child understands how to wear a mask properly. It is important to use face coverings properly (How to wear & make a cloth face covering) and wash your hands before putting them on and after taking them off. ❑ Responsible adults or carers travelling with children on public transport must follow this guidance, wear face coverings, minimise the surfaces they touch and maintain their distance from others, where possible. ❑ Children under the age of 3 should not wear face coverings. 	<p>Adequate bins (lidded and foot operated where possible) and tissues are available.</p> <p>School has a stock of rubber gloves and if needed, disposable gloves / aprons / facemasks.</p> <p>‘Donning and doffing of PPE’ guidance will be followed. In line with poster displayed within PPE package. In Head’s room</p> <p>Pack in Head’s office contains PPE and instructions on what to do</p> <p>Not attending swimming lessons or any school visits this term.</p>	
<p>Failure to adequately identify vulnerable</p>	<p>Vulnerable pupils do not receive appropriate support and protection</p>	<p>All pupils classed as vulnerable either by DfE</p>	<p>High</p>	<ul style="list-style-type: none"> ❑ We will continue to have regard to statutory guidance Keeping Children Safe in Education (from September 2020). ❑ We will review/update our child protection policy (led by the DSL) to reflect the return of more pupils. 	<p>Refer to the coronavirus (COVID-19): safeguarding in schools, colleges and other providers guidance. Refer to the model ‘Covid-19 Addendum to the Child Protection Policy’ on the KAHSC website.</p>	

pupils/ safeguarding		guidance, LA or school		<ul style="list-style-type: none"> <input type="checkbox"/> We will identify all those children whom we believe to be vulnerable in addition to those classed as vulnerable under current DfE guidance. This will include children on the edge of receiving support from children's social care, adopted children, those at risk of becoming NEET, those living in temporary accommodation and those who are young carers. <input type="checkbox"/> We will take the opportunity to contact all parents to confirm correct emergency numbers and ask for additional emergency contacts where these are available. <input type="checkbox"/> The DSL (and deputies) will be provided with more time, especially in the first few weeks of term, to help provide support to staff and children regarding any new safeguarding and welfare concerns and the handling of referrals to children's social care and other agencies where these are appropriate, and agencies and services should prepare to work together to actively look for signs of harm. <input type="checkbox"/> Communication with school nurses is important for safeguarding and supporting wellbeing, as they have continued virtual support to pupils who have not been in school. 	<p>All staff are up to date with the latest safeguarding guidance following Inset day 1.9.20</p> <p>Contact details will be updated as part of return to school protocols</p> <p>School has suitable links with the nursing service</p>	
Inappropriate arrangements for opening the school to pupil groups	Infection spread leading to serious respiratory illness, death	All building users	High	<p>Preparations will need to be agreed with Governors and staff prior to re-occupation by pupils and staff.</p> <p>Minimise contact between individuals and maintain social distancing wherever possible</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reduce the number of contacts between children and staff. <input type="checkbox"/> Maintain distinct groups or 'bubbles' that do not mix with other bubbles. <input type="checkbox"/> For younger children, the emphasis will be on separating groups (class bubbles), and for older children it will be on distancing. Children old enough will be supported to maintain distance and not touch staff where possible. <input type="checkbox"/> At primary school, and in the younger years at secondary (KS3), implement smaller groups the size of a full class where possible. <input type="checkbox"/> All children will be encouraged to keep their distance within groups/bubbles although it is acceptable for younger children not to distance within their group. <input type="checkbox"/> We will try to keep children in their class groups for the majority of the classroom time but will also need to allow mixing into wider groups for wraparound care. We will endeavour to keep these groups at least partially separate and minimise contacts between children. <input type="checkbox"/> All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable. Where staff need to move between classes and year groups, they 	<p>Provide ongoing health and safety information not only to staff through induction, training and regular updates/reminders but also for children and young people and parents/carers where applicable. Induction checklist/staff handbook or code of conduct to be updated in line with COVID-19 risk assessment and information for parents displayed on the school website. HSE: Staying Covid-19 Secure poster to be displayed. Consideration must be given to ensuring our plans are communicated to those parents who have English as an additional language and parents of vulnerable children including young carers.</p> <p>Some staff will need to work across class groups for wraparound care, dinner duties and specialist teaching. They will maintain distancing as appropriate and follow hand hygiene.</p>	

				<p>should try and keep their distance from pupils and other staff as much as they can, ideally 2m from other adults. This is not likely to be possible with younger children and teachers in primary schools can still work across groups if that is needed to enable a full educational offer.</p> <p>Measures within the classroom</p> <ul style="list-style-type: none"> <input type="checkbox"/> Staff must maintain distance from pupils, staying at the front of the class, and away from colleagues where possible. Ideally, adults should maintain 2m distance from each other, and from children, although this will not always be possible with younger children. <input type="checkbox"/> Avoid close face to face contact and minimise time spent within 1m of anyone. This will not be possible when working with pupils who have complex needs or who need close contact care. These pupils' educational and care support should be provided as normal. <input type="checkbox"/> Children old enough, will be supported to maintain distance and not touch staff and their peers where possible. This will not be possible for the youngest children and some children with complex needs. <input type="checkbox"/> When staff or children cannot maintain distancing, particularly with younger children in primary schools, we will reduce risks by keeping pupils in the smaller, class-sized groups described above. <input type="checkbox"/> We will endeavour to make small adaptations to the classroom to support distancing where possible e.g. seating pupils side by side and facing forwards, rather than face to face or side on, and moving unnecessary furniture out of classrooms to make more space. <input type="checkbox"/> Spaces used will be well ventilated using natural ventilation where possible. <input type="checkbox"/> Doors may be held open to avoid them being touched by those coming and going from the classroom. This will also aid ventilation. This is only permitted where the room is occupied and doors must be closed once the group has left the room. At the end of the day, all doors to all rooms must be closed for fire purposes. <input type="checkbox"/> Pupils will use the same classroom or area throughout the day, with a thorough cleaning of the rooms at the end of the day. Consideration will be given to seating the pupils at the same desk each day where possible. <input type="checkbox"/> Pupils and staff will be asked to bring in their own water bottles. Staff may fill their bottles from the staffroom (observing social distancing) and must clean areas touched after each use. Pupils may use taps in the classroom which will be disinfected after use by each cohort. <input type="checkbox"/> Sand and water trays to be taken out of use unless ONLY being used by one particular class/group. Malleable resources such as play dough will not be shared between different classes/groups. <input type="checkbox"/> All soft toys and toys with intricate parts will be removed from the classroom unless ONLY being used by one particular class/group. 	<p>Measures as above will be used to maintain measures when staff move between bubbles.</p> <p>This will be considered for children moving from one room to another to work in groups</p> <p>Small numbers of EYFS/KS1 children means all infants are in 1 bubble and can share resources Only toys capable of being disinfected will be used</p>	
--	--	--	--	--	---	--

				<p>Consideration will also be given to reducing soft furnishings such as pillows, beanbags and rugs unless ONLY being used by one particular class/group.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Dressing up clothing and other fabric items can be used if used intermittently – every 3 days – to reduce the risk of cross contamination or reserved for one class/group. <input type="checkbox"/> Where possible (weather permitting) children will make use of outdoor spaces and outdoor equipment. Only one group at a time may use play equipment externally. Again, equipment will be kept to a minimum and disinfected with spray after use by each cohort. <input type="checkbox"/> Practical lessons can go ahead if equipment can be cleaned thoroughly and the classroom or other learning environment is occupied by the same children in one day, or properly cleaned between bubbles. <input type="checkbox"/> Where possible, external doors from classrooms will be used to access outside areas thus reducing the need to use internal areas. <p>Measures for break and lunchtimes</p> <ul style="list-style-type: none"> <input type="checkbox"/> We will stagger pupil break and lunch times <input type="checkbox"/> Separate dining areas will be assigned for each class <input type="checkbox"/> Lunches will be ordered in advance (by staff and pupils). Alternatively, pupils may bring their own packed lunch. <input type="checkbox"/> Playgrounds will be divided to minimise mixing between classes where possible. <input type="checkbox"/> Shared staff spaces will be set up to help staff to distance from each other. Use of staff rooms will be minimised, although staff must still have a break of a reasonable length during the <input type="checkbox"/> Use safe outdoor areas for staff breaks. <p>Measures elsewhere</p> <ul style="list-style-type: none"> <input type="checkbox"/> Classes will be kept apart – we will avoid large gatherings such as assemblies or collective worship with more than one group. <input type="checkbox"/> There may be an additional risk of infection when singing, chanting, playing wind or brass instruments or shouting even if individuals are at a distance. We will consider how to reduce the risk, particularly when pupils are playing instruments or singing in small groups such as in music lessons by, for example, physical distancing and playing outside wherever possible, limiting group sizes to no more than 15, positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation. Singing, wind and brass playing will not take place in larger groups such as school choirs and ensembles, or school assemblies. <input type="checkbox"/> While passing briefly in the corridor or playground is low risk, we will avoid creating busy corridors, entrances and exits. 	<p>A rotation of resources will be put into use.</p> <p>Selgiene Ultra anti-viral spray is available in each class to use.</p> <p>Music lessons to take account of this guidance</p>	
--	--	--	--	---	--	--

			<ul style="list-style-type: none"> <input type="checkbox"/> Normal shielding will be used for reception staff – where this is not in place, an area will be marked over which any visitors will be informed not to cross. <input type="checkbox"/> Maintain social distancing between people who work in one place such as office or reception staff. <input type="checkbox"/> Office staff to continue to work in separate offices. <input type="checkbox"/> Desks should allow staff to maintain social distancing wherever possible. <ul style="list-style-type: none"> - floor tape to mark areas to help workers keep to a 2m (or 1m with risk mitigation where 2m is not viable, is acceptable) distance; - avoid use of hot desks and spaces and, where not possible, clean and sanitise workstations between different occupants including shared equipment. <input type="checkbox"/> Keep distance between individuals when speaking or sharing a room, regularly wash hands and sanitise surfaces when the individual leaves including telephones, keyboards/mice etc. <input type="checkbox"/> Staff to observe social distancing when using communal equipment such as photocopiers – key pads etc. on copying machines to be wiped with anti-viral wipes after each use (pupils NOT to use copiers). <input type="checkbox"/> Ensure that any keypads or electronic entry systems are regularly sanitised throughout the day where different staff/visitors are entering or leaving the school. <input type="checkbox"/> Plan work to minimise contact between staff and avoid skin-to-skin and face-to-face contact. Where possible, staff working together (such as Teacher TA for example) should work side by side or facing away from each other as opposed to face to face. Where face-to-face contact is essential, this must be kept to a minimum. <input type="checkbox"/> As much as possible, keep groups of staff working together in teams that are as small as possible (cohorting). <input type="checkbox"/> Where staff are required to sign in/out, use your own pen and wash your hands immediately after; <input type="checkbox"/> Reduce transmission through contact with objects that come into school such as post and deliveries and limit those accepting and putting away deliveries. <input type="checkbox"/> Implement cleaning procedures for goods and merchandise entering the site. <input type="checkbox"/> Encourage increased handwashing and introducing more handwashing facilities for staff handling goods and merchandise or providing hand sanitiser where this is not practical. <input type="checkbox"/> Restrict non-business deliveries, e.g. personal deliveries to workers. <input type="checkbox"/> Consider methods to reduce frequency of deliveries, e.g. by ordering larger quantities less often. 	<p>Photocopier used in larger communal area to improve distancing</p> <p>Wipes available for cleaning computer keyboards when staff change</p> <p>Wipes available to clean after use</p> <p>Office manager./ HT will administer post and deliveries</p> <p>Office manage/ hTr to be responsible for this</p>	
--	--	--	---	--	--

				<ul style="list-style-type: none"> ❑ Minimise contact during payments and exchange of documentation, for example, by using electronic payment methods and electronically signed and exchanged documents. <p>Measures for arriving at and leaving school</p> <ul style="list-style-type: none"> ❑ Under no circumstances must anyone displaying symptoms of COVID-19 attempt to enter the school site. This information will be included in the letter to parents, suppliers and contractors prior to the school opening. Notice to be displayed on the main school entrance door. All parents will be asked to confirm this when dropping off their child. ❑ We will encourage parents and pupils to walk or cycle to school where possible. ❑ Arrival and finish times will be staggered to keep groups apart as they arrive and leave school (without reducing the amount of overall teaching time) and parents/carers informed of their allotted start/finish time and the days/hours their child should attend school. ❑ Check details of who is eligible to drop off/collect children – they may be different. ❑ Parents will be advised that only one parent should bring the child/ren to school where children cannot attend unaccompanied. Parents of unaccompanied children will be informed of the entrance their child must use. ❑ Parents will be informed and, if necessary, regularly reminded that they must maintain social distancing from the next adult or child at all times when bringing their child to or collecting them from school. ❑ we will use separate entrance/exit doors / gates. ❑ Children will be collected from the parent at their entrance by staff at the beginning of their allotted session. Parents will then be asked to leave immediately. Parents may only enter the site with agreement by the Head teacher and appointments must be made prior to the visit. Parents may, however, telephone the school at any time should they have any concerns or issues of which the school need to be informed. ❑ At the end of the allotted session, parents may collect their children from the same entrance area where they will be supervised by staff. ❑ Used PPE and any disposable face coverings that staff or children arrive wearing will be placed in a refuse bag and disposed of as normal domestic waste unless the wearer has symptoms of COVID-19 in which case it will be disposed of in accordance with the guidance on cleaning for non-healthcare settings. Any non-disposable washable cloth face coverings that staff or children are wearing when they arrive at school must be removed by the wearer and placed into a plastic bag that the wearer has brought with them in order to take it home. The wearer must then wash their hands. Staff, children and parents will be so 	
--	--	--	--	---	--

				<p>instructed. Refer to safe working in education, childcare and children's social care</p> <p>Transport</p> <p><u>Wider public transport</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> The use of public transport, particularly in peak times, should be kept to an absolute minimum. <input type="checkbox"/> We will work with partners to consider staggered start times to enable more journeys to take place outside of peak hours where possible. <input type="checkbox"/> We will encourage parents, staff and pupils to walk or cycle to school if at all possible. Driving children to school will also be an option. Refer to Coronavirus (COVID-19): safer travel guidance for passengers <input type="checkbox"/> Pupils using public transport unaccompanied will be reminded that all passengers must wear a face covering. Children aged 3 to 10 years are exempt from the mandatory requirement to wear a face covering on public transport. <i>We would, however, consider this to be best practice where the child understands how to wear a mask properly.</i> <input type="checkbox"/> Car sharing to and from work/school is not currently advised unless the individuals are from the same household (or support bubble). <input type="checkbox"/> Ensure that a clear message is given to pupils about their general socialising behaviour beyond the school gates i.e. not congregating in large groups etc. <p>Other considerations</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pupils with SEND will receive specific help and preparation for the changes to routine that this will involve, so teachers and SENCo's will plan to meet these needs, e.g. using social stories. <input type="checkbox"/> Supply teachers, peripatetic teachers and/or 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. <input type="checkbox"/> Where a child routinely attends more than one setting on a part time basis, e.g. because they are dual registered at a mainstream school and an alternative provision setting or special school, we will work through the system of controls collaboratively, enabling us to address any risks identified and allowing us to jointly deliver a broad and balanced curriculum for the child. <input type="checkbox"/> For individual and very frequently used equipment, such as pencils and pens, staff and pupils should have their own items that are not shared. <input type="checkbox"/> Classroom based resources, such as books and games, can be used and shared within the bubble; these will be cleaned regularly, along with all frequently touched surfaces. 		
--	--	--	--	---	--	--

Spray is available in each class for this cleaning

			<ul style="list-style-type: none"> ❑ Resources that are shared between classes, such as sports, art and science equipment will be cleaned frequently and meticulously and always between 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. ❑ Outdoor playground equipment will be more frequently cleaned. ❑ Pupils should still limit the amount of equipment they bring into school each day to essentials such as lunch boxes, hats, coats, books, stationery, sun protection. Bags are allowed. ❑ Pupils and teachers can take books and other shared resources home, although unnecessary sharing will be avoided, especially where this does not contribute to pupil education and development. Similar rules on hand cleaning, cleaning of the resources and rotation will apply to these resources. <p>Cleaning throughout the day</p> <ul style="list-style-type: none"> ❑ Staff will define a cleaning schedule that ensures cleaning is generally enhanced and includes more frequent cleaning of rooms / shared areas that are used by different groups, frequently touched surfaces being cleaned more often than normal. ❑ Schedule frequent cleaning of resources (e.g. books, toys) shared within groups. ❑ Regularly check stocks of cleaning supplies and purchase additional supplies as necessary. ❑ Use disposable cloths or paper roll and disposable mop heads wherever possible, disposing of after use. ❑ Avoid creating splashes and spray when cleaning. ❑ Classrooms will be decluttered with only the minimum items left on work and other surfaces. This allows for more intensive cleaning and reduces the risk of the virus landing on multiple surfaces. ❑ Reduce the number or eliminate soft toys which are more difficult to clean. ❑ Telephones, keyboards/mice, light switches, electronic entry systems, iPads used by pupils and staff, etc., will be cleaned with anti-viral wipes on a regular basis throughout the day. ❑ Ensure that electronic entry systems and keypads are regularly sanitised particularly first thing in the morning and where possible after each use. ❑ All tissue bins will be lidded and foot operated where possible, will be lined and the liner removed at the end of the day, sealed/knotted and placed in the main waste container. ❑ Ensure disposable tissues are available in each room for both staff and pupils. 	<p>Office manager will carry out stock checks in conjunction with cleaner. Staff to inform about their own areas.</p> <p>Office manager / HT to implement</p> <p>Cleaner will dispose of rubbish daily unless clinical and needs to be quarantined for 72 hours</p>	
--	--	--	--	---	--

			<ul style="list-style-type: none"> ❑ Ensure arrangements are in place for the disposal of clinical and general waste where required. ❑ For 'cleaning staff/activities and cleaning areas where a person with possible or confirmed coronavirus (COVID-19) has spent time/passed through', refer to the separate KAHSC Model Cleaning Schools during Coronavirus Pandemic Risk Assessment. <p>School uniform</p> <ul style="list-style-type: none"> ❑ 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. ❑ We will consider how pupil non-compliance is managed, taking a mindful and considerate approach in relation to parents who may be experiencing financial pressures. <p>Curriculum</p> <ul style="list-style-type: none"> ❑ In our regular communications with parents we will continue to emphasise and promote online safety for those pupils who are not attending the school. ❑ <i>Physical Education, School Sport and Physical Activity (PESSPA)</i> ❑ We have the flexibility to decide how physical education, sport and physical activity will be provided whilst following the measures in our system of controls although contact sports should not take place. ❑ Pupils will be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided. ❑ Outdoor sports will 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. ❑ External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities. ❑ We are able to work with external coaches, clubs and organisations for curricular and extra-curricular activities where we are satisfied that this is safe to do so. We will consider carefully how such arrangements can operate within our wider protective measures. ❑ Activities such as active miles, making break times and lessons active and encouraging active travel help enable pupils to be physically active while encouraging physical distancing. 	<p>We will encourage school uniform daily which is clean.</p> <p>The Government are encouraging all schools to return to their usual uniform policies in the autumn term. Children to come in PE kit on PE day</p> <p>Refer to Safeguarding children and protecting professionals in early years settings: online safety guidance for practitioners (also relevant for parents and carers).</p> <p>Refer to:</p> <ul style="list-style-type: none"> ● Guidance on the phased return of sport and recreation ● Sport England for grassroot sport ● Youth Sport Trust ● AfPE COVID-19: Interpreting the Government Guidance in a PESSPA Context and 'frequently asked questions' for PE staff. 	
--	--	--	--	--	--

<p>Inadequate contingency plans for outbreaks and local lockdown</p>	<p>Inadequate planning in place for remaining open for vulnerable children/children of critical workers and for providing remote education to those students at home</p>	<p>All staff and students</p>	<p>High</p>	<p>While the aim is to have all pupils back at school in the autumn, we will also need to plan for the possibility of a local lockdown and how we will ensure continuity of education.</p> <ul style="list-style-type: none"> □ For individuals or groups of self-isolating pupils, remote education plans should be in place. These should meet the same expectations as those for any pupils who cannot yet attend school at all due to coronavirus (COVID-19 – refer to Section under ‘Curriculum’ above on remote education support. □ A local lockdown 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 – plans must be developed to ensure these can be staffed and managed. □ Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we will ensure we have the capacity to offer immediate remote education. □ Our Emergency/Contingency Plan(s) will be reviewed/updated to reflect our plans should there be a spike in infections and schools are advised to temporarily close (local lockdown). This must enable us to: <ul style="list-style-type: none"> - use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school’s curriculum expectations; - give access to high quality remote education resources; - select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback, and make sure staff are trained in their use; - provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access; - recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools should work with families to deliver a broad and ambitious curriculum. □ When teaching pupils remotely, we will: <ul style="list-style-type: none"> - set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects; - teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject; - provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources; - gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work; 	<p>Refer to Local lockdowns: guidance for education and childcare settings</p> <p>Refer to Remote education during Coronavirus (Covid-19) and Resources to support schools in delivering remote education</p>	
--	--	-------------------------------	-------------	--	---	--

				<ul style="list-style-type: none"> - enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding; - plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers. <p><input type="checkbox"/> We will consider the above in relation to the pupils' age, stage of development and/or special educational needs, e.g. where this would place significant demands on parent's help or support. We will avoid an over-reliance on long-term projects or internet research activities.</p>		
Poor or inappropriate behaviour and attendance	Infection spread leading to serious respiratory illness, death	All building users	High	<p>Behaviour</p> <ul style="list-style-type: none"> <input type="checkbox"/> Our Behaviour policy will be updated with any new rules/policies and will be communicated clearly and consistently to staff, pupils and parents, setting clear, reasonable and proportionate expectations of pupil behaviour. We will set out clearly at the earliest opportunity the consequences for poor behaviour and deliberately breaking the rules and how we will enforce those rules including any sanctions. <input type="checkbox"/> We will work with staff, pupils and parents to ensure that behaviour expectations are clearly understood, and consistently supported, taking account of individual needs and we will also consider how to build new expectations into our rewards system. <input type="checkbox"/> It is likely that adverse experiences and/or lack of routines of regular attendance and classroom discipline may contribute to disengagement with education upon return to school, resulting in increased incidence of poor behaviour. We will work with those pupils who may struggle to reengage in school and are at risk of being absent and/or persistently disruptive, including providing support for overcoming barriers to attendance and behaviour and to help them reintegrate back into school life. <input type="checkbox"/> Some pupils will return to school having been exposed to a range of adversity and trauma including bereavement, anxiety and in some cases increased welfare and safeguarding risks. This may lead to an increase in social, emotional and mental health concerns and some children, particularly vulnerable groups such as children with a social worker and young carers, will need additional support and access to services such as educational psychologists, social workers, and counsellors. Additionally, provision for children who have SEND may have been disrupted during partial school closure and there may be an impact on their behaviour. We will work with local services (such as health and the LA) to ensure the services and support are in place for a smooth return to schools for pupils. 	Refer to model ' Covid-19 Addendum to the School Behaviour Policy ' and ' Covid-19 Addendum to the Staff Code of Conduct ' on the KAHSC website	

				<ul style="list-style-type: none"> ❑ The disciplinary powers that schools currently have, including exclusion, remain in place. Permanent exclusion will only be used as a last resort. Where a child with a social worker is at risk of exclusion, their social worker will be informed and involved in relevant conversations. ❑ Any disciplinary exclusion of a pupil, even for short periods of time, must be consistent with the relevant legislation. <p>Attendance</p> <ul style="list-style-type: none"> ❑ School attendance will be mandatory again from the beginning of the autumn term. From that point, the usual rules on school attendance will apply, including: <ul style="list-style-type: none"> - parents' duty to secure that their child attends regularly at school where the child is a registered pupil at school and they are of compulsory school age; - schools' responsibilities to record attendance and follow up absence; - the availability to issue sanctions, including fixed penalty notices in line with the LA code of conduct. 	<p>We will work to support attendance where parents / children have extenuating circumstances</p>	
Inadequate arrangements in place for managing off-site visits	Infection spread leading to serious respiratory illness, death	Staff and pupils on school trips	High	<ul style="list-style-type: none"> ❑ The Government continues to advise against domestic (UK) overnight and overseas educational visits at this stage see coronavirus: travel guidance for educational settings. ❑ In the autumn term, we can resume non-overnight domestic educational visits This will be done in line with protective measures, such as keeping children within their consistent group, and the coronavirus (COVID-19) secure measures in place at the destination. ❑ We will make use of outdoor spaces in the local area to support delivery of the curriculum. 	<p>Refer to health and safety guidance on educational visits when considering visits.</p> <p>As normal, we will undertake full and thorough risk assessments in relation to all educational visits to ensure they can be done safely. As part of this risk assessment, we will consider what control measures need to be used and ensure we are aware of wider advice on visiting indoor and outdoor venues.</p>	
Inadequate staffing ratios, staff availability and recruitment	Inadequate supervision of children, access to DSLs and inadequate statutory first aid or medical provision	Staff and pupils		<p>Ratios and Qualifications</p> <ul style="list-style-type: none"> ❑ We will undertake an appropriate audit to ensure staffing levels are appropriate. ❑ The EYFS: disapplications and modifications allows for the temporary disapplying and modifying of a number of requirements within EYFS, giving settings flexibility to respond to changes in workforce availability and potential fluctuations in demand while ensuring children are kept safe. ❑ We have contingency plans in place should staff be absent as a result of COVID-19. Our possible approaches to managing a shortfall in staffing include: 	<p>Refer to Early Years Foundation Stage Framework and the EYFS: disapplications and modifications for early years provision open during the coronavirus (COVID-19) outbreak</p>	

			<ul style="list-style-type: none"> - We will ensure that appropriate support is made available for pupils with SEND, e.g. 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. - Where support staff capacity is available, we will consider using this to support catch-up provision or targeted interventions. TAs may also be deployed to lead groups or cover lessons, under the direction and supervision of a qualified, or nominated, teacher. Any redeployments will not be at the expense of supporting pupils with SEND. The Head teacher will be satisfied that the person has the appropriate skills, expertise and experience to carry out the work, and discuss and agree any proposed changes in role or responsibility with the member of staff. This includes ensuring that safe ratios are met, and/or specific training undertaken, for any interventions or care for pupils with complex needs where specific training or specific ratios are required. - We can continue to engage supply teachers and other supply staff during this period. - Supply staff and other temporary workers can move between schools, but we will minimise the number of visitors to the school where possible. Where it is necessary to use supply staff and peripatetic teachers, they will be expected to comply with our 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 in school, we will use longer assignments with supply teachers and agree a minimum number of hours across the academic year (also applies to other temporary staff, peripatetic teachers such sports coaches, and those delivering before and after school clubs). - Volunteers may be used to support the work of the school - they will be properly supported and given appropriate roles. - Mixing of volunteers across classes should be kept to a minimum, and they should remain 2m from pupils and staff where possible. <p>□ We will use our ‘best endeavours’ to ensure at least one person with a full PFA certificate is on-site when children are present. If after using best endeavours we are still unable to secure a member of staff with full PFA to be on site then we will carry out a written risk assessment and ensure that someone with a current First Aid at Work or emergency PFA certification is on site at all times children are on premises (refer to KAHSC Model COVID-19 Paediatric First Aid Risk Assessment). <i>The HSE have relaxed their advice in relation to first aid certificate expiry dates and have agreed to an extension for requalification to all First aid certificates to 30 September 2020 (HSE first aid requalification guidance). In line with the EYFS disapplication arrangements and Actions for early years and childcare providers</i></p>	<p>Refer to making the best use of teaching assistants.</p> <p>School should have an adequate number of Paediatric first aiders available as there are 5 trained</p> <p>Best endeavours’ means to identify and take all the steps possible within your power, which could, if successful, ensure there is a paediatric first aider on site when a setting is open, as per the usual EYFS requirement on PFA.</p> <p>If asked to do so, we should be able to explain why the first aider hasn’t been able to requalify and demonstrate what steps have taken to access the training.</p>	
--	--	--	---	---	--

				<p><i>during the coronavirus outbreak if, exceptionally paediatric requalification training is still unavailable, a further extension is possible to no later than 30 September 2020.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Key telephone numbers of all available DSL's/deputies to be displayed in school. <input type="checkbox"/> Ensure the contact details of the Safeguarding Hub/Early Help Team/LADO are available to all staff on duty. <input type="checkbox"/> Ensure sufficient competent staff on duty to administer or supervise the administration of medication. Wherever possible, children to self-administer, witnessed by staff. Where not possible (age, SEND etc.) social distancing cannot be maintained – think about how this can be done safely – PPE, vigilant personal hygiene etc. <input type="checkbox"/> 	<p>The school or certificate holders must do their best to arrange requalification training at the earliest opportunity.</p> <p>Where it is not possible to have a DSL or Deputy physically in school, arrangements may be made for the DSL to be contactable via phone or video link if they are working from home. Alternatively, arrangements may be made with an alternative school to use the expertise of their DSL. Further advice can be found in 'Safeguarding in schools'</p> <p>Refer to experience of implementing interviews remotely and how to prepare for remote interviews</p>	
Visiting children in their own homes and contact with COVID-19 virus	Infection spread leading to serious respiratory illness, death	Staff	High	<ul style="list-style-type: none"> <input type="checkbox"/> Should we have a situation where a child requires a home visit particularly in relation to safeguarding concerns, we will consider and adhere to guidance issued in the Government document Safe working in education, childcare and children's social care settings, including the use of PPE. 	Refer to model Covid-19 Home Visits Risk Assessment on the KAHSC website	
Visitors & spread of Covid-19 virus	Infection spread leading to serious respiratory illness, death	All building users, visitors/ parents, contractors/ maintenance personnel	High	<ul style="list-style-type: none"> <input type="checkbox"/> Visitors to the premises will be discouraged and meetings held remotely where possible. Visitors will be by appointment only. <input type="checkbox"/> In instances where we need to use other essential professionals such as occupational therapists, speech and language therapists or counsellors, or professionals to support delivery of a child's EHC plan, we will assess whether the professionals need to attend in person or can do so virtually. If they need to attend in person, they should closely follow the protective measures in the school, and the number of attendances should be kept to a minimum. Where possible to do so, social distancing should be maintained. <input type="checkbox"/> Site guidance on physical distancing and hygiene is explained to visitors on or before arrival. <input type="checkbox"/> Access to contractors/external maintenance personnel will only be granted by arrangement for essential maintenance / statutory inspection needs only (guidance on what statutory inspections must take place is available here) – see also 'Maintenance' – Part 2 below. <input type="checkbox"/> In an emergency situation where access is required urgently to undertake maintenance - appropriate hygiene and social distancing arrangements must be followed. <input type="checkbox"/> A record will be kept of all visitors. Create a signing in sheet – with name; where in the building you are going to be for the majority of the 	<p>Undertake effective liaison with contractors BEFORE they attend site – ask contractors to provide key information in relation to how they are managing infection control. Contractors should be working to Construction Leadership Council - Site-Operating-Procedures</p>	

				<p>time; time in; time out. Don't leave a pen available – visitors should use their own.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Make it clear via a notice on the inner door that all visitors must wash their hands as soon as they enter the building. Ensure that any keypads or electronic entry systems are regularly sanitised throughout the day (as above). <input type="checkbox"/> Lettings (private hire) will be put on hold for the time being. 	<p>Notices are in place</p>	
Lack of wellbeing management for pupils	Mental ill health	All pupils	High	<ul style="list-style-type: none"> <input type="checkbox"/> School staff will need to consider how to support: <ul style="list-style-type: none"> - individual children who have found the long period at home hard to manage; - those who have developed anxieties related to the virus; - those about whom there are safeguarding concerns; - those who may make safeguarding disclosures once they are back in schools; - those who have experienced bereavements in their immediate family or wider circle of friends or family or had increased/new caring responsibilities. <input type="checkbox"/> We consider the provision of pastoral and extra-curricular activities to all pupils designed to: <ul style="list-style-type: none"> - support the rebuilding of friendships and social engagement; - address and equip pupils to respond to issues linked to coronavirus (COVID-19); - support pupils with approaches to improving their physical and mental wellbeing. <input type="checkbox"/> We will also provide more focused pastoral support where issues are identified that individual pupils may need help with, drawing on external support where necessary and possible. <input type="checkbox"/> We will also consider support needs of particular groups they are already aware need additional help (e.g. children in need), and any groups they identify as newly vulnerable on their return to school. To support this, teachers may wish to access the free MindEdlearning platform for professionals, which includes a coronavirus (COVID-19) staff resilience hub with materials on peer support, stress, fear and trauma and bereavement. <input type="checkbox"/> We will consider how we are working with school nursing services to support the health and wellbeing of our pupils; school nursing services have continued to offer support as pupils return to school – school nurses as leaders of the healthy child programme can offer a range of support including: <ul style="list-style-type: none"> - support for resilience, mental health and wellbeing including anxiety, bereavement and sleep issues; - support for pupils with additional and complex health needs; - supporting vulnerable children and keeping children safe. 	<p>Refer to DfE - Supporting pupil and student mental wellbeing and teaching about mental wellbeing,</p> <p>Additional resources are available to help children learn about COVID-19 and how to keep themselves and others safe:</p> <ul style="list-style-type: none"> - Professional association for children and early years (PACEY): supporting children in your setting - Dr Dog explains coronavirus - Busy Bees: <ul style="list-style-type: none"> · 2 metres apart activity · Our hand washing song - Bright Horizons: Talking to Children about COVID-19 (novel coronavirus) 	

				<ul style="list-style-type: none"> □ We will work together with school nurses to ensure delivery of the healthy child programme (which includes immunisation), identifying health and wellbeing needs which will underpin priorities for service delivery. □ Staff will need to strike an appropriate balance between reintegrating pupils into a reassuring and familiar work ethic to support their mental wellbeing on the one hand and identifying and taking time to address explicitly individual concerns or problems on the other. □ If parents of pupils with significant risk factors are concerned, we will discuss their concerns and provide reassurance of the measures we are putting in place to reduce the risk in school. We will be clear with parents that pupils of compulsory school age must be in school unless a statutory reason applies (e.g. the pupil has been granted a leave of absence, is unable to attend because of sickness, is absent for a necessary religious observance etc). □ If safeguarding issues come to light they will be addressed using the school's Child Protection policy. Head teachers should consider how they might manage any increase in referrals as pupils return to school. 		
Lack of wellbeing management for staff	Mental ill health	All staff	High	<ul style="list-style-type: none"> □ Governing bodies and senior leaders will be conscious of the wellbeing of all staff, including senior leaders themselves, and the need to implement flexible working practices in a way that promotes good work-life balance and supports teachers and leaders. □ Particular regard will be given to ensuring staff who are BAME (Black, Asian and Minority Ethnic) and those with existing health conditions (but do not fall into the category of critically vulnerable) are appropriately supported, given that they may be at increased risk of severe ill-health should they contract COVID-19. □ Workload will be carefully managed and the school will assess whether staff who are having to stay at home due to health conditions are able to support remote education, while others focus on face-to-face provision. This issue will be factored into our resource and curriculum planning and consideration given to where additional resource could be safely brought in if necessary. □ We may need to alter the way in which we deploy staff and use existing staff more flexibly to welcome back all pupils at the start of the autumn term. We will discuss and agree any changes to staff roles with individuals. □ We will monitor the wellbeing of people who are working from home, or who are shielding and help them stay connected to the rest of the workforce, especially if the majority of their colleagues are on-site. We will keep in touch with off-site workers on their working arrangements including their welfare, mental and physical health and personal security. 	Refer to extra mental health support for pupils and teachers .	Refer to the DfE workload reduction toolkit and case studies to support remote education

				<ul style="list-style-type: none"> ❑ We will consider how to support the mental wellbeing of our staff who are returning after a significant period of either home working, or shielding. Where work-related issues present themselves, the HSE's published stress Management Standards will be followed. We will also review how we can support employees on broader issues, such as bereavement support and general anxiety about the ongoing situation (for example by signing up for a formal Employee Assistance Programme providing confidential telephone advice and counselling). 	<p>Education Support Partnership provides a free helpline for school staff and targeted support for mental health and wellbeing.</p>	
Inadequate communications with and training of staff	Staff do not understand safety procedures	All staff	High	<p>Returning to work</p> <ul style="list-style-type: none"> ❑ We will ensure all staff understand coronavirus related safety procedures. ❑ We will provide clear, consistent and regular communication to improve understanding and consistency of ways of working amongst staff. ❑ We will engage with staff through existing communication routes and staff representatives to explain and agree any changes in working arrangements. ❑ We will develop communication and training materials for staff prior to returning to site, especially around new procedures for arrival at work. <p>Ongoing communications</p> <ul style="list-style-type: none"> ❑ We will ensure all staff are kept up to date with how safety measures are being implemented or updated. ❑ We will ensure ongoing engagement with staff, (including through trades unions or employee representative groups) to monitor and understand any unforeseen impacts of changes to working environments. ❑ We will promote awareness and focus on the importance of mental health at times of uncertainty (see above). ❑ We will use simple, clear messaging to explain guidelines using images and clear language, with consideration of groups for which English may not be their first language and those with protected characteristics such as visual impairments. ❑ We will use visual communications, e.g. whiteboards or signage, to explain safe working practices around the working site to reduce the need for face-to-face communications. 	<p>Documents have been shared with staff</p>	

PART 2 – PREMISES AND MAINTENANCE ISSUES REQUIRED PRIOR AND DURING OPENING

Hazard	Risk	Individuals at risk	Risk Rating	Control Measures What are we doing now?	Notes/Additional Control Measures What more do we need to explain/do?	Residual Risk
Fire and emergencies	Inability to operate emergency systems or procedures	All building users, contractors/maintenance personnel	High	<ul style="list-style-type: none"> <input type="checkbox"/> In preparing for reoccupation, review the fire risk assessment and the fire management arrangements contained within it. Not only should this review consider any changes to fire safety systems and equipment (see 'Maintenance' below), but also issues such as adequate provision of fire wardens and the suitability of Personal Emergency Evacuation Plans (PEEPS) – especially if working hours are elongated and/or previous role holders are no longer available to continue. <input type="checkbox"/> Consider whether assembly points need to be reviewed (or more points created to allow for social distancing) – how will the person in charge at each assembly point communicate with the others? How will pupils line up – is marking required? You may also need to make adjustments to your fire drill and practise it in the first week when pupils return. <input type="checkbox"/> Regular fire updates provided to staff and pupils, particularly where pupils are not being taught in their 'normal classroom' so that they can familiarise themselves with the nearest fire route and ultimate exit. <input type="checkbox"/> We will consider the layout of muster points and whether the schools existing system works appropriately in relation to social distancing and the advice not to mix groups or bubbles. <input type="checkbox"/> Review the first aid 'assessment of need' to ensure that it is still sufficient. Based on this, more first aiders may need to be trained to ensure that there is adequate coverage. Review levels of first aid equipment to ensure that these are still adequate. In particular, consideration will be given to the purchase of additional resuscitation face shields, disposable gloves and aprons. <input type="checkbox"/> Where necessary, staff to undergo induction in the fire and emergency routines and accident/first aid procedures. This may not be the usual routes and normal nominated fire wardens may not be in attendance. Repeat as necessary. <input type="checkbox"/> Review site staff cover to ensure the site is safe – including the operation of intruder and fire alarms. <input type="checkbox"/> Ensure staff are inducted/ familiarised with key emergency/ management information – e.g. security / access procedures, emergency and fire risk etc. <input type="checkbox"/> Clarify means of summoning emergency assistance, particularly when operating social distancing. 	<p>Refer to advice on Fire safety in new and existing school buildings</p> <p>The layout of muster points works appropriately in relation to social distancing and the advice not to mix groups or bubbles.</p> <p>Brief rota staff on operation of fire and intruder alarms.</p>	

				<ul style="list-style-type: none"> <input type="checkbox"/> Make available any instruction on the use of any relevant equipment – e.g. emergency controls for fire panels, lifts, automatic doors etc. <input type="checkbox"/> Access to essential contractors / statutory inspections will need to be considered and managed. <input type="checkbox"/> Ensure that emergency cut-off points for water, gas and electric are clearly marked and known by the senior member of staff and that details of emergency contacts for utilities are readily available. <input type="checkbox"/> Propping fire doors open by any other means other than proprietary hold open devices triggered by the fire alarm is normally not permitted. However, as a temporary measure, all reasonable methods of preventing infection spread will need to be introduced. The risk of a fire starting is probably lower than the risk of infection spread. <input type="checkbox"/> If fire doors are held open, alter your documented and practical procedures to ensure that more staff are appointed to ensure ALL fire doors are closed if the fire alarm sounds or fire is discovered. <input type="checkbox"/> Where fire doors are temporarily held open, these will be closed by a member of staff using the room in the event of the fire alarm activating. <input type="checkbox"/> Use wedges to hold open doors – these can be easily kicked out should there be an emergency situation. Only hold doors open where access through them is required during the day and where the room beyond is occupied. This will reduce the risk of contamination. Rooms which are not being used will have the doors closed at all times. <input type="checkbox"/> At the end of each day, ALL fire doors must be closed. Wipe down contact points with a proprietary cleaning product ready for the next day. <input type="checkbox"/> We will consider the closing of windows should the fire alarm activate. Because of the need for increased ventilation in the school during the COVID-19 pandemic, there may not be time to close all windows prior to evacuation. This situation is only permissible where to close all the windows would result in increased risk to staff and pupils. 	<p>Make available the codes on and off site and ensure all know how to access should it be required.</p> <p>Ensure key staff know gas, water & electric cut-off points and how to operate them.</p> <p>Review fire doors appropriate to setting. We will consider installing proprietary hold open devices triggered by the fire alarm as a longer-term objective.</p> <p>Train staff in the correct procedures in the event of fire emergency – repeat as necessary – monitor via fire drills</p> <p>Where fire doors are temporarily held open, these will be closed by a member of staff using the room in the event of the fire alarm activating.</p>	
Lack of building/ property maintenance – preparing to re-open	Faulty equipment services leading to injury or death	All building users, contractors/ maintenance personnel	High	<p>It is important that, prior to reopening for the autumn term, all the usual pre-term building checks are undertaken to make the school safe.</p> <p>Health & Safety Inspections</p> <ul style="list-style-type: none"> <input type="checkbox"/> If the whole school site or buildings have been closed for many weeks, or if parts of the building have been out of use for a long period, undertake a health and safety check of the buildings, grounds and equipment concerned. <input type="checkbox"/> All routine in-house monitoring, testing and inspection to commence / continue as normal. 	<p>Refer to DfE Managing school premises during the coronavirus outbreak and the Chartered Institute of Building Services Engineers' guidance on emerging from lockdown</p>	

			<p>Fire Safety Systems</p> <ul style="list-style-type: none"> □ In terms of reoccupation, all relevant fire safety equipment and systems must be tested before employees and others are allowed back on site. This would typically include: <ul style="list-style-type: none"> - a full functional test of the fire detection and alarm system (using multiple call points across the site and involving the call receiving centre if appropriate); - a full discharge test of the emergency lighting system across the site; - a visual inspection of all fire extinguishers to ensure that they are correctly located, full and not obviously damaged; - checking that fire escape routes are clear of any obstructions; - checking that final fire escape doors are unlocked and operational; - checking the operation of internal fire doors to ensure that they close properly; - checking that automatic fire dampers, smoke venting and smoke extraction systems are operational. <p>Water management – control of Legionella bacteria</p> <ul style="list-style-type: none"> □ Water systems <ul style="list-style-type: none"> - Schools increasing operational capacity or re-opening should follow their usual water system building management procedures as they would at the end of the summer holidays. - Chlorinating and flushing water systems may not be necessary if the system has remained operational through routine flushing as advised in the cold water systems and domestic hot water services sections above. - You should contact your school’s legionella competent person who will advise on the action required. If a full system flush is required but not immediately available, seek advice from your competent person on alternative options. □ Drinking water <ul style="list-style-type: none"> - If it has not been possible to maintain system throughput of water from routine flushing to all outlets or a competent person has not tested the water and provided satisfactory bacterial test results, the water may not be safe to drink. In these circumstances, you should supply bottled drinking water until a thorough flushing and chlorination can be undertaken by a water treatment specialist. □ Hot water services <ul style="list-style-type: none"> - Water temperatures must be kept within limits recommended for the control of legionella bacteria in water systems. 	<p>Refer to Managing school premises during the coronavirus outbreak and HSE: Legionella Risks during the Coronavirus Outbreak</p> <p>Schools to contact the competent organisation that carried out the last Legionella Risk Assessment for advice and/or to carry out any necessary recommissioning work</p> <p>No plant or equipment has been taken out of service during lockdown</p>	
--	--	--	---	---	--

			<ul style="list-style-type: none"> - Regularly check hot water generation for functionality and if required, temperature recording. - If the hot water system has been left operational the hot water should be circulating as normal and regular checks should be carried out. <p>Ventilation</p> <ul style="list-style-type: none"> □ Good ventilation is essential at all times in classrooms and particularly during this period. Schools should ensure all systems are working in their normal operating mode. □ Natural ventilation via windows or vents should be used as far as possible and where available occupied room windows (particularly classrooms) should be open. □ Ventilation in toilets should be kept running where possible. When in use, avoid opening windows in toilets to assure the right direction of ventilation. <p>Asbestos Containing Materials (ACMs)</p> <ul style="list-style-type: none"> □ Complete a thorough visual inspection of all ACMs prior to reoccupation to confirm that there has been no damage during lockdown. Where any damage to ACMs is observed, the area should be isolated immediately and advice sought from a specialist asbestos management company. <p>Restarting plant and equipment</p> <ul style="list-style-type: none"> □ Recommission all systems before re-opening, as would normally be done after a long holiday period. This includes: <ul style="list-style-type: none"> - gas - heating - water supply - mechanical and electrical systems - catering equipment □ Establish a clear plan for restarting any equipment that has been taken out of service during lockdown to ensure the safety of those who are undertaking the maintenance as well as protecting the equipment from damage. The restart process may require electrical and mechanical isolations to be reconnected, fluids to be refilled and plant and equipment to be reenergised in a specific sequence or order. Planning should therefore be based on manufacturers' instructions, commonly accepted technical guidance and by making reference to specialist contractors (where required). Ensure that those who are carrying out the work are competent to do so and the work is correctly coordinated between them to avoid risks. 	<p>Refer to the HSE air conditioning and ventilation during the coronavirus outbreak</p> <p>All ACM's have had a visual inspection on 8.7.20</p>	
--	--	--	--	--	--

			<p>Statutory inspections</p> <ul style="list-style-type: none"> ❑ Whilst the HSE ‘recognises the potential challenges when carrying out legal requirements for thorough examination and testing (TE&T) of plant and equipment as a result of additional precautions people need to take to help reduce risk of transmission of coronavirus (Covid-19)’ they have stated that ‘the law for Lifting Operations and Lifting Equipment Regulations (LOLER) and Pressure Systems Safety Regulations (PSSR)’ remain in place. As such, employers must ensure that statutory inspections on lifting equipment (including passenger lifts and stair lifts), pressure systems, fixed electrical systems, PAT, gas appliances, etc are ‘in date’ prior to the reoccupation of buildings. ❑ Consider whether equipment which has not been used for an extended period of time needs a statutory inspection even if one is not due. For example, where personal lifting equipment has been left in a condition which may have compromised its structural integrity or where a lift needs servicing to ensure it is going to be operated normally and safely. <p>Training and supervision</p> <ul style="list-style-type: none"> ❑ In returning plant and equipment into full use, ensure that employees have retained adequate knowledge to use it safely. As such, it may be necessary to run refresher training for certain items and/or systems. This is particularly relevant to employees who only had limited experience prior to the lockdown. Review the status of any planned periodic refresher training which may have been missed during the lockdown. ❑ Ensure that there is adequate supervision of those using plant and equipment, particularly if sites operate for an extended period of time and/or experienced supervisors are not available. <p>Cleaning</p> <ul style="list-style-type: none"> ❑ New cleaning arrangements in line with coronavirus preparations should also include regular systematic checks: <ul style="list-style-type: none"> - on drainage systems, check traps have not dried out and ensure water seals are in place to prevent smells within the building, for example, hygiene rooms, sports hall showers - where toilets are put back into use ensure the flushing of the toilets occur with the lids down and toilet ventilation systems are working. 		
--	--	--	--	--	--

					Shared with Staff Date or N/A
--	--	--	--	--	---

•				
---	--	--	--	--