

<b>Activity:</b>	Full Re-Opening of Schools/Settings from Autumn 2020 during Coronavirus (Covid-19) Pandemic			<b>Location:</b>	Parkside Academy
<b>Assessor:</b>	Stuart Redfern	<b>Ref No.:</b>	V2	<b>Distribution:</b>	
<b>Date:</b>	27/08/2020	<b>Proposed Review Date:</b>	Weekly	<b>Signed:</b>	

This Risk Assessment has two parts:  
 PART 1 – STAFF AND STUDENTS MANAGEMENT ISSUES TO SUPPORT RE-OPENING OF THE SCHOOL/SETTING  
 PART 2 – PREMISES AND MAINTENANCE ISSUES REQUIRED PRIOR TO AND DURING OPENING

The Academy has remained open to some students since 20 March. The Academy has already assessed the risks and implemented proportionate control measures to limit the transmission of coronavirus (COVID-19) for a limited number of staff and students and

This document covers arrangements for staff and all year groups returning full-time to Yarlside Academy in September.

## 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	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"> <li>✓ Ensure that pupils, staff and other adults do not come into school if they have <a href="#">coronavirus (COVID-19) symptoms</a> (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 (<a href="#">Stay at home guidance for households with possible Covid-19 infection</a>).</li> <li>✓ If anyone in the school becomes unwell with coronavirus symptoms, they must be sent home and advised to follow the above <a href="#">Stay at home guidance</a>, which sets out that they must self-isolate for at least 7 days and should <a href="#">arrange to have a test</a>. Other members of their household (including any siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms.</li> <li>✓ If someone in a child or staff member's <a href="#">support bubble</a> 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 <a href="#">NHS Test and Trace programme</a>, the individual contacted should stay at home.</li> </ul>	<p>Ensure all staff and parents are made aware through Academy communication channels.</p> <p>Public Health England is clear that routinely taking the temperature of pupils is <b>not</b> recommended as this is an unreliable method for identifying coronavirus (COVID-19).</p> <p>Furness Education Trust has purchased thermal thermometers these will only be used in suspected COVID cases (unwell student or member of staff).</p> <p><b>Access to Testing:</b> All children and young people eligible to attend, and members of their households will have access to testing if they display symptoms of coronavirus. This will enable them to get</p>	Medium

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				<p>If the individual becomes symptomatic, everyone in the support bubble should then isolate.</p> <ul style="list-style-type: none"> <li>✓ 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 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.</li> <li>✓ If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom will be cleaned and disinfected using standard cleaning products before use by anyone else.</li> <li>✓ 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 <a href="#">safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE)</a></li> <li>✓ In an emergency, call 999 if someone is seriously ill, injured or their life is at risk.</li> <li>✓ 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 &amp; Trace.</li> <li>✓ 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 <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a>.</li> <li>✓ 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. In exceptional circumstances, where this is not possible, and the setting needs to take responsibility for transporting them home we will do one of the following: <ul style="list-style-type: none"> <li>- use a vehicle with a bulkhead or partition;</li> <li>- the driver and passenger should maintain a distance of 2m from each other;</li> </ul> </li> </ul>	<p>back into childcare or education, and their parents or carers to get back to work, if the test proves to be negative. To access testing parents will be able to use the 111 online coronavirus service if their child is 5 or over <a href="#">NHS: Ask for a test to check if you have coronavirus</a>. Parents will be able to call 111 if their child is aged under 5.</p> <p>Access to testing is already available to all essential workers. This includes anyone involved in education, childcare or social work – including both public and voluntary sector workers. See the full list of essential workers (<a href="#">Coronavirus (Covid-19) Getting tested- Essential Workers</a>). Education settings as employers can book tests through an online digital portal. There is also an option for employees to book tests directly on the portal.</p> <p>Disposable gloves, a disposable apron, surgical face mask and goggles or full face visor will be worn by the supervising adult.</p> <p>Clinically vulnerable staff to be identified by HR and invited for a site tour before September</p> <p>The school mini bus will be used and driven by a trained member of staff only. Appropriate PPE will be provided.</p> <p>Each (individual) trip will be assessed to ensure safe procedures/social distancing are adhered to. All vehicles will be cleaned and sanitised after each trip</p> <p>Face masks will be worn and are available on request</p>	

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				<ul style="list-style-type: none"> <li>- the driver should use PPE, and the passenger should wear a face mask if they are old enough and able to do so.</li> </ul>		
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"> <li>✓ 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"> <li>- <a href="#">book a test</a> 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;</li> <li>- provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test &amp; Trace;</li> <li>- <a href="#">self-isolate</a> if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19).</li> </ul> </li> <li>✓ 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.</li> <li>✓ We will ask parents and staff to inform us immediately of the results of a test: <ul style="list-style-type: none"> <li>- if someone 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.</li> <li>- if someone tests positive, they should follow the <a href="#">‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’</a> 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.</li> </ul> </li> </ul>	<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> <p>The Academy will contact the Cumbria Covid-19 Call Centre should we have a suspected case of coronavirus in school. This applies to both staff and pupils. The school will <b>NOT</b> give this Tel No. to parents.</p> <p>In the instance of a suspected outbreak (not single cases) the Public Health England North West Health Protection Team will be notified.</p> <p>The Academy will distribute test kits on request once supplies are received.</p> <p>If any individual with symptoms is believed to have contracted the COVID-19 virus ‘whilst at work’, the relevant information will be reported to the HSE under RIDDOR legislation. By the responsible person (H&amp;S Officer)</p>	Medium

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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/ maintenance personnel	High	<ul style="list-style-type: none"> <li>✓ 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.</li> <li>✓ 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.</li> <li>✓ 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"> <li>- direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin);</li> <li>- proximity contacts - extended close contact (within 1 to 2m for more than 15 minutes) with an infected individual;</li> <li>- travelling in a small vehicle, like a car, with an infected person.</li> </ul> </li> <li>✓ 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.</li> <li>✓ 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.</li> <li>✓ 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 <a href="#">‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’</a>. They should get a test, and:</li> </ul>	<p>Suspected area/s will be locked down for 72 hours after which a full deep clean will take place.</p> <p>The Academy will contact the Cumbria Covid-19 Call Centre.</p> <p>We will ensure our privacy notices for both parents/pupils and staff are updated accordingly.</p>	Medium

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				<ul style="list-style-type: none"> <li>- 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.</li> <li>- 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 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 <a href="#">‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’</a></li> </ul> <p>✓ 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.</p>		
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"> <li>✓ 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.</li> <li>✓ 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.</li> <li>✓ 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.</li> </ul>	If the outbreak spreads to a separate bubble the school will seek advice from the local Director of Public Health before any decision to close is agreed.	Medium
Clinically vulnerable or extremely clinically vulnerable persons returning to school	Serious respiratory illness, death	Clinically vulnerable & extremely clinically vulnerable staff and pupils	High	<p><b>Pupils who are shielding or self-isolating</b></p> <p>There will be far fewer children advised to shield and majority of pupils will be able to return to school. However:</p> <ul style="list-style-type: none"> <li>✓ 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);</li> <li>✓ If rates of the disease rise in local areas, children (or family members) from that area, and that area only, will be advised to shield during the period where rates remain high and therefore they may be temporarily absent (see below);</li> </ul>	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 with updated risk assessments.	Medium
					Refer to : <a href="#">current advice on shielding</a>	

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				<ul style="list-style-type: none"> <li>✓ Some pupils no longer required to shield but who generally remain under the care of a specialist health professional may need to discuss their care with their health professional before returning to school in September (usually at their next planned clinical appointment).</li> <li>✓ Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, we will be able to <b>immediately</b> offer them access to remote education and we will monitor engagement with this activity.</li> </ul> <p><b>School workforce</b></p> <ul style="list-style-type: none"> <li>✓ Following the reduction in the prevalence of coronavirus (COVID-19) and relaxation of shielding measures from 01/08/20, we expect that most staff will attend school.</li> <li>✓ 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.</li> </ul> <p><b>Staff who are clinically vulnerable or extremely clinically vulnerable</b></p> <ul style="list-style-type: none"> <li>✓ 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 <a href="#">clinically-vulnerable, including pregnant women</a>.</li> <li>✓ Individuals who were considered to be clinically extremely vulnerable and received a letter advising them to shield are now advised that they can return to work from 01/08/20 as long as they maintain social distancing. Refer to <a href="#">guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19</a>.</li> <li>✓ 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.</li> <li>✓ People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace.</li> </ul> <p><b>Staff who are pregnant</b></p> <p>As a general principle, pregnant women are in the 'clinically vulnerable' category and are advised to follow the relevant guidance available for <a href="#">clinically-vulnerable people</a>. However, they may return to school if strict social distancing guidelines can be adhered to.</p> <p><b>Staff who may otherwise be at increased risk from coronavirus</b></p>	<p>More advice is available from the Royal College of Paediatrics and Child Health</p> <p>Where children do not attend school as parents are following clinical and/or public health advice, absence will not be penalised.</p> <p>Where appropriate, we will provide equipment for people to work at home safely and effectively, for example, remote access to work systems</p> <p>All shielding/self-isolating and anxious staff/students will be contacted (through HR) and invited to attend a site tour of the premises and their working environments before their planned return in September. A risk assessment will be completed.</p> <p>This will be assessed case by case</p>	

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				<ul style="list-style-type: none"> <li>✓ 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.</li> <li>✓ People who live with those who have comparatively increased risk from coronavirus (COVID-19) can attend school.</li> </ul>	<p>Refer to <a href="#">COVID-19: review of disparities in risks and outcomes report</a> and <a href="#">Schools and COVID-19: guidance for Black, Asian and minority ethnic (BAME) staff and their employers in school settings</a></p>	
Inadequate hand and respiratory hygiene leading to spread of Covid-19 virus	Infection spread leading to serious respiratory illness, death	All building users, visitors/ parents, contractors/ maintenance personnel	<b>High</b>	<ul style="list-style-type: none"> <li>✓ 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.</li> <li>✓ Wash with liquid soap &amp; 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 or hand sanitiser 'stations' available throughout school for staff and pupils and at the main entrance and dining hall entrance.</li> <li>✓ We will ensure supervision of hand sanitiser use given the risks around ingestion. Small children and pupils with complex needs will continue to be helped to clean their hands properly. Skin friendly skin cleaning wipes can be used as an alternative.</li> <li>✓ Hands must be dried properly to prevent infection and drying out. Pat dry rather than rub to avoid discomfort.</li> <li>✓ 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 <b>strict hand hygiene</b> measures are observed following every visit to the toilet.</li> <li>✓ 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.</li> <li>✓ 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.</li> <li>✓ Used tissues will be put in a bin immediately - all waste bins to be lined – preferably double-lined and should be lidded and foot operated and emptied regularly</li> </ul>	<p>Ensure all attending understand how to wash/sanitise hands correctly - Posters around the school as appropriate.</p> <p>We will build these routines into school culture, supported by behaviour expectations and help ensure students and those with complex needs understand the need to follow them.</p> <p>Stocks of disposable paper towels are available in all toilet areas as well as hand dryers. Additional waste bins (lidded and foot operated where possible) have also been installed in toilet areas where paper towels can be disposed of safely.</p> <p>An inventory check of cleaning products and stock will be carried out at regular intervals by the site team and restocking as necessary (hand soap, tissue paper, hand towels and sanitiser)</p> <p>Year group <b>bubbles</b> will be allocated their own toilets to control cross contamination.</p> <p>Signage as appropriate.</p> <p>We will ensure there are enough tissues and bins available in school to support pupils and staff to follow this routine</p>	<b>Medium</b>

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				<ul style="list-style-type: none"> <li>✓ 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.</li> <li>✓ Some pupils with complex needs will struggle to maintain as good respiratory hygiene as their peers, e.g. those who spit uncontrollably or use saliva as a sensory stimulant. This will be considered in risk assessments in order to support these pupils and the staff working with them and is not a reason to deny these pupils face to face education.</li> </ul>		
Inadequate personal protection & PPE & spread of Covid-19 virus	Infection spread leading to serious respiratory illness, death	All building users (particularly those staff performing personal and intimate care)	<b>High</b>	<ul style="list-style-type: none"> <li>✓ 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.</li> <li>✓ When PPE is used, it is essential that it is used properly. This includes scrupulous hand hygiene and following guidance on <a href="#">how to put PPE on and take it off safely</a> in order to reduce self-contamination.</li> <li>✓ Removal, cleaning and disposal – as in the cleaning section above.</li> <li>✓ 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.</li> <li>✓ When changing children, and where the child can understand, ask the child to turn their head to the side during the changing process. A displayed poster which the children can describe may assist with this.</li> <li>✓ 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.</li> <li>✓ Staff dealing with children with complex medical needs have an increased risk of transmission through aerosols being transferred from the child to the care giver. Staff performing tracheostomy care and other similar procedures will follow the PHE guidance <a href="#">personal protective equipment (PPE) guidance on aerosol generating procedures</a>, and wear the correct PPE which is: <ul style="list-style-type: none"> <li>- gloves</li> <li>- a long-sleeved fluid repellent gown</li> <li>- eye protection</li> <li>- mask</li> </ul> </li> <li>✓ 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.</li> <li>✓ 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</li> </ul>	<p>PPE and welfare supplies- The Academy has sourced a large quantity of stock in preparation (rubber disposable gloves/aprons/facemasks).</p> <p>Additional bins (lidded and foot operated where possible) have been installed in all welfare facilities, hand towels/tissues made available.</p> <p>Signage as appropriate.</p> <p>All PPE will be made available including full face visor on request.</p>	<b>Medium</b>



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				<p>transmission. There may also be negative effects on communication and thus education.</p> <ul style="list-style-type: none"> <li>✓ In line with <a href="#">Coronavirus Covid-19 safer travel guidance for passengers</a> it is <b>mandatory</b> 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 (<a href="#">How to wear &amp; make a cloth face covering</a>) and wash your hands before putting them on and after taking them off.</li> <li>✓ 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.</li> <li>✓ Children under the age of 3 should not wear face coverings.</li> </ul>	PPE – face masks will be made available to staff/students on request	
Failure to adequately identify vulnerable pupils/safeguarding	Vulnerable pupils do not receive appropriate support and protection	All pupils classed as vulnerable either by DfE guidance, LA or school	<b>High</b>	<ul style="list-style-type: none"> <li>✓ We will continue to have regard to statutory guidance <a href="#">Keeping Children Safe in Education (from September 2020)</a>.</li> <li>✓ We will review/update our child protection policy (led by the DSL) to reflect the return of more pupils.</li> <li>✓ 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.</li> <li>✓ We will take the opportunity to contact all parents to confirm correct emergency numbers and ask for additional emergency contacts where these are available.</li> <li>✓ 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.</li> <li>✓ 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.</li> </ul>	<p>Refer to the <a href="#">coronavirus (COVID-19): safeguarding in schools, colleges and other providers guidance</a>. Refer to the model '<a href="#">Covid-19 Addendum to the Child Protection Policy</a>' on the KAHSC website.</p> <p>Regular communication with the Local authority and relevant agencies working with our students.</p>	<b>Medium</b>
Inappropriate arrangements for opening the school to pupil groups	Infection spread leading to serious respiratory illness, death	All building users	<b>High</b>	<p><b>Preparations will need to be agreed with Trustees/Governors and staff prior to re-occupation by pupils and staff.</b></p> <p><b>Minimise contact between individuals and maintain social distancing wherever possible</b></p> <ul style="list-style-type: none"> <li>✓ Reduce the number of contacts between children and staff.</li> </ul>	Individuals displaying symptoms of COVID-19 should follow the government guidance <a href="#">COVID-19: guidance for households with possible coronavirus infection</a> )	<b>Medium</b>

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				<ul style="list-style-type: none"> <li>✓ Maintain distinct groups or 'bubbles' that do not mix with other bubbles.</li> <li>✓ For younger children, those with complex needs 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.</li> <li>✓ 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.</li> <li>✓ We will try to keep children in their groups for the majority of the classroom time but may also need to allow mixing into wider groups for specialist teaching, wraparound care and transport. We will endeavour to keep these groups at least partially separate and minimise contacts between children.</li> <li>✓ 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 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.</li> </ul> <p><b>Measures within the classroom</b></p> <ul style="list-style-type: none"> <li>✓ 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.</li> <li>✓ 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.</li> <li>✓ Students will be supported to maintain distance and not touch staff and their peers where possible. This will not be possible for the children with complex needs.</li> <li>✓ 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.</li> <li>✓ Spaces used will be well ventilated using natural ventilation where possible.</li> <li>✓ 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</li> </ul>	<p>The Academy will 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 and <b>The FET Re-opening Handbook</b> will be updated in line with COVID-19 risk assessment and information for parents displayed on the school website.</p> <p>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>Viral wipes will be made available where multiple stationery is used – e.g. visitors singing in/out and/or shared equipment.</p> <p>Service aligned to target high risk touch points in circulation areas such as door handles, push plates, and handrails with an increase in frequency of these areas.</p> <p>Working hours of the site team and cleaning staff will be amended to ensure cleaning continues throughout the school day which serves part of the increased cleaning programme.</p> <p>A rotational shift system will be implemented to ensure high safety standards continue throughout the school day.</p>	

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				<p>once the group has left the room. At the end of the day, all doors to all rooms must be closed for fire purposes.</p> <ul style="list-style-type: none"> <li>✓ Wherever possible pupils will use the same classroom or area of a setting 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.</li> <li>✓ Pupils and staff will be asked to bring in their own water bottles. Water drinking stations and water fountains will be temporarily taken out of use unless it can be guaranteed that the drinking station will be appropriately sanitised between each cohort use. 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.</li> <li>✓ All soft toys and toys with intricate parts will be removed from the classroom unless <b>ONLY</b> being used by one particular class/group. Consideration will also be given to reducing soft furnishings such as pillows, beanbags and rugs unless ONLY being used by one particular class/group.</li> <li>✓ We will ensure all items that are laundered within the school, e.g. towels, flannels and bedding are washed in line with guidance on <a href="#">Cleaning in non-healthcare settings</a> and that these items are not shared by children between washes.</li> <li>✓ 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.</li> <li>✓ 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 or reserved for one class/group.</li> <li>✓ Where possible, external doors from classrooms will be used to access outside areas thus reducing the need to use internal areas.</li> <li>✓ IT suites can be used by pupils. Disinfection of workstations, keyboard and mouse after each class/bubble use will be necessary. Communal headphones will not be used. Either ask pupils to bring in their own headphones/earphones or have a supply of cheap ear phones which could be sanitised and rotated on a weekly basis.</li> <li>✓ 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.</li> </ul> <p><b>Measures for break and lunchtimes</b></p> <ul style="list-style-type: none"> <li>✓ We will stagger pupil break and lunch times (and time for cleaning surfaces in the dining hall between groups). Where dining halls are</li> </ul>	<p>There will be an increase in checks on consumables to 2/3 times per day dependent on environment / number of personnel present.</p> <p>At the discretion of the relevant line manager and in agreement with the individual, any employee can undertake cleaning of their own workspace, tools &amp; equipment and potentially contaminated surfaces.</p> <p>All requests for sanitising spray bottles, anti-viral wipes and PPE for self-service cleaning of equipment, work stations, departments and work areas can be made through the Site Team.</p> <p>Site Team will prioritise and ensure that adequate levels of cleaning materials are always in good supply (liquid soap, hand towels, tissues, hand gel, anti-viral wipes, bin liners and other equipment).</p> <p>External (2m distancing) floor markings will support this process to control/avoid congregating groups.</p> <p>All used disposable PPE will be doubled bagged and disposed of.</p>	

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				<p>used, social distancing will be considered and no mixing of groups must take place.</p> <ul style="list-style-type: none"> <li>✓ Separate dining areas will be assigned for each group/bubble and queueing will be kept to a minimum with floor markings designating social distancing.</li> <li>✓ Where pupil numbers do not allow for each group to use the dining facilities, lunches may be served which are 'take-away' to be eaten elsewhere in the school to reduce the need for groups to mix or delivered to each classroom to be eaten at pupil desks.</li> <li>✓ Lunches will be ordered in advance (by staff and pupils). Alternatively, pupils may bring their own packed lunch.</li> <li>✓ Playgrounds will be divided to minimise mixing between groups where possible - where there is more than one group using the outdoor space, the space will be zoned so that groups are kept apart.</li> <li>✓ 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 day – staff breaks may need to be staggered.</li> <li>✓ Use safe outdoor areas for staff breaks.</li> <li>✓ Reconfigure seating and tables in staff room/staff common areas to maintain spacing and reduce face-to-face interactions.</li> <li>✓ Encourage staff to remain on-site at lunch time and, when not possible, maintaining social distancing while off-site.</li> <li>✓ For 'catering activities and school meal provision, refer to the separate model <a href="#">COVID-19: Risk assessment for School Catering Operations</a> on the KAHSC website.</li> </ul> <p><b>Measures elsewhere</b></p> <ul style="list-style-type: none"> <li>✓ Groups will be kept apart – we will avoid large gatherings such as assemblies with more than one group.</li> <li>✓ 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.</li> <li>✓ When timetabling, groups will be kept apart and movement around the school site kept to a minimum. While passing briefly in the corridor or playground is low risk, we will avoid creating busy corridors, entrances and exits.</li> </ul>	<p>Each (individual) trip using school vehicles will be assessed to ensure safe procedures/social distancing are adhered to. All appropriate PPE for safe travel will be made available.</p> <p>All vehicles will be cleaned and sanitised after each trip</p>	

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				<ul style="list-style-type: none"> <li>✓ To reduce movement around the building, wherever possible, groups/classes will remain in the same classroom(s) as much as possible with teachers moving between classes rather than pupils.</li> <li>✓ Where considered wide enough to do so, corridors will be marked with tape to provide for a one-way system.</li> <li>✓ Where there are multiple stairways to upper floors, these will be allocated and marked/signed as an 'up stairway' and a 'down stairway' where practical.</li> <li>✓ Floor marking tape will also be used where queues may develop.</li> <li>✓ Lockers will be brought back into use but not shared unless by pupils in the same group.</li> <li>✓ 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.</li> <li>✓ Maintain social distancing between people who work in one place such as office or reception staff.</li> <li>✓ Office staff to work in separate offices where possible.</li> <li>✓ Desks/workstations should allow staff to maintain social distancing wherever possible.</li> <li>✓ If it is not possible to keep workstations 2m (or 1m with risk mitigation where 2m is not viable, is acceptable) apart, we will take all mitigating actions possible to reduce the risk of transmission: <ul style="list-style-type: none"> <li>- review layouts and processes to allow staff to work further apart from each other;</li> <li>- use floor tape or paint to mark areas to help workers keep to a 2m (or 1m with risk mitigation where 2m is not viable, is acceptable) distance;</li> <li>- only where it is not possible to move workstations further apart, arrange people to work side by side or facing away from each other rather than face-to-face;</li> <li>- use a consistent pairing system if workers have to be in close proximity;</li> <li>- manage occupancy levels to enable social distancing;</li> <li>- workstations should be assigned to an individual as much as possible. If they need to be shared, they should be shared by the smallest possible number of people and establish cleaning rules after each use of another's workstation;</li> <li>- avoid use of hot desks and spaces and, where not possible, clean and sanitise workstations between different occupants including shared equipment.</li> </ul> </li> <li>✓ 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.</li> </ul>		

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				<ul style="list-style-type: none"> <li>✓ 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 OR allow one person only to carry out all photocopying (<b>pupils NOT to use copiers</b>).</li> <li>✓ Ensure that any keypads or electronic entry systems are regularly sanitised throughout the day where different staff/visitors are entering or leaving the school.</li> <li>✓ Plan work to minimise contact between staff and avoid skin-to-skin and face-to-face contact. Where possible, staff working together (such as site teams 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. Consideration will be given to wearing face coverings in this situation.</li> <li>✓ As much as possible, keep groups of staff working together in teams that are as small as possible (cohorting).</li> <li>✓ Try to use stairs in preference to lifts. Where lifts must be used (including platform lifts), we will lower their capacity to reduce congestion and contact at all times, and regularly clean touchpoints, such as doors and buttons.</li> <li>✓ Where staff are required to sign in/out, use your own pen and wash your hands immediately after; or, where required to use a touch-screen, a supply of anti-viral wipes will be provided to be used by the visitor to clean the screen after use. A bin (lidded and foot operated) will be provided for the disposal of the used wipes.</li> <li>✓ Reduce transmission through contact with objects that come into school such as post and deliveries and limit those accepting and putting away deliveries.</li> <li>✓ Implement cleaning procedures for goods and merchandise entering the site.</li> <li>✓ Encourage increased handwashing and introducing more handwashing facilities for staff handling goods and merchandise or providing hand sanitiser where this is not practical.</li> <li>✓ Restrict non-business deliveries, e.g. personal deliveries to workers.</li> <li>✓ Revise pick-up and drop-off collection points, procedures, signage and markings.</li> <li>✓ Consider methods to reduce frequency of deliveries, e.g. by ordering larger quantities less often.</li> <li>✓ Minimise contact during payments and exchange of documentation, for example, by using electronic payment methods and electronically signed and exchanged documents.</li> </ul> <p><b>Measures for arriving at and leaving school</b></p> <ul style="list-style-type: none"> <li>✓ Under no circumstances must <b>anyone</b> displaying symptoms of COVID-19 attempt to enter the school site. This information will be included</li> </ul>	<p>Do not rely on cleaning staff to clean/wipe surfaces when others leave as cleaners may be working less frequently than usual or may not be rostered during the school day - clean and wipe as you go as described.</p> <p>Sanitising wipes will be made available for touch point cleaning.</p> <p>Service aligned to target high risk touch points in circulation areas such as door handles, push plates, lift controls and handrails with an increase in frequency of these areas after each lesson change over, breaks and dinner periods.</p> <p>Working hours of the site team and cleaning staff will be amended to adhere to social distancing and to maintain an increased cleaning programme.</p> <p>Additional bins (foot pedal) will be installed in toilet areas for the disposal of paper towels.</p> <p>All suspected COVID waste will be double bagged, labelled, dated and stored for the required 72 hours and safely disposed of.</p> <p>All contractors and suppliers have been contacted (cleaning, catering, food</p>	

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				<p>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.</p> <ul style="list-style-type: none"> <li>✓ We will encourage parents and pupils to walk or cycle to school where possible.</li> <li>✓ 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.</li> <li>✓ Check details of who is eligible to drop off/collect children – they may be different.</li> <li>✓ 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.</li> <li>✓ 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.</li> <li>✓ Where possible, we will consider separate entrance/exit gates or one-way systems.</li> <li>✓ 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.</li> <li>✓ Where possible, once the cohort of pupils has arrived, they will enter the school via an external door straight into the class where they will be based for the session.</li> <li>✓ 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 <a href="#">guidance on cleaning for non-healthcare settings</a>. 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 instructed. Refer to <a href="#">safe working in education, childcare and children's social care</a></li> </ul> <p><b>Transport</b> <b><u>Dedicated school transport, including statutory provision</u></b></p>	<p>supplies, hygiene suppliers and building management services) to prepare to support our plans for re-opening.</p> <p>Although there will be a full cleaning programme in place throughout the school day – staff will be asked to be vigilant and not to solely rely on cleaning staff to clean/wipe surfaces when others leave as cleaners may be working less frequently than usual – staff will be advised to clean and wipe as you go to ensure the safety of themselves and others.</p> <p>The Academy's chemical supplier has been contacted and confirmed their chemicals are completely effective against enveloped viruses – this information can be found in the COSHH data sheet and available to staff on request.</p> <p>Students will be asked to wear the official The Academy uniform in September.</p> <p>The Government is encouraging all schools to return to their usual uniform policies in the autumn term.</p>	

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				<p>✓ All are advised to adopt a social distance of 2m from people outside their household or support bubble, or a '1m plus' approach where this is not possible (refer to <a href="#">Coronavirus (COVID-19): safer travel guidance for passengers</a>).</p> <p>✓ We will make an assessment of:</p> <ul style="list-style-type: none"> <li>- how pupils are grouped together on transport, where possible this should reflect the <b>bubbles</b> that are adopted within school;</li> <li>- use of hand sanitiser upon boarding and/or disembarking;</li> <li>- additional cleaning of vehicles;</li> <li>- organised queuing and boarding where possible;</li> <li>- distancing within vehicles wherever possible;</li> <li>- the use of face coverings for children aged 11 and over, where appropriate, e.g. if they are likely to come into very close contact with people outside of their group or who they do not normally meet.</li> </ul> <p>✓ A partnership approach between the LA, school/trust/ and others will be required. In particular, it is imperative that we work closely with the LA that has statutory responsibility for 'home to school transport' for many children, as well as a vital role in working with local transport providers to ensure sufficient bus service provision. <i>Further guidance due from DfE shortly.</i> Refer to <a href="#">Coronavirus Covid-19 Safer transport guidance for operators</a>.</p> <p>✓ 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> <p><b><u>School organised transport</u></b></p> <p>✓ We organise our own transport for children to attend school and will take all necessary steps to ensure that the vehicle is safe to use by the children concerned. We may collect children in cohorts and/or stagger start/finish times in order to accommodate the pupils on the bus safely. If the children being transported do not have symptoms of coronavirus, there is no need for a driver to use PPE.</p> <p><b><u>Wider public transport</u></b></p> <p>✓ The use of public transport, particularly in peak times, should be kept to an absolute minimum.</p> <p>✓ We will work with partners to consider staggered start times to enable more journeys to take place outside of peak hours where possible.</p>	<p>Refer also to <a href="#">Resources to support schools in delivering remote education</a></p> <ul style="list-style-type: none"> <li>• <a href="#">Guidance on the phased return of sport and recreation</a></li> <li>• <a href="#">Sport England</a> for grassroots sport</li> <li>• <a href="#">Youth Sport Trust</a></li> <li>• <a href="#">AfPE COVID-19: Interpreting the Government Guidance in a PESSPA Context</a> and 'frequently asked questions' for PE staff.</li> </ul>	



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				<ul style="list-style-type: none"> <li>✓ We will encourage parents, staff and pupils to walk or cycle to school if at all possible. We will consider using 'walking buses' (a supervised group of children being walked to, or from, school), or work with the LA to promote safe cycling routes. Driving children to school will also be an option. Refer to <a href="#">Coronavirus (COVID-19): safer travel guidance for passengers</a></li> <li>✓ 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>KAHSC would, however, consider this to be best practice where the child understands how to wear a mask properly.</i></li> <li>✓ Car sharing to and from work/school is not currently advised unless the individuals are from the same household (or support bubble).</li> <li>✓ 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.</li> </ul> <p><b>Other considerations</b></p> <ul style="list-style-type: none"> <li>✓ Pupils with SEND will receive specific help and preparation for the changes to routine that this will involve, so teachers and SENCO will plan to meet these needs, e.g. using social stories.</li> <li>✓ 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.</li> <li>✓ 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.</li> <li>✓ For individual and very frequently used equipment, such as pencils and pens, staff and pupils should have their own items that are not shared.</li> <li>✓ Classroom based resources, such as books and games, can be used and shared within the bubble; these will be cleaned regularly, along with all frequently touched surfaces.</li> <li>✓ Resources that are shared between classes or bubbles, such as sports, art and science equipment will be cleaned frequently and meticulously and always between bubbles or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.</li> </ul>		

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				<ul style="list-style-type: none"> <li>✓ Outdoor playground equipment will be more frequently cleaned. This also applies to resources used inside and outside by wraparound care providers.</li> <li>✓ 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 and mobile phones. Bags are allowed.</li> <li>✓ 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.</li> </ul> <p><b>Cleaning throughout the day</b></p> <ul style="list-style-type: none"> <li>✓ Define a new 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.</li> <li>✓ Implement a cleaning log to track cleaning frequency for bathrooms, classrooms and communal areas.</li> <li>✓ Schedule frequent cleaning of resources (e.g. books, toys) shared within groups.</li> <li>✓ Schedule the isolation or cleaning of resources (e.g. books, toys) shared between groups.</li> <li>✓ Regularly check stocks of cleaning supplies and purchase additional supplies as necessary.</li> <li>✓ Use disposable cloths or paper roll and disposable mop heads wherever possible, disposing of after use.</li> <li>✓ Avoid creating splashes and spray when cleaning.</li> <li>✓ 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.</li> <li>✓ Reduce the number or eliminate soft toys which are more difficult to clean.</li> <li>✓ 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.</li> <li>✓ Ensure that electronic entry systems and keypads are regularly sanitised particularly first thing in the morning and where possible after each use.</li> <li>✓ All 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.</li> <li>✓ Double bin bags to be placed in the waste bins</li> </ul>		

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				<ul style="list-style-type: none"> <li>✓ Ensure disposable tissues are available in each room for both staff and pupils.</li> <li>✓ Ensure arrangements are in place for the disposal of clinical and general waste where required. Plan for the daily removal and safe disposal of rubbish.</li> <li>✓ 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 <a href="#">KAHSC Model Cleaning Schools during Coronavirus Pandemic Risk Assessment</a>.</li> </ul> <p><b>Wraparound care provision</b></p> <ul style="list-style-type: none"> <li>✓ We will consider resuming breakfast provision, from the start of the autumn term.</li> <li>✓ We will ensure they are following <b>the same</b> protective measures being taken during the school day, such as keeping children in the same year groups or bubbles that they are in during the school day where possible. If it is not possible to maintain bubbles being used during the school day then will use small, consistent groups. Refer to <a href="#">Protective measures for out-of-school settings during the coronavirus (COVID-19) outbreak</a>.</li> <li>✓ We will advise parents to limit the number of different wraparound providers they access, as far as possible. Where parents use childcare providers or out of school activities for their children, we will encourage them to seek assurance that the providers are carefully considering their own protective measures, and only use those providers that can demonstrate this.</li> <li>✓ As with physical activity during the school day, contact sports should not take place.</li> </ul> <p><b>School uniform</b></p> <ul style="list-style-type: none"> <li>✓ It is for the governing body or trust to make decisions regarding school uniform.</li> <li>✓ 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.</li> <li>✓ 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.</li> </ul> <p><b>Curriculum</b></p>		

Hazard	Risk	Individuals at risk	Risk Rating	Control Measures What are we doing now?	Notes/Additional Control Measures What more do we need to	Residual Risk
				<ul style="list-style-type: none"> <li>✓ All pupils – particularly disadvantaged, SEND and vulnerable pupils must be given the catch-up support needed to make substantial progress by the end of the academic year. The key principles that underpin curriculum planning are: <ul style="list-style-type: none"> <li>- education is not optional: all pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life;</li> <li>- the curriculum remains broad and ambitious: all pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment;</li> <li>- remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed.</li> </ul> </li> <li>✓ We will aim to meet the government’s key expectations if considering revisions to our school curriculum for academic year 2020 to 2021 and teach an ambitious and broad curriculum in all subjects from the start of the autumn term making use of existing flexibilities to create time to cover the most important missed content – refer to Section 3 of <a href="#">Actions for schools during the coronavirus outbreak from the start of the autumn term</a>.</li> <li>✓ Particular consideration will need to be given to the learning needs and objectives of children with SEND, to ensure, for e.g. that they receive appropriate preparation for adulthood.</li> <li>✓ We will develop <b>remote education</b> so that it is integrated into school curriculum planning. Remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown. We are therefore expected to plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress. Refer to <a href="#">Remote education during Coronavirus (Covid-19)</a>.</li> <li>✓ In our regular communications with parents we will continue to emphasise and promote online safety for those pupils who are not attending the school.</li> </ul> <p><b><u>Physical Education, School Sport and Physical Activity (PESSPA)</u></b></p> <ul style="list-style-type: none"> <li>✓ 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.</li> <li>✓ Pupils will be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided.</li> </ul>		

Hazard	Risk	Individuals at risk	Risk Rating	Control Measures What are we doing now?	Notes/Additional Control Measures What more do we need to	Residual Risk
				<ul style="list-style-type: none"> <li>✓ 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.</li> <li>✓ External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities.</li> <li>✓ 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.</li> <li>✓ 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.</li> </ul> <p><b><u>Science and D&amp;T</u></b></p> <ul style="list-style-type: none"> <li>✓ For guidance regarding Science and D&amp;T in relation to preparing to re-open and running practical activities, refer to CLEAPSS Guidance: <ul style="list-style-type: none"> <li>- <b>GL345</b> – Guidance for science departments returning to school after an extended period of closure</li> <li>- <b>GL336</b> – CLEAPSS Advice during the COVID-19 / Coronavirus Pandemic</li> <li>- <b>GL347</b> - Guidance for D&amp;T departments returning to school after an extended period of Closure</li> <li>- <b>GL344</b> - CLEAPSS Guide to doing practical work in a partially reopened school – D&amp;T, food and Art</li> <li>- <b>GL346</b> - Equipment and machine maintenance during Extended Closure</li> </ul> </li> </ul>		
Inadequate contingency plans for outbreaks and local lockdown	Inadequate planning in place for remaining open for vulnerable children/children of critical workers and for providing remote education to those students at home	All staff and students	<b>High</b>	<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"> <li>✓ 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.</li> <li>✓ 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.</li> <li>✓ 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 <b>immediate</b> remote education.</li> </ul>	<p>Refer to <a href="#">Local lockdowns: guidance for education and childcare settings</a></p> <p>Microsoft Teams training has been rolled out across the whole school and Microsoft Teams will be used as a platform for remote learning.</p>	<b>Medium</b>

Hazard	Risk	Individuals at risk	Risk Rating	Control Measures What are we doing now?	Notes/Additional Control Measures What more do we need to	Residual Risk
				<ul style="list-style-type: none"> <li>✓ 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"> <li>- 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;</li> <li>- give access to high quality remote education resources;</li> <li>- 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;</li> <li>- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access;</li> <li>- 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.</li> </ul> </li> <li>✓ When teaching pupils remotely, we will:               <ul style="list-style-type: none"> <li>- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects;</li> <li>- 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;</li> <li>- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos;</li> <li>- 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;</li> <li>- 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;</li> <li>- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers.</li> </ul> </li> <li>✓ 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.</li> </ul>	<p>Refer to <a href="#">Remote education during Coronavirus (Covid-19)</a> and <a href="#">Resources to support schools in delivering remote education</a></p>	
Poor or inappropriate	Infection spread leading to serious	All building users	High	<b>Behaviour</b>	Refer to model ' <a href="#">Covid-19 Addendum to the School Behaviour Policy</a> ' and ' <a href="#">Covid-19</a>	Medium

Hazard	Risk	Individuals at risk	Risk Rating	Control Measures What are we doing now?	Notes/Additional Control Measures What more do we need to	Residual Risk
behaviour and attendance	respiratory illness, death			<ul style="list-style-type: none"> <li>✓ 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.</li> <li>✓ 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.</li> <li>✓ 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.</li> <li>✓ 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.</li> <li>✓ 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.</li> <li>✓ Any disciplinary exclusion of a pupil, even for short periods of time, must be consistent with the relevant legislation.</li> </ul> <p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>✓ School attendance will be <b>mandatory</b> again from the beginning of the autumn term. From that point, the usual rules on school attendance will apply, including:</li> </ul>	<p><a href="#">Addendum to the Staff Code of Conduct'</a> on the KAHSC website</p> <p>Amended behaviour policy adopted to promote positive responses to COVID 19 recommendations</p> <p>Arrangements will be communicated to parents and carers through Headteacher updates/ letters.</p>	

Hazard	Risk	Individuals at risk	Risk Rating	Control Measures What are we doing now?	Notes/Additional Control Measures What more do we need to	Residual Risk
				<ul style="list-style-type: none"> <li>- 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;</li> <li>- schools' responsibilities to record attendance and follow up absence;</li> <li>- the availability to issue sanctions, including fixed penalty notices in line with the LA code of conduct.</li> </ul>		
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"> <li>✓ The Government continues to advise against domestic (UK) overnight and overseas educational visits at this stage see <a href="#">coronavirus: travel guidance for educational settings</a>.</li> <li>✓ In the autumn term, we can resume non-overnight domestic educational visits including any trips for pupils with SEND connected with their preparation for adulthood (e.g. workplace visits, travel training etc.). 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.</li> <li>✓ We will make use of outdoor spaces in the local area to support delivery of the curriculum.</li> </ul>	<p>Refer to <a href="#">health and safety guidance on educational visits</a> when considering visits.</p> <p>We will undertake full and thorough risk assessments in relation to all educational visits to ensure they can be provided safely. As part of this risk assessment, we will consider the control measures required to ensure that we are aware of wider advice on visiting indoor and outdoor venues.</p>	Medium
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	High	<p><b>Ratios and Qualifications</b></p> <ul style="list-style-type: none"> <li>✓ We will undertake an appropriate audit to ensure staffing levels are appropriate.</li> <li>✓ 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: <ul style="list-style-type: none"> <li>- 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.</li> <li>- 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.</li> <li>- We can continue to engage supply teachers and other supply staff during this period.</li> </ul> </li> </ul>	<p>Additional Teaching Staff/TAs have been recruited for the September return to support this process</p> <p>Refer to <a href="#">making the best use of teaching assistants</a>.</p> <p>The latest guidance on quarantine can be accessed at <a href="#">coronavirus (COVID-19): how to self-isolate when you travel to the UK</a>.</p>	Medium



Hazard	Risk	Individuals at risk	Risk Rating	Control Measures What are we doing now?	Notes/Additional Control Measures What more do we need to	Residual Risk
				<ul style="list-style-type: none"> <li>- 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.</li> <li>- 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).</li> <li>- We will consider hosting ITT trainees.</li> <li>- Volunteers may be used to support the work of the school - they will be properly supported and given appropriate roles.</li> <li>- Mixing of volunteers across groups should be kept to a minimum, and they should remain 2m from pupils and staff where possible.</li> </ul> <ul style="list-style-type: none"> <li>✓ Key telephone numbers of all available DSL's/deputies to be displayed in school.</li> <li>✓ Ensure the contact details of the <a href="#">Safeguarding Hub/Early Help Team/LADO</a> are available to all staff on duty.</li> <li>✓ 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.</li> </ul> <p><b>Staff taking leave</b></p> <ul style="list-style-type: none"> <li>✓ Staff may wish take a holiday over the summer period, which may involve travelling abroad. The government has set a requirement for people returning from some countries to quarantine for 14 days on their return.</li> <li>✓ As would usually be the case, staff will need to be available to work in school from the start of the autumn term. We will discuss leave arrangements with staff before the end of the summer term to inform planning for the autumn term.</li> <li>✓ There is a risk that where staff travel abroad, their return travel arrangements could be disrupted due to factors arising beyond their control in relation to coronavirus (COVID-19), such as the potential for reinstatement of lockdown measures in the place they are visiting.</li> <li>✓ Where it is not possible to avoid a member of staff having to quarantine during term time, we will consider if it is possible to temporarily amend working arrangements to enable them to work from home.</li> </ul>	<p>The Academy will provide ongoing health and safety information not only to staff through induction, training and regular updates/reminders but also for students and parents/carers where applicable. <b>FET Re-Opening Guidance handbook, the COVID-19 risk assessment</b> and information for parents will be displayed on the school website. <a href="#">HSE: Staying Covid-19 Secure poster to be displayed.</a></p> <p>Refer to <a href="#">experience of implementing interviews remotely</a> and <a href="#">how to prepare for remote interviews</a></p>	

Hazard	Risk	Individuals at risk	Risk Rating	Control Measures What are we doing now?	Notes/Additional Control Measures What more do we need to	Residual Risk
				<b>Recruitment</b> <ul style="list-style-type: none"> <li>✓ Recruitment will continue as usual – staff, volunteers, supply teachers, other temporary or peripatetic teachers and ITT trainees.</li> <li>✓ We will continue to recruit remotely over the summer period.</li> <li>✓ We will continue to adhere to the legal requirements regarding pre-appointment checks (Keeping Children Safe in Education). During the summer, safeguarding checks can be carried out remotely as set out in <a href="#">coronavirus (COVID-19): safeguarding in schools, colleges and other providers</a>.</li> <li>✓ From the start of the autumn term checks will revert to being carried out in person.</li> </ul>		
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"> <li>✓ 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 <a href="#">Safe working in education, childcare and children’s social care settings, including the use of PPE</a>.</li> </ul>	Refer to model <a href="#">Covid-19 Home Visits Risk Assessment</a>	Medium
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"> <li>✓ Visitors to the premises will be discouraged and meetings held remotely where possible. Visitors will be by appointment only.</li> <li>✓ In instances where we need to use other essential professionals such as social workers, 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.</li> <li>✓ Site guidance on physical distancing and hygiene is explained to visitors on or before arrival.</li> <li>✓ Access to contractors/external maintenance personnel will only be granted by arrangement for <b>essential maintenance / statutory inspection</b> needs only (guidance on what statutory inspections must take place is available <a href="#">here</a>) – see also ‘Maintenance’ – Part 2 below.</li> <li>✓ <b>In an emergency situation</b> where access is required urgently to undertake maintenance - appropriate hygiene and social distancing arrangements must be followed.</li> <li>✓ 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 time; time in; time out. Don’t leave a pen available – visitors should use their own.</li> <li>✓ 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</li> </ul>	<p>Facilities Manager will undertake effective liaison with contractors <b>BEFORE</b> they attend site – and will ask contractors to provide key information in relation to how they are managing infection control. Contractors should be working to <a href="#">Construction Leadership Council - Site-Operating-Procedures</a></p> <p>Facilities Manager will ensure routine safety/compliancy checks of identified equipment continues throughout extended closure.</p> <p>Facilities and Cleaning Teams have remained fully operational throughout the extended closure</p> <p>Facilities Manager will ensure the Control of Contractors and that all safe working practices and systems of work are adhered to.</p> <p>Where multiple use of pens is required Anti-viral wipes will be made available at signing in/out areas.</p>	Medium

Hazard	Risk	Individuals at risk	Risk Rating	Control Measures What are we doing now?	Notes/Additional Control Measures What more do we need to	Residual Risk
				<p>keypads or electronic entry systems are regularly sanitised throughout the day (as above).</p> <ul style="list-style-type: none"> <li>✓ If visitors are they required to sign a touch screen, anti-viral wipes must be available along with a bin (lidded and foot operated where possible) for disposal.</li> <li>✓ Lettings (private hire) will be put on hold for the time being.</li> </ul>	<p>External bookings and lettings of the facilities have been suspended until further notice, all relevant parties have been notified.</p>	
Lack of wellbeing management for pupils	Mental ill health	All pupils	<b>High</b>	<ul style="list-style-type: none"> <li>✓ School staff will need to consider how to support: <ul style="list-style-type: none"> <li>- individual children who have found the long period at home hard to manage;</li> <li>- those who have developed anxieties related to the virus;</li> <li>- those about whom there are safeguarding concerns;</li> <li>- those who may make safeguarding disclosures once they are back in schools;</li> <li>- children from black, Asian and minority ethnic (BAME) communities and their families who may be at increased risk of serious ill-health as a result of contracting COVID-19. They may have additional or heightened worries about returning to school;</li> <li>- those who have experienced bereavements in their immediate family or wider circle of friends or family or had increased/new caring responsibilities.</li> </ul> </li> <li>✓ We consider the provision of pastoral and extra-curricular activities to all pupils designed to: <ul style="list-style-type: none"> <li>- support the rebuilding of friendships and social engagement;</li> <li>- address and equip pupils to respond to issues linked to coronavirus (COVID-19);</li> <li>- support pupils with approaches to improving their physical and mental wellbeing.</li> </ul> </li> <li>✓ 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.</li> <li>✓ 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 <a href="#">coronavirus (COVID-19) staff resilience hub</a> with materials on peer support, stress, fear and trauma and bereavement.</li> <li>✓ 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</li> </ul>	<p>Refer to <a href="#">DfE - Supporting pupil and student mental wellbeing</a> and <a href="#">teaching about mental wellbeing</a>,</p> <p>Refer to <a href="#">BAMFed Network guidance</a> for assistance in completing an individual risk assessment before affected pupils return to school.</p> <p>All identified BAME staff have had ‘one to one’ risk assessment carried out to support their individuals needs</p> <p>The school has its own contact to support this process : <a href="mailto:healthadvocates@furnessacademy.co.uk">Health Advocates healthadvocates@furnessacademy.co.uk</a></p>	<b>Medium</b>

Hazard	Risk	Individuals at risk	Risk Rating	Control Measures What are we doing now?	Notes/Additional Control Measures What more do we need to	Residual Risk
				<p>nurses as leaders of the <a href="#">healthy child programme</a> can offer a range of support including:</p> <ul style="list-style-type: none"> <li>- support for resilience, mental health and wellbeing including anxiety, bereavement and sleep issues;</li> <li>- support for pupils with additional and complex health needs;</li> <li>- supporting vulnerable children and keeping children safe.</li> </ul> <p>✓ 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.</p> <p>✓ 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.</p> <p>✓ 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).</p> <p>✓ If safeguarding issues come to light they will be addressed using the school's Child Protection policy, which may need to be updated in light of full re-opening. Head teachers should consider how they might manage any increase in referrals as pupils return to school.</p>		
Lack of wellbeing management for staff	Mental ill health	All staff	High	<ul style="list-style-type: none"> <li>✓ Trusts 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.</li> <li>✓ 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.</li> <li>✓ 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.</li> <li>✓ 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</li> </ul>	<p>Refer to <a href="#">extra mental health support for pupils and teachers</a>.</p> <p>Students to have access to pastoral support. Personal development team to provide resources for staff to deliver in small groups. Staff to be reminded of safeguarding procedures within school.</p> <p>Refer to <a href="#">BAMEed Network guidance</a> for assistance in completing an individual risk assessment before affected staff return to work.</p>	Medium

Hazard	Risk	Individuals at risk	Risk Rating	Control Measures What are we doing now?	Notes/Additional Control Measures What more do we need to	Residual Risk
				<p>autumn term. We will discuss and agree any changes to staff roles with individuals.</p> <ul style="list-style-type: none"> <li>✓ We will monitor the wellbeing of people who are working from home, on furlough 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.</li> <li>✓ We will consider how to support the mental wellbeing of our staff who are returning after a significant period of either home working, shielding or furlough. 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).</li> </ul>	<p>Refer to the DfE <a href="#">workload reduction toolkit</a> and <a href="#">case studies to support remote education</a></p> <p><a href="#">Education Support Partnership</a> 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	<b>High</b>	<p><b>Returning to work</b></p> <ul style="list-style-type: none"> <li>✓ We will ensure all staff understand coronavirus related safety procedures.</li> <li>✓ We will provide clear, consistent and regular communication to improve understanding and consistency of ways of working amongst staff.</li> <li>✓ We will engage with staff through existing communication routes and staff representatives to explain and agree any changes in working arrangements.</li> <li>✓ We will develop communication and training materials for staff prior to returning to site, especially around new procedures for arrival at work.</li> </ul> <p><b>Ongoing communications</b></p> <ul style="list-style-type: none"> <li>✓ We will ensure all staff are kept up to date with how safety measures are being implemented or updated.</li> <li>✓ 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.</li> <li>✓ We will promote awareness and focus on the importance of mental health at times of uncertainty (see above).</li> <li>✓ 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.</li> </ul>	<p>Regular Headteacher updates to all staff (through email) on current changes to working practises/conditions has continued throughout the COVID closure.</p> <p>Regular Headteacher communications will be circulated to all staff on a regular basis</p> <p>Staff inductions will take place before whole school returns in September</p> <p>Regular email updates will be circulated to all staff</p>	<b>Medium</b>

Hazard	Risk	Individuals at risk	Risk Rating	Control Measures What are we doing now?	Notes/Additional Control Measures What more do we need to	Residual Risk
				<p>✓ 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>		

**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	<b>High</b>	<ul style="list-style-type: none"> <li>✓ 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.</li> <li>✓ 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.</li> <li>✓ In an emergency, e.g. an accident, fire, break-in or trespass, people do not have to comply with social distancing guidelines <b>if it would be unsafe</b>.</li> <li>✓ 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.</li> <li>✓ 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.</li> <li>✓ 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.</li> <li>✓ 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.</li> <li>✓ Review site staff cover to ensure the site is safe – including the operation of intruder and fire alarms.</li> </ul>	<p>Refer to advice on <a href="#">Fire safety in new and existing school buildings</a></p> <p>All fire safety systems and equipment have been regularly serviced and fully maintained throughout the extended closure.</p> <p>All staff induction will take place before student's return – all key safety information will be communicated.</p> <p>All building safety systems have been regularly serviced and maintained (<b>tested weekly</b>) throughout the extended closure to ensure building compliancy.</p> <p>Tools and equipment will be cleaned down prior to and after maintenance activities. When using disinfectant spray a paper towel should be used, ensure that the paper towel is sprayed not the item (over a drip tray or spill pad) then disposed of.</p> <p>Site team are fully trained in building familiarisation and competent in all the procedures in any emergency situation.</p> <p>All circulation doors will be wedged open to limited touch point and to support the cleaning programme</p>	<b>Low</b>

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
				<ul style="list-style-type: none"> <li>✓ Ensure staff are inducted/ familiarised with key emergency/ management information – e.g. security / access procedures, emergency and fire risk etc.</li> <li>✓ Clarify means of summoning emergency assistance, particularly when operating social distancing.</li> <li>✓ Make available any instruction on the use of any relevant equipment – e.g. emergency controls for fire panels, lifts, automatic doors etc.</li> <li>✓ Access to essential contractors / statutory inspections will need to be considered and managed.</li> <li>✓ 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.</li> <li>✓ Propping fire doors open by any other means other than proprietary hold open devices triggered by the fire alarm is normally not permitted. <b>However</b>, 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.</li> <li>✓ 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.</li> <li>✓ 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.</li> <li>✓ 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.</li> <li>✓ At the end of each day, <b>ALL</b> fire doors <b>must</b> be closed. Wipe down contact points with a proprietary cleaning product ready for the next day.</li> <li>✓ 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.</li> </ul>	<p>Fire policy has been revised to support this process</p> <p>Facilities Manger will ensure key staff (Site Team) are re- trained in the locations of gas, water &amp; electric cut-off points and how to operate them.</p> <p>New Information regarding fire doors (wedged open) will be communicated to staff through induction.</p> <p>Train staff in the correct procedures in the event of fire emergency – repeat as necessary – monitor via fire drills</p> <p>Serves part of the implemented programme</p>	
Lack of building/ property maintenance – preparing to re-open	Faulty equipment services leading to injury or death	All building users, contractors/ maintenance personnel	<b>High</b>	<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><b>Health &amp; Safety Inspections</b></p> <ul style="list-style-type: none"> <li>✓ 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,</li> </ul>	Refer to DfE <a href="#">Managing school premises during the coronavirus outbreak</a> and the Chartered Institute of Building Services Engineers’ guidance on <a href="#">emerging from lockdown</a>	<b>Low</b>



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
				<p>undertake a health and safety check of the buildings, grounds and equipment concerned.</p> <p>✓ All routine in-house monitoring, testing and inspection to commence / continue as normal.</p> <p><b>Fire Safety Systems</b></p> <p>✓ In terms of reoccupation, all relevant fire safety equipment and systems must be tested <b>before</b> employees and others are allowed back on site. This would typically include:</p> <ul style="list-style-type: none"> <li>- 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);</li> <li>- a full discharge test of the emergency lighting system across the site;</li> <li>- a visual inspection of all fire extinguishers to ensure that they are correctly located, full and not obviously damaged;</li> <li>- checking that fire escape routes are clear of any obstructions;</li> <li>- checking that final fire escape doors are unlocked and operational;</li> <li>- checking the operation of internal fire doors to ensure that they close properly;</li> <li>- checking that automatic fire dampers, smoke venting and smoke extraction systems are operational.</li> </ul> <p><b>Water management – control of Legionella bacteria</b></p> <p>✓ <b>Water systems</b></p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- Chlorinating and flushing water systems may not be necessary <b>if</b> the system has remained operational through routine flushing as advised in the cold water systems and domestic hot water services sections above.</li> <li>- 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.</li> </ul> <p>✓ <b>Drinking water</b></p> <ul style="list-style-type: none"> <li>- 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</li> </ul>	<p>All statutory and routine building H&amp;S checks have continued throughout the extended closure period.</p> <p>All systems fully tested and recorded on a routine basis.</p> <p>3-hour test completed</p> <p>Full annual fire extinguisher inspection completed.</p> <p>All checks completed and recorded.</p> <p>Refer to <a href="#">Managing school premises during the coronavirus outbreak</a> and <a href="#">HSE: Legionella Risks during the Coronavirus Outbreak</a></p> <p>Water Hygiene inspections (Legionella) have continued throughout lockdown by a competent professional external contractor (Ward Group) routine internal purging/flushing has been carried out by the Site Team.</p> <p>Energy Centre and hot water systems have remained fully functional, school has remained operational, water hygiene and</p>	

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				<p>supply bottled drinking water until a thorough flushing and chlorination can be undertaken by a water treatment specialist.</p> <p>✓ <b>Hot water services</b></p> <ul style="list-style-type: none"> <li>- Water temperatures must be kept within limits recommended for the control of legionella bacteria in water systems.</li> <li>- Regularly check hot water generation for functionality and if required, temperature recording.</li> <li>- If the hot water system has been left operational the hot water should be circulating as normal and regular checks should be carried out.</li> </ul> <p><b>Ventilation</b></p> <p>✓ 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.</p> <p>✓ Natural ventilation via windows or vents should be used as far as possible and where available occupied room windows (particularly classrooms) should be open.</p> <p>✓ Where centralised or local mechanical ventilation is present, recirculatory systems should be adjusted to full fresh air. If this is not possible systems should be operated as normal. Where ventilation units have filters present ensure enhanced precautions are taken when changing filters. See HSE guidance <a href="#">HSG53: Respiratory protective equipment at work</a>.</p> <p>✓ 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> <p><b>Restarting plant and equipment</b></p> <p>✓ Recommission all systems before re-opening, as would normally be done after a long holiday period. This includes:</p> <ul style="list-style-type: none"> <li>- gas</li> <li>- heating</li> <li>- water supply</li> <li>- mechanical and electrical systems</li> <li>- catering equipment</li> </ul> <p>✓ 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</p>	<p>maintenance inspections have continued throughout the extended closure</p> <p>ACUs (Air Handling Units) building Ventilation systems have been maintained throughout.</p> <p>All systems have been fully maintained throughout - this includes a scheduled filter Inspection clean/change programme.</p> <p>All systems have remained fully operational throughout.</p> <p>All systems have remained fully operational throughout.</p>	

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				<p>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> <p><b>Statutory inspections</b></p> <ul style="list-style-type: none"> <li>✓ Whilst the HSE 'recognises the potential challenges when carrying out legal requirements for thorough examination and testing (TE&amp;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.</li> <li>✓ 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.</li> </ul> <p><b>Training and supervision</b></p> <ul style="list-style-type: none"> <li>✓ 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.</li> <li>✓ 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.</li> </ul> <p><b>Cleaning</b></p> <ul style="list-style-type: none"> <li>✓ New cleaning arrangements in line with coronavirus preparations should also include regular systematic checks:</li> </ul>	<p>All routine checks have been carried out and recorded by the Trust Site Team – under the instruction/guidance of the Facilities Manager.</p> <p>Facilities Manger will ensure key staff (Site Team) refresher training in building and premises familiarisation</p> <p>New cleaning programme has been implemented, to support the <b>new bubble system</b>, all cleaning staff have been consulted and fully aware of their responsibilities and the new in-depth schedule.</p>	

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				<ul style="list-style-type: none"> <li>- 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</li> <li>- where toilets are put back into use ensure the flushing of the toilets occur with the lids down and toilet ventilation systems are working.</li> </ul>	<p>Refer to the HSE <a href="#">air conditioning and ventilation during the coronavirus outbreak</a></p>	

Further Action Required	Date Action Completed	Date RA Reviewed	Significant Changes Y/N	Shared with Staff Date or N/A
<p>Settings should review and update their <b>wider</b> risk assessments and consider the need for relevant revised controls in respect of their conventional risk profile considering the implications of coronavirus (COVID-19).</p> <p>This risk assessment must be read and followed in conjunction with other applicable risk assessments for the setting, staff member or pupil, adapted as necessary, and:</p> <ul style="list-style-type: none"> <li>• <a href="#">Coronavirus (COVID-19): implementing protective measures in education and childcare settings</a></li> <li>• <a href="#">Actions for schools during the coronavirus outbreak from the start of the autumn term</a></li> <li>• <a href="#">Actions for Early years and childcare providers</a></li> <li>• <a href="#">Actions for Special schools and other specialist settings</a></li> <li>• <a href="#">Critical workers who can access schools or settings</a></li> <li>• <a href="#">Stay at home guidance for households with possible Covid-19 infection</a></li> <li>• <a href="#">Guidance on shielding &amp; protecting extremely vulnerable persons from Covid-19</a></li> <li>• <a href="#">Staying alert &amp; social distancing from 04/07/20</a></li> <li>• <a href="#">Meeting people from outside your-household - making a support bubble with another household</a></li> <li>• <a href="#">Staying safe outside your home</a></li> <li>• <a href="#">Supporting vulnerable children and young people during the coronavirus (COVID-19) outbreak</a></li> <li>• <a href="#">Coronavirus (Covid-19) Getting tested- Essential Workers</a></li> <li>• <a href="#">Providing free school meals during the coronavirus outbreak</a></li> </ul>				

Further Action Required	Date Action Completed	Date RA Reviewed	Significant Changes Y/N	Shared with Staff Date or N/A
<ul style="list-style-type: none"> <li>• <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a></li> <li>• <a href="#">Coronavirus Covid-19 safer travel guidance for passengers</a></li> <li>• <a href="#">Coronavirus Covid-19 Safer transport guidance for operators</a></li> <li>• <a href="#">Safe working in education, childcare and children’s social care settings, including the use of PPE</a></li> <li>• <a href="#">HSE Face Fit Testing Guidance</a></li> <li>• <a href="#">How to wear &amp; make a cloth face covering</a></li> <li>• <a href="#">Early Years Foundation Stage Framework</a></li> <li>• <a href="#">Remote education during Coronavirus (Covid-19)</a></li> <li>• <a href="#">DfE Managing school premises during the coronavirus outbreak</a></li> <li>• <a href="#">HSE: Legionella Risks during the Coronavirus Outbreak</a></li> <li>• <a href="#">Planning for reopening guide for primary schools</a></li> <li>• <a href="#">Planning for reopening guide for EYFS and other childcare settings</a></li> <li>• <a href="#">Planning for reopening guide for Secondary Schools</a></li> <li>• <a href="#">Planning for reopening to children and young people with SEND</a></li> <li>• <a href="#">Schools and COVID-19: guidance for Black, Asian and minority ethnic (BAME) staff and their employers in school settings</a></li> <li>• <a href="#">AfPE COVID-19: Interpreting the Government Guidance in a PESSPA Context</a></li> <li>• <a href="#">Asthma UK COVID-19: Health advice for people with asthma</a></li> <li>• <a href="#">Staying Secure During Covid-19</a></li> <li>• <a href="#">Local lockdowns: guidance for education and childcare settings</a></li> </ul>				