



## COVID-19 Schools Risk Assessment – September 2020

(Revised 6<sup>th</sup> November 2020 – Reviewed 25<sup>th</sup> November, Amended 2<sup>nd</sup> December, Adjusted to reflect Lockdown 3, 6<sup>th</sup> January 2021)

### Addendum 1: Preparation for full opening of schools

It is the government's plan that all pupils, in all year groups, will return to school full-time from the beginning of the autumn term.

The government guidance is based on their findings that:

- severity of disease in children – there is high scientific confidence that children of all ages have less severe symptoms than adults if they contract coronavirus
- the age of children – there is moderately high scientific confidence that younger children are less likely to become unwell if infected with coronavirus

All COVID-19 risk assessments must be reviewed prior to the beginning of autumn term, any changes must be communicated to staff members.

	Identify the Hazards (anything that may cause harm)	Who may be harmed and how	Assess the Severity	Control measures	Assess the Likelihood	What is the Risk Rating	Further Action Required
Revision Status:							
	Rev. 1	Created 03.07.2020 in Black					
	Rev. 2	Updated 16.07.2020 in Green					
	Rev. 3	Updated 03.08.2020 in Blue					
	Rev. 4	Updated 07.09.2020 in Orange					
	Rev. 5	Updated 05 & 22.10.2020 in Purple					

	<p>Rev. 6 Updated 04.11.2020 in <b>Beige</b></p> <p>Rev. 7 Updated 27.11.2020 in <b>Dark Blue</b></p> <p><b>Rev.7a</b> Updated 06.01.2022 in <b>Light Orange</b> to reflect national Lockdown - to be read in conjunction with Mass Testing Risk Assessment Local control measures in <b>Red</b></p>
	<p><b>What Tier level are you in?</b></p>
	<p>As of the 02 December 2020 the following Tier levels will be introduced:</p> <p>Tier 1: Medium alert Tier 2: High alert (Reading, West Berkshire, Wiltshire &amp; Swindon) Tier 3: Very High alert (Bristol)</p> <p>As of 6<sup>th</sup> January Tier 4 introduced at end of Term 2 nationally, then followed by National Lockdown from 6<sup>th</sup> January.</p>
	<p><b>Addendum Rev. 7a updates</b></p> <p>National Lockdown now in place, hence additional control measures to supersede conflicting advice in version 7</p> <ul style="list-style-type: none"> <li>• all staff and non-vulnerable students to work from home where possible.</li> <li>• Staff classified as Clinically Extremely Vulnerable (CEV) <b>must</b> work from home and not in the school.</li> </ul> <p>Staff classed as Clinically Vulnerable (CV) should work from home where possible. Any existing individual risk assessments (CEV, CV, disability, young persons, or new/expectant mothers) should be reviewed, any changes must be recorded including any new controls.</p> <ul style="list-style-type: none"> <li>• Peripatetic, supply teachers, external coaches and volunteers <b>can</b> continue to be used in school in line with controls.</li> <li>• Staff living with someone who is clinically extremely vulnerable can still attend work where homeworking is not possible. People who live with those who are clinically vulnerable or clinically extremely vulnerable can attend the workplace but should ensure they maintain good prevention practice in the workplace and home settings.</li> <li>• No off-site trips will take place at this time.</li> <li>• Mass Testing of asymptomatic staff and students is available to school as an additional control and is covered by Mass Testing Risk Assessment - as an addendum to this RA.</li> <li>• Isolation period for close contacts has been reduced from 14 days to 10 days.</li> <li>• Home to school transport: the previous guidance around wearing face coverings has changed to a compulsory use of face coverings on school transport for children aged 11 or over unless pupils are exempt.</li> <li>• School will continue to offer wraparound provision, if deemed appropriate, such as breakfast and after-school clubs, for those children eligible to attend school (i.e., children of critical workers and vulnerable children and young people).</li> <li>• During the period of national lockdown, school will continue to provide meal options for all pupils who are in school. Local vouchers will be sent to FSM students at home.</li> </ul>

<b>Systems of control - Prevention</b>							
	Identify the Hazards (anything that may cause harm)	Who may be harmed and how	Assess the Severity	Control measures	Assess the Likelihood	What is the Risk Rating	Further Action Required
1	<p><b>School Buildings</b></p> <p>Increased risk to staff and pupils due to lack of compliance</p>	Pupils and staff	<b>Moderate</b>	<p>Class sizes can return to normal and spaces used by more than one group will be cleaned between use.</p> <p>The usual pre-term building checks will be undertaken prior to opening for autumn term such as,</p> <p>Hot and cold water systems</p> <p>Gas safety</p> <p>Fire safety</p> <p>Kitchen equipment</p> <p>Security</p> <p>Schools will continue with testing and statutory compliance checks as well as maintenance</p> <p>HSE GUIDANCE:  <a href="https://www.hse.gov.uk/coronavirus/working-safely/index.htm">https://www.hse.gov.uk/coronavirus/working-safely/index.htm</a></p> <p><a href="https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm">https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm</a></p> <p>Schools to consider electrical items taken off site when conducting their annual portable appliance testing</p>	<b>Infrequent</b>	<b>Low</b>	
	Air Conditioning	Pupils and staff					
	Increased risk of electrical shock	Pupils and staff					

	<p>Increased risk of transmission</p> <p>Lack of available keyholders during emergencies</p> <p>Increased risk of transmission</p>	<p>Pupils and staff</p> <p>Pupils and staff</p> <p>Pupils and staff</p>		<p>Once the school is in operation, it is important to ensure it is well ventilated and a comfortable teaching environment is maintained. This can be achieved by:</p> <ul style="list-style-type: none"> <li>• Mechanical ventilation systems</li> <li>• Natural ventilation; opening windows (high level windows will reduce draughts) and internal doors (in cooler weather windows should be opened just enough to provide constant background ventilation and opened more fully during breaks to purge the air)</li> </ul> <p>West Berkshire advises that temperatures should not drop below 16 degrees. They recommend that when the room temperature reaches 18 degrees, the window openings are reduced to the minimum or shut until the temperature rises. They can then be reopened.</p> <p>Schools to update key holder information if necessary</p> <p>Schools to continue with visitors arriving outside of school hours where possible.</p> <p>Payments to schools should be taken by contactless methods wherever possible</p>			
2	<p><b>Personal Hygiene</b></p> <p>Lack of hand washing and hand sanitiser stations</p>	<p>Pupils and staff</p>	<p><b>Moderate</b></p>	<p>The school will ensure there are sufficient hand washing and hand sanitising stations available to</p>	<p><b>Infrequent</b></p>	<p><b>Low</b></p>	

				<p>pupils and staff so that they can clean their hands regularly</p> <p>Young pupils and pupils with complex needs will be supervised during the use of hand sanitiser</p> <p>The dangers of hand sanitiser will be explained to students on a regular basis</p>				
2	<b>Educational Visits</b>	Pupils and staff	<b>Moderate</b>	<p>In the autumn term schools can resume non-overnight domestic educational visits in the autumn term.</p> <p>This should be done in line with protective measures, such as;</p> <ul style="list-style-type: none"> <li>• keeping children within their consistent group</li> <li>• ensuring coronavirus (COVID-19) secure measures are in place at the destination.</li> <li>• thorough risk assessments completed</li> </ul> <p>Schools should consult the <a href="#">health and safety guidance on educational visits</a> when considering visits.</p>	<b>Rare</b>	<b>Low</b>	<b>Term 1 - only essential trips to be allowed</b>	
3	<b>Respiratory Hygiene</b>	Lack of good respiratory hygiene	Pupils and staff	<b>Moderate</b>	<p>The school will promote the 'catch it, bin it, kill it' approach to pupils and staff</p> <p>The school will ensure they have enough tissues and bins available around the school</p>	<b>Infrequent</b>	<b>Low</b>	

				<p>Young pupils and pupils with complex needs will be supervised and helped to get this right</p> <p>A further risk assessment should be conducted for those pupils who spit uncontrollably or use saliva as a sensory stimulant, to support the pupils and staff and is not a reason to deny these pupils face to face education</p>			
2	<b>Face coverings</b>	All staff and pupils	<b>Moderate</b>	<p>Face coverings are not classified as PPE, face coverings should safely cover your nose and mouth and are largely intended to protect others, not the wearer, against the spread of infection.</p> <p>The following is government guidance <b>not</b> mandatory activity, and any legal exemptions that apply to the wearing of face coverings in shops and on public transport also apply to this new advice.</p> <p>Children ages 12 and over should wear a mask under the same conditions as adults, in particular when they cannot guarantee at least a 1 metre distance from others and there is widespread transmission in the area.</p> <p>Nationwide, the government is not recommending face coverings are necessary in education settings generally because a system of controls, applicable to all education environments, provides additional mitigating measures. Schools and colleges will have the discretion to require face coverings in indoor communal areas where social distancing cannot be safely managed, if they believe that it is right in their particular circumstances.</p> <p>If staff would also like to wear a visor for their own protection, we would support this in addition to a face mask.</p> <p>It is vital that face coverings are worn correctly. Safe wearing of face coverings requires cleaning of hands before and after touching – including to remove or put</p>	<b>Occasional</b>	<b>Low</b>	

them on – and the safe storage of them in individual, sealable plastic bags between use, provided by the students. Where a face covering becomes damp, it should not be worn and the face covering should be replaced carefully.

Face coverings can have a negative impact on learning and teaching and so their use in the classroom should be avoided.

**Where local restrictions apply**

Education settings where Year 7 and above are educated, face coverings should be worn by adults (staff and visitors) and pupils when moving around indoors, such as in corridors and communal areas where social distancing is difficult to maintain. As in the general approach, it will not usually be necessary to wear face coverings in the classroom, where protective measures already mean the risks are lower, and they may inhibit teaching and learning.

**Exemptions** - Some individuals are exempt from wearing face coverings. This applies to those who:

- cannot put on, wear or remove a face covering because of a physical or mental illness or impairment or disability
- speak to or provide assistance to someone who relies on lip reading, clear sound or facial expression to communicate

The same exemptions will apply in education settings, and we would expect teachers and other staff to be sensitive to those needs

See government guidance [here](#)

It is reasonable to assume that staff and young people will now have access to face covering due to their increased use in wider settings however, where

anybody is struggling to access a face covering, or where they are unable to use their face covering due to having forgotten it or it having become soiled or unsafe, education settings should take steps to have a small contingency supply available to meet such needs.

No-one should be excluded from education on the grounds that they are not wearing a face covering.

Staff may wear clear face coverings in classrooms.

Visitors / Contractors:

Must wear face coverings both in and around school.

Students:

Students are required to wear a face covering in communal spaces around school and in corridors, including at break and lunch time, except when eating, or otherwise asked to remove them by staff

Students face coverings should be removed in classrooms

There will be exemptions made to wearing of face coverings for students where, for example there is anxiety or difficulty breathing. Exemptions will also be made to promote inclusion, for example where an ASD student initially needs time to adjust to the change or where hearing impaired or deaf students require masks to be removed to promote communication. This will be communicated to identified students by staff at the start of the school year

3	<p><b>Shared resources</b></p> <p>Increased risk for transmission due to multiple handling</p>	Pupils and staff	Moderate	<p>During the summer term, their use was minimised, or moved out of classrooms, and extra cleaning took place. That position has now changed for the autumn term.</p> <p>For frequently used items such as pens and pencils, staff and pupils should have their own items and they should not be shared.</p> <p>Classroom based resources such as books and games can be used and shared within the bubble.</p> <p>Cleaning of these items will take place regularly along with frequently touched surfaces.</p> <p>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.</p> <p>Outdoor play equipment will be more frequently cleaned along with inside and outside resources.</p>	Infrequent	Low	These will be provided if required but not shared
3	<p><b>Resources going back and forth</b></p> <p>Increased risk of transmission</p>	Pupils and staff	Moderate	Pupils will only bring essentials items into school such as, lunch boxes, hats, coats, books, stationery and mobile phones. Bags are allowed.	Infrequent	Low	

				<p>Pupils and teachers can take books and other shared resources home, unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development.</p> <p>Resources 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.</p>			
3	<p><b>Outdoor equipment</b></p> <p>Increased risk of transmission due to lack of proper cleaning</p>	Pupils and staff	<p><b>Moderate</b></p>	<p>Outdoor equipment to be cleaned between uses by separate bubble/groups.</p> <p>Plastic or metal play equipment should be cleaned between use by bubble/groups/groups by spraying with a combined detergent disinfectant solution (at a dilution of 1,000 parts per million available chlorine) or a household detergent followed by disinfection and then wiping off any residue with paper towels which should be disposed of in general waste bins.</p> <p>Timber and other types of play equipment that may be more difficult to wipe over, should be sprayed with a combined detergent disinfectant solution or a household detergent followed by disinfection with particular attention paid to high touch areas such as hand rails etc.</p> <p>The cleaning solution should either be wiped off with paper towels or adequate time should be allowed for the cleaning solution to evaporate prior to the equipment's next use.</p>	Infrequent	Low	



7	<b>Concerns from staff about returning to school</b>	Clinically vulnerable	Moderate	<p>It is expected that after the relaxation of shielding measures from 01 August, that most staff will return to school.</p> <p>It remains the case that wider government policy advises those who can work from home to do so, such as administrative staff. Schools leaders should consider what is feasible and appropriate.</p> <p>In <b>primary</b> schools, the ability to maintain social distance is dependent on the age and maturity of the pupils in the class.</p> <p><b>All schools</b> will carry out an individual <b>comprehensive (in and out of work)</b> risk assessment for each member of staff who is within a vulnerable group or who has significant risk factors. <b>As a minimum we would expect risk assessment for individuals in the following categories;</b></p> <ul style="list-style-type: none"> <li><b>Aged 70 or over</b></li> <li><b>BAME (if also considered vulnerable)</b></li> <li><b>Clinically Vulnerable</b></li> </ul> <p>This is to ensure that social distancing and hygiene precautions are understood and can be maintained in the classroom and around school. Note: when working with the younger children in a primary setting, additional stringent measures will need to be in place to assure social distancing, as in these classes / settings, children themselves cannot socially distance.</p> <p><b>Any existing individual risk assessments should be reviewed prior to September.</b></p> <p>Where schools apply the full measures in the government guidance, the risks to all staff will be mitigated significantly, We expect this will allow most</p>	Infrequent	Low	<p>SLT: All individuals RAs to be checked as a standing agenda item on Line Management as part of H+S/ Wellbeing section</p> <p>RA meetings with Vulnerable staff in</p>
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		staff		<p>staff to return to the workplace, although we advise those in the most at risk categories to take particular care with social distancing</p> <p>Government Guidance from the 02 December 2020, If you cannot work from home, you can still go to work in all tiers.</p>				
		Extremely clinically vulnerable staff	Moderate	<p>People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace.</p>	Infrequent	Low	<p>July indicated a moderate level of concerns – indicating severity would be moderate at worst with frequency being infrequent amongst the staff concerned. Regular review of individual RAs by line management will further mitigate risk</p>	
		Living with extremely clinically vulnerable people	Moderate	<p>As a general principle, pregnant women are in the ‘clinically vulnerable’ category and are advised to follow the relevant guidance (see above).</p> <p>Staff within their third trimester are advised to be particularly attentive to social distancing (and consider latest guidance from EAT HR)</p>	Low	Low		
		Pregnant staff	Moderate		Infrequent	Low		
		Staff at increased risk	Moderate	<p>Some people with particular characteristics may be at comparatively increased risk from coronavirus (COVID-19), as set out in the <a href="#">COVID-19: review of disparities in risks and outcomes report</a>.</p> <p>Schools to discuss staff members concerns, explaining the measures the school has put/or will put in place to reduce risks. School leaders should try as far as practically possible to accommodate additional measures where appropriate.</p>	Infrequent	Low		

	Staff to staff interaction increases the risk of transmission	Living with people of increased risk	Moderate	<p>People who live with those who have comparatively increased risk from coronavirus (COVID-19) can attend the workplace.</p> <p>Any member of staff travelling abroad should inform the Principal as they will need to follow appropriate quarantine arrangements Anytime taken off due to travel isolation will be without pay.</p> <p>No physical contact. It is important to maintain social distance for staff wherever possible. No close contact activities.</p> <p>It is recommended that staff meetings are restricted to a maximum of 4 people. SLT meetings should not be conducted in one area, but rather separated into at least two groups and conducted remotely. This will reduce the impact should someone within a group later contract covid. As guidance, if you come into contact with a person who contracts covid the following could apply; Close contact of 1m or less for more than 1 minute could mean you have to self-isolate. Contact within 2m for more than 15 mins could also mean you have to self-isolate.</p>	Infrequent	Low	No planned activities that require close physical contact are planned
8	<p><b>People who attend multiple sites</b></p> <p>Increased risk of transmission</p>	Pupils, staff and visitors	Moderate	<p>Parents are not allowed on site without an appointment</p> <p>Supply staff and other temporary workers can move between schools, but school leaders will want to consider how to minimise the number of visitors to the school where possible. Where it is necessary to</p>	Infrequent	Low	

use supply staff and to welcome visitors to the school such as peripatetic teachers, those individuals will be expected to comply with the school's arrangements for managing and minimising risk, including taking particular care to maintain distance from other staff and pupils.

Singing, wind and brass instrument playing can be undertaken in line with this and other guidance, including guidance provided by the DCMS for professionals and non-professionals, available at [working safely during coronavirus \(COVID-19\): performing arts](#).

In addition to this they should:

1. Maintain distancing requirements with each group they teach, where appropriate.
2. Avoid situations where distancing requirements are broken; for an example demonstrating partnering work in dancing.
3. Make efforts to reduce the number of groups taught and locations worked in, to reduce the number of contacts made.
4. Playing instruments and singing in groups should take place outdoors where possible
5. No large groups playing indoors
6. Strict social distancing (2m for face to face) to be adhered to
7. Pupils should be positioned back to back or side to side when playing or singing
8. Position wind and brass players so that the air from their instruments does not blow into another player
9. Use microphones where possible
10. Avoid sharing instruments
11. Instruments should be cleaned by the pupil/person playing them

				<p>Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual.</p> <p>School to ensure that guidance on physical distancing and hygiene is explained to visitors on for before arrival.</p> <p>Schools will ensure that Contractors completing work on site will where possible, do so outside of school hours.</p> <p>School to ensure that guidance on physical distancing and hygiene is explained to visitors on for before arrival</p> <p><b>Contractors must notify the premises staff (or receptionist) of all areas visited, in order that these can then be thoroughly cleaned</b></p> <p>A record of all visitors to school will be kept.</p>			
9	<p><b>Concerns from pupils about returning to school</b></p> <p>Self-isolating concerns</p>	Pupils	Moderate	<p>In <b>primary</b> schools, pupils for whom shielding has been paused on 1.8.20, can attend school as long as an individual RA has been completed, and agreed/shared with parents, and the school is confidently able to ensure the pupil can maintain social distancing and appropriate hygiene arrangements. This will depend on the age of the pupil, the physical spacing and capacity of the school. Where a pupil is unable to attend school we expect schools to be able to immediately offer them access to remote education.</p> <p>Only pupils who are self-isolating and have had symptoms or a positive test result themselves; or</p>	Infrequent	Low	



	Anxiety about returning to school	Pupils	Moderate	<p>This may include pupils who have themselves been shielding previously but have been advised that this is no longer necessary, those living in households where someone is clinically vulnerable, or those concerned about the comparatively increased risk from coronavirus (COVID-19), including those from Black, Asian and Minority Ethnic (BAME) backgrounds or who have certain conditions such as obesity and diabetes.</p> <p>Schools will identify pupils who are reluctant or anxious about returning or who are at risk of disengagement and develop plans for re-engaging them.</p> <p>Schools will communicate clear and consistent expectations around school attendance to families.</p> <p>Schools can use the additional catch-up funding as well as existing pastoral and support services, attendance staff and resources and schools' pupil premium funding to put measures in place for those families who will need additional support to secure pupils' regular attendance.</p> <p>Schools will work closely with other professionals as appropriate to support the pupils return to school.</p> <p>See <a href="#">DfE - Supporting pupil and student mental wellbeing</a></p>	Infrequent	Low	
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				<p>particularly important in a sports setting because of the way in which people breathe during exercise.</p> <p>Schools can work with external coaches, clubs and organisations for curricular and extra curricular activities when they are satisfied it is safe to do so.</p> <p>Schools to consider how such arrangements can work within their wider protective measures.</p> <p>Facilitated activities for children where these provide a childcare function for working parents are allowed to continue</p> <p>Activities such as active miles, making break times and lessons active and encouraging active travel help enable pupils to be physically active while encouraging physical distancing.</p>			
11	<p><b>Use of PPE</b></p> <p>Increased risk of transmission</p>	<p>Pupils and staff</p> <p>Pupils and staff</p>	<p>Moderate</p> <p>High</p>	<p>The majority of staff in education settings will not require PPE beyond what they would normally need for their work, even if they are not always able to maintain a distance of 2 metres from others.</p> <p>The Trust is asking that staff in secondary and primary schools' wear face masks in public areas.</p> <p>Specific PPE is only needed in a very small number of cases:</p> <ul style="list-style-type: none"> <li>where an individual child, young person or other learner becomes ill with coronavirus (COVID-19) symptoms and only then if a distance of 2 metres cannot be maintained</li> </ul>	<p>Infrequent</p> <p>Occasional</p>	<p>Low</p>	<p>Staff and students will be expected to supply their own face covering.</p> <p>A small supply of face coverings will be available for those that forget them, or for when a face covering has become ineffective.</p>

				<ul style="list-style-type: none"> <li>where a child, young person or learner already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used</li> </ul> <p>The PPE that should be used in the following situations when caring for someone with symptoms of coronavirus (COVID-19) is as follows:</p> <ul style="list-style-type: none"> <li>a face mask should be worn if a distance of 2 metres cannot be maintained</li> <li>if contact is necessary, then gloves, an apron and a face mask should be worn</li> <li>if a risk assessment determines that there is a risk of fluids entering the eye from, for example, coughing, spitting or vomiting, then eye protection should also be worn</li> </ul> <p>Face coverings are to protect others. Face shields only protect yourself.</p>			<p>Designs for face coverings and advice on how to wear them effectively will be communicated to parents and staff</p> <p>Reception staff will make visitors aware of our approach to face coverings</p>
12	<p><b>Transport</b></p> <p>Increased transmission risk due to confined space</p>	Pupils and Staff	<p><b>Moderate</b></p>	<p><b>Dedicated Transport</b> – only available to schools The schools will consider;</p> <ul style="list-style-type: none"> <li>how pupils are grouped together on transport, where possible this should reflect the bubbles 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>Current government guidance advises that children and young people aged 11 years and over to wear a face covering when travelling</li> </ul>	Infrequent	Low	

	<p>Increase transmission risk due to possible lack of distancing and confined space</p>	<p>Pupils and staff</p>	<p><b>Moderate</b></p>	<p>on dedicated transport to secondary school or college, apart from those who are exempt. See guidance <a href="#">here</a></p> <ul style="list-style-type: none"> <li>Children must not board the transport if they, or a member of their household, has symptoms of covid-19</li> </ul> <p>Schools will decide on an approach which will reflect the range of measures that are reasonable in their different circumstances. Schools to work closely with local authorities who have a statutory responsibility for 'home to school transport' for many children and local transport providers to ensure sufficient bus service provision. Risk Assessments to be provided by transport providers</p> <p><b>Public Transport</b> – also used by general public Face coverings to be worn at all times for adults and children over the age of 11</p> <p>Pupils use of public transport, particularly in peak times, should be kept to an absolute minimum. Schools will work with partners to consider staggered start times to enable more journeys to take place outside of peak hours. Schools will encourage parents, staff and pupils to walk or cycle to school if at all possible. Local authorities are being asked to;</p> <ul style="list-style-type: none"> <li>urgently work with schools to survey parents on their typical routes to school and potential alternatives</li> <li>consider a range of options for shifting demand for public transport onto other modes</li> </ul>	<p><b>Infrequent</b></p>	<p><b>Low</b></p>	
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	<p>Pupils arriving at the same time causing greater transmission risk</p>	Pupils and staff	Moderate	<ul style="list-style-type: none"> <li>consider using traffic demand management approaches in order to ensure that children are able to attend school from the start of the autumn term</li> </ul> <p>Schools to consider staggered start and finish times where possible, keeping bubbles apart as they arrive and leave school. However, this should not reduce the amount of overall teaching time.</p> <p>School to stagger finish times, as arrival times are staggered by nature of pupil arrival patterns, keeping bubbles apart as they arrive and leave school. However, this should not reduce the amount of overall teaching time.</p>	Infrequent	Low	
	<p>Increased risk due to lack of knowledge in safe use of PPE</p>	Pupils & staff	Moderate	<p>Pupils and staff must wash their hands or use hand sanitiser immediately on arrival.</p> <p>Pupils must be instructed not to touch the front of their face covering during use or when removing it.</p> <p>Schools should have a process for removing face coverings when pupils and staff who use them arrive at school.</p> <p>Pupils and staff must wash their hands or use hand sanitiser immediately on arrival.</p> <p>Temporary face coverings must be disposed of in a covered bin.</p> <p>Reusable masks should be placed in a plastic bag they can take home with them.</p> <p>Hands should be then washed again before heading to their classroom.</p>	Infrequent	Low	
		Pupils					
		Pupils & staff					

				<p>All staff to undergo safe use of PPE training</p> <p>Staff able to retain wearing face covering in school should individual risk assessment require it</p>			
13	<p><b>Spreading Covid-19</b></p> <p>Contact with individuals who are unwell</p> <p>Lack of available tests, resulting in more time away from school/work</p> <p>When to get a test</p>	Pupils and Staff	<p><b>High</b></p> <p><b>Critical</b></p>	<p>The school will ensure that pupils, staff and other adults do not come into the school if they have covid-19 symptoms or have tested positive in the last 7 days.</p> <p>All persons with covid-19 symptoms are eligible and <b>must</b> get tested.</p> <p>Other members of their household (including any siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms.</p> <p>We will ensure that anyone developing those symptoms during the school day is sent home.</p> <p>Anyone who experiences any coronavirus (COVID-19) symptoms can <a href="#">get a free coronavirus (COVID-19) NHS test</a> at a testing site or at home. This includes all pupils, teachers, and staff.</p> <p>From 26 August, all schools and FE providers will receive an initial supply of 10 home test kits, these tests should only be offered to individuals in exceptional circumstances.</p> <p>Guidance can be found <a href="#">here</a>.</p> <p>Guidance for parents</p> <p>Letter to parents and guardians: when you should book a coronavirus test for your child Published 25 September 2020 link <a href="#">here</a></p>	Rare	Low	

	<p>Stay at home guidance</p> <p>Contacts of people with confirmed covid-19</p> <p>NHS Covid-19 app</p>			<p>For households with possible or confirmed covid-19 infection – guidance updated 21 October 2020, available <a href="#">here</a></p> <p>Guidance updated 21 October 2020, available <a href="#">here</a></p> <p>Close contact means:</p> <ul style="list-style-type: none"> <li>· direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin)</li> <li>· proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual</li> <li>· travelling in a small vehicle, like a car, with an infected person</li> </ul> <p>The app is available to download for anyone aged 16 and over if they choose to do so. Required action:</p> <p>Leaders and staff should familiarise themselves with the features of the app leaders should understand how the app relates to their setting’s process for managing a positive case and/or an outbreak leaders should understand how the app’s ‘Trace’ feature relates to their setting’s existing process consider how the app relates to your setting’s mobile phone policies communicate with staff about use of the app ,</p>			
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				including the need to turn the app off if not kept on the person. Guidance available <a href="#">here</a>			
13	<b>Management of confirmed Covid-19 cases</b>	Pupils and staff	<b>High</b>	<p>Schools will take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19).</p> <p>School should contact the dedicated advice service introduced by Public Health England (PHE) and delivered by the NHS Business Services Authority. This can be reached by calling the DfE Helpline on 0800 046 8687 and selecting option 1 for advice on the action to take in response to a positive case. Schools will be put through to a team of advisers who will inform them of what action is needed based on the latest public health advice.</p> <p>The health protection team will contact schools directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school – as identified by NHS Test and Trace.</p> <p>The <a href="#">advice service</a> 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. <a href="#">If, following triage, further expert advice is required the adviser will escalate the school’s call to the PHE local health protection team.</a></p> <p>The health protection team will work with schools in this situation to guide them through the actions they need to take.</p> <p>Based on the advice from the health protection team, schools must send home those people who have been in close contact with the person who has tested</p>	<b>Rare</b>	<b>Low</b>	

positive, advising them to self-isolate for 14 days since they were last in close contact with that person when they were infectious.

A template letter will be provided to schools, to send to parents and staff if needed.

Schools must not share the names or details of people with coronavirus (COVID-19) unless essential to protect others.

Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms.

If someone in a class or group that has been asked to self-isolate develops symptoms themselves within their 14-day isolation period they should follow [‘stay at home: guidance for households with possible or confirmed coronavirus \(COVID-19\) infection’](#).

They should get a test, and:

if the test delivers a negative result, they must remain in isolation for the remainder of the 14-day isolation period. This is because they could still develop the coronavirus (COVID-19) within the remaining days.

if the test result is positive, they should inform their setting immediately, and must isolate for at least 10 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 [‘stay at home: guidance for households with possible or confirmed coronavirus \(COVID-19\) infection’](#)

	<b>Containing an outbreak</b>		<b>High</b>	<p>Schools should not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation.</p> <p>Schools will have active engagement with NHS Test and Trace, and appoint a member of staff to liaise</p> <p>Further guidance is available on <a href="#">testing and tracing for coronavirus (COVID-19)</a>.</p> <p>Schools will make a list of all persons who the affected person has been in contact with, these pupils are to be monitored for symptoms throughout the following two weeks.</p> <p>What to do if a pupil is displaying symptoms of covid19 – Action list <a href="#">here</a></p> <p>If schools have two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak, and must continue to work with their local health protection team who will be able to advise if additional action is required.</p>	<b>Rare</b>	<b>Low</b>	
13	<b>Attendance Expectations</b>  Lack of attendance resulting in falling further behind	Pupils	<b>Moderate</b>	<p>In March it was made clear that no parent would be penalised or sanctioned for their child’s non-attendance at school. The situation has now changed.</p>	<b>Infrequent</b>	<b>Low</b>	

				Schools to ensure parents and pupils are aware that attendance is mandatory from the beginning of the autumn term.			
14	<b>Cleaning</b>						
	Contamination through frequently touched surfaces	Pupils and staff	Moderate	<p>Schools have put in place enhanced cleaning schedule to include;</p> <p>More frequent cleaning of rooms/shared areas used by different groups</p> <p>Cleaning frequently touched surfaces more often</p> <p>No need for different groups of pupils to have toilets allocated, but these areas should be cleaned regularly and pupils encouraged to clean their hands thoroughly after using the toilet</p>	Infrequent	Low	
	Increased risk of contamination from infected surfaces	Pupils and staff	Moderate	<p>Cleaning after a suspected or confirmed case of COVID-19 – What you need to know</p> <ul style="list-style-type: none"> <li>• cleaning an area with normal household disinfectant after someone with suspected coronavirus (COVID-19) has left will reduce the risk of passing the infection on to other people</li> <li>• wear disposable or washing-up gloves and aprons for cleaning. These should be double-bagged, then stored securely for 72 hours then thrown away in the regular rubbish after cleaning is finished</li> <li>• using a disposable cloth, first clean hard surfaces with warm soapy water. Then disinfect these surfaces with the cleaning products you normally use. Pay particular attention to frequently touched areas and surfaces, such as bathrooms, grab-rails in corridors and stairwells and door handles</li> <li>• Public areas where a symptomatic person has passed through and spent minimal time but which</li> </ul>	Infrequent	Low	

				<p>are not visibly contaminated with body fluids, such as corridors, can be cleaned thoroughly as normal.</p> <ul style="list-style-type: none"> <li>• if an area has been heavily contaminated, such as with visible bodily fluids, from a person with coronavirus (COVID-19), use protection for the eyes, mouth and nose, as well as wearing gloves and an apron</li> <li>• wash hands regularly with soap and water for 20 seconds, and after removing gloves, aprons and other protection used while cleaning</li> </ul> <p>Cleaning products: Use one of the options below:</p> <ul style="list-style-type: none"> <li>· a combined detergent disinfectant solution at a dilution of 1,000 parts per million available chlorine (ppm av.cl.) or</li> <li>· a household detergent followed by disinfection (1000 ppm av.cl.).</li> </ul> <p>Follow manufacturer’s instructions for dilution, application and contact times for all detergents and disinfectants Avoid mixing cleaning products together as this can create toxic fumes. Avoid creating splashes and spray when cleaning.</p> <p>Any cloths and mop heads used must be disposed of and should be double bagged into waste bags and kept for at least 72 hours before disposing with normal waste.</p> <p>When items cannot be cleaned using detergents or laundered, for example, upholstered furniture and mattresses, steam cleaning should be used.</p>			
15	<b>Social Distancing</b>			It is strong public health advice that staff in secondary schools maintain distance from their pupils, staying at			

	Heightened transmission by interaction between bubbles	Pupils and staff	Moderate	<p>the front of the class, and away from their colleagues where possible. Ideally, adults should maintain 2 metre distance from each other, and from children</p> <p>Minimising contact between people reduces transmission, maintain social distancing wherever possible.</p> <p>As guidance, if you come into contact with a person who contracts covid, the following could apply; Close contact of 1m or less for more than 3 seconds could mean you have to self-isolate. Contact within 2m for more than 15 mins could also mean you have to self-isolate.</p> <p>Schools will keep consistent groups (bubbles) separate and maintain distance between individuals where possible.</p> <p>For pupils the emphasis will be on distancing</p> <p>For older pupils the emphasis may well be on distancing</p> <p>Schools will make adaptations to the classrooms to support distancing where possible. Seating pupil's side by side and facing forward, rather than face to face, where practicable</p> <p>Where necessary bubbles will be increased in size to accommodate pupil numbers, distancing and the full range of curriculum subjects. However, schools should be aware that the implications of this are that more pupils will be effected by the need to self-isolate should one pupil test positive.</p>	Infrequent	Low	
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	<p>Movement around school causing greater risk</p>	<p>Pupils and staff</p>	<p>Moderate</p>	<p>School will avoid large gatherings with more than one group.</p> <p>Pupils (where old enough) should be supported to maintain distance (2m) and not touch staff or peers where possible.</p> <p>A minimum distance for children:  My personal space (outstretched arm)  Your personal space (outstretched arm not touching) equals social distance.</p> <p>Bubbles will be kept apart as much as possible</p> <p>All teachers and staff can operate across different groups in order to facilitate the school timetable.</p> <p>Staff should avoid close face to face contact and minimise time spent within 1 metre of anyone. Similarly, it will not be possible when working with many pupils who have complex needs or who need close contact care.</p> <p>Staff will where possible, maintain distance of 2m from other adults and pupils. They will remain at the front of the class.</p> <p>Movement around the school will be kept to a minimum, avoiding creating busy corridors, entrances and exits.</p>	<p>Infrequent</p> <p>Infrequent</p>	<p>Low</p> <p>Low</p>	
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	Staff not maintaining distance and causing greater risk of transmission	Pupils and staff	Moderate	<p>Schools to consider staggered break and lunch times, allowing time for surface cleaning between bubbles.</p> <p>Staff will ideally maintain a distance of 2m from other adults.</p> <p>Schools will make adaptations to staffroom to support distancing where possible.</p> <p>Staff must clean surfaces and equipment used as they finish</p> <p>Carry out emergency drills termly as normal, following social distancing as appropriate.</p> <p>During an emergency evacuation people do not have to stay 2m apart if it would be unsafe to do so, but muster points should be socially distanced</p>	Infrequent		Previous monitoring suggests staff and students leave site infrequently
	Increased risk of transmission	Pupils and staff	Moderate	<p>All staff and pupils should be required to stay on site once they have entered and not leave unless absolutely necessary during the day to minimise potential of transmission of COVID-19</p>			
	Staff meetings not adhering to social distancing	staff	Moderate	<p>Staff meetings must be restricted to no more than 4 persons, and social distancing of 2 metres should be adhered to.</p> <p>If a meeting of more than 4 staff is required, they must be socially distanced and the meeting to last no more than 15 minutes.</p>			
16	Catering						

	<p>Increased risk due to none compliance</p>	<p>Pupils and staff</p>	<p>Moderate</p>	<p>School kitchens/meal provision will be fully operational from the start of the autumn term. School kitchens must comply with the <a href="#">guidance for food businesses on coronavirus (COVID-19)</a>.</p>	<p>Infrequent</p>	<p>Low</p>	<p>Food ordering system introduced with limited range of food to reduce risk from queues. Cold service only initially.</p>
	<p>Increased risk of transmission in dining hall/canteen</p>	<p>Pupils and staff</p>	<p>Moderate</p>	<p>Where catering is provided on site cutlery provided should be handed out by staff wearing gloves or allocated separately to users and not provided in communal storage where users select their own.</p> <p>Food displays should be protected against contamination by coughing, sneezing, etc.</p> <p>Food and drink should only be consumed in areas that can be suitably cleaned</p> <p>Hand washing facilities or hand sanitiser should be made available before entering a space where people eat and should be used again when leaving.</p> <p>Pupils should sit side by side and ideally all face in one direction when eating Drinking water should be provided with enhanced cleaning routines</p> <p>Payments should be taken by contactless methods wherever possible.</p> <p>Chairs and tables should be cleaning between each use</p> <p>All rubbish and waste should be put straight in the bin by the user and not left for someone else to clear up.</p>	<p>Infrequent</p>	<p>Low</p>	<p>Initially, pre ordered cold serve grab an go packed lunch only will be available. These will typically be consumed outside with vast majority of seating areas removed internally and students served in separate Key Stage Zones. Catering Staff briefed in RAs for Catering Businesses , with adaptations in place as required.</p>

		Pupils and staff	Moderate	<p>All areas used for eating must be thoroughly cleaned at the end of break/bubble, including chairs, door handles, vending machines and payment devices.</p> <p>Drinking water must be provided free of charge at all times to registered pupils on the school premises.</p> <p>Schools should consider the most appropriate way to do this if, for public health reasons, pupils do not have access to water fountains.</p> <p>Schools should take steps to limit the use of single-use plastic water bottles.</p>			
18	School Uniform	Pupils	Moderate	<p>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.</p> <p>Increased ventilation may make school buildings cooler than usual over the winter months. While schools will want to maintain the benefits of their uniform, they may wish to consider allowing additional, suitable indoor items of clothing to be worn during the winter period in addition to the school's current uniform. Where this occurs, schools should ensure that no extra financial pressure is placed on parents.</p>	Rare	Low	Uniform sanctions deemed low priority in Term 1
18	Contingency planning for outbreaks		High	<p>Process in the event of local outbreaks</p> <p>In local areas where restrictions have been implemented for certain sectors (from national direction), we anticipate that education and childcare will usually remain fully open</p>	Rare	Low	Current rate of transmission and cases in Bristol region is below that

			<p>to all, with the additional requirement that face coverings should be worn by staff and students in schools and colleges, from year 7 and above, outside classrooms when moving around communal areas where social distancing cannot easily be maintained (tier 1 onwards).</p> <p>The key aim being to retain as much face-to-face education and access to childcare as possible.</p> <p>Priority will be given to vulnerable children and children of critical workers for face-to-face provision in all cases.</p> <p><b>Tier 1</b> Involves schools remaining fully open</p> <p><b>Tier 2</b> asks secondary schools to adopt a rota system and further education (FE) colleges to limit on-site attendance, whilst all other settings, including alternative provision (AP) and special schools, remain fully open.</p> <p><b>Tier 3</b> requires secondary schools and FE colleges to limit on-site attendance to just vulnerable children and young people, the children of critical workers and selected year groups, other settings remain fully open. In the event of tier 3 local restrictions being implemented the Department for Education will issue operational guidance for the affected area that will confirm which year groups should be prioritised.</p> <p><b>Tier 4</b> goes further to limit attendance to just vulnerable children and young people and the children of critical workers at all settings, excluding AP and special schools</p> <p>Where there are no local restrictions in place, education provision should continue to remain fully open to all, and these tiers do not apply.</p> <p>See further government guidance <a href="#">here</a></p>			<p>nationally . RA to be reviewed with additional measures considered if rate changes</p>

	<b>Further government guidance</b> contained within Guidance for full opening: schools – published 02 July 2020
Staff Development	Schools may need to alter the way in which they deploy their staff, and use existing staff more flexibly, to welcome back all pupils at the start of the autumn term. Managers will discuss and agree any changes to staff roles with individuals.
Staff Deployment	It is important that planning builds in the need to avoid increases in unnecessary and unmanageable workload burdens. This could include a review of existing practices in this respect and schools may wish to draw on DfE’s <a href="#">workload reduction toolkit</a> . DfE has also published a range of resources, including <a href="#">case studies to support remote education</a> and help address staff workload, this includes case studies on managing wellbeing.
Supporting Staff	The Department for Education is providing additional support for both pupil and staff wellbeing in the current situation. Information about the <a href="#">extra mental health support for pupils and teachers</a> is available. The <a href="#">Education Support Partnership</a> provides a free helpline for school staff and targeted support for mental health and wellbeing.
Staff Deployment	It is important that planning builds in the need to avoid increases in unnecessary and unmanageable workload burdens. This could include a review of existing practices in this respect and schools may wish to draw on DfE’s <a href="#">workload reduction toolkit</a> .
Deploying support staff	The Education Endowment Foundation (EEF) has published guidance on <a href="#">making the best use of teaching assistants</a> to help primary and secondary schools. When deploying support staff flexibly it is important that headteachers consider regulated activity and ensure only those who have the appropriate checks are allowed to engage in regulated activity. Full guidance is provided in part 3 of <a href="#">keeping children safe in education</a> .
Recruitment	Recruitment should continue as usual. We recommend that schools continue to recruit remotely over the summer period. Interviewing remotely may be a new experience for many schools. The DfE teaching blog provides some information on the <a href="#">experience of implementing interviews remotely</a> . When recruiting, schools must continue to adhere to the legal requirements regarding pre-appointment checks. We refer schools to part 3 of the statutory guidance <a href="#">keeping children safe in education</a> . 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>
Supply teachers and other temporary or peripatetic teachers	Supply staff and other temporary workers can move between schools, but school leaders will want to consider how to minimise the number of visitors to the school where possible. Where it is necessary to use supply staff and to welcome visitors to the school such as peripatetic teachers, those individuals will be expected to comply with the school’s arrangements for managing and minimising risk, including taking particular care to maintain distance from other staff and pupils.
ITT Trainees	This is not intended to be exhaustive and ITT partnerships will need to ensure they have identified and comply with all <a href="#">legislation</a> and guidance relevant to ITT.

	Staff leave	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> . As would usually be the case, staff will need to be available to work in school from the start of the autumn term
	Other support	Volunteers may be used to support the work of the school, as would usually be the case. It is important that they are properly supported and given appropriate roles. Where schools and colleges are utilising volunteers, they should continue to follow the checking and risk assessment process as set out in the volunteer section in Part 3 of <a href="#">keeping children safe in education</a> . Under
	Curriculum expectations	<p>Key principals that underpin government advice on curriculum planning are:</p> <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> <p>Informed by these principles, DfE asks that schools and other settings meet the following key expectations if considering revisions to their school curriculum for academic year 2020 to 2021</p> <p>Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content.  Aim to return to the school’s normal curriculum in all subjects by summer term 2021.  Plan on the basis of the educational needs of pupils  Develop remote education so that it is integrated into school curriculum planning  Specific points for early years foundation stage (EYFS) to key stage 3  Specific points for Key Stages 4 and 5</p> <p>When planning music provision, schools should consider additional specific safety measures. Although singing and playing wind and brass instruments do not currently appear to represent a significantly higher risk than routine speaking and breathing at the same volume, there is now some evidence that additional risk can build from aerosol transmission with volume and with the combined numbers of individuals within a confined space. This is particularly evident for singing and shouting, but with appropriate safety mitigation and consideration, singing, wind and brass teaching can still take place. Measures to take follow in the next sections.</p> <ul style="list-style-type: none"> <li>· <b>Singing, wind and brass playing</b> should not take place in larger groups such as choirs and ensembles, or assemblies unless significant space, natural airflow (at least 10l/s/person for all present, including audiences).</li> <li>· <b>Social Distancing</b> –schools should observe strict social distancing between each singer and player, and between singers and players, and any other people such as conductors, other musicians, or accompanists. Current guidance is that if the activity is face-to-face and without mitigating actions, 2 metres is appropriate.</li> </ul>

	<ul style="list-style-type: none"> <li>· <b>Seating</b> - Pupils should be positioned back-to-back or side-to-side when playing or singing (rather than face-to-face) whenever possible. Position wind and brass players so that the air from their instrument does not blow into another player.</li> <li>· Use <b>microphones</b> where possible or encourage singing quietly.</li> <li>· Avoid <b>sharing equipment</b> wherever possible, if shared disinfect regularly (including cases, handles, chairs etc), and as always between users. Instruments should be cleaned by the pupils using them, where possible</li> <li>· <b>Limit the handling</b> of music scores, parts and scripts where possible</li> </ul> <p>Remote Learning Expectations. Updated in full opening: schools guidance 21 October 2020, available <a href="#">here</a></p>
Catch-up support	<p>Government have announced a package worth £1 billion to ensure that school have the resources they need to help all pupils make up for lost teaching time, with extra support for those that need it most. Government will set out how this funding will be distributed between individual schools shortly.</p> <p>Whilst headteachers will decide how the money is spent, the Education Endowment Foundation has published <a href="#">guidance on effective interventions to support schools</a>.</p> <p>Alongside this universal offer, we will roll out a <a href="#">National Tutoring Programme</a>, worth £350 million, which will deliver proven and successful tuition to the most disadvantaged and vulnerable young people.</p>
Pupil wellbeing and support	<p>Pupils may be experiencing a variety of emotions in response to the coronavirus (COVID-19) outbreak, such as anxiety, stress or low mood. See <a href="#">DfE - Supporting pupil and student mental wellbeing</a> for</p>
Behaviour expectations	<p>Schools should consider updating their behaviour policies with any new rules/policies, and consider how to communicate rules/policies clearly and consistently to staff, pupils and parents, setting clear, reasonable and proportionate expectations of pupil behaviour. Further details are available at <a href="#">Behaviour and discipline in schools</a>.</p>
Inspection	<p>For state-funded schools, routine Ofsted inspections will remain suspended for the autumn term. However, during the autumn term, inspectors will visit a sample of schools to discuss how they are managing the return to education of all their pupils.</p>
Primary assessment	<p>We recognise that pupils will have missed a critical period of their education due to lockdown in the 2019 to 2020 academic year. It is vital that we know the impact of coronavirus (COVID-19) on this cohort of pupils nationally, and can give support to schools that need it the most.</p> <p>We are, therefore, planning on the basis that statutory primary assessments will take place in summer 2021.</p>

Exams	<p>For the summer 2021 exams, we recognise that pupils in years 11 and 13 will have missed a critical period of their education due to lockdown in the 2019 to 2020 academic year. It is vital that these pupils are able to catch up and access exams that lead to the qualifications they need to progress. We are, therefore, planning on the basis that GCSEs and A levels will take place in summer 2021 but with adaptations, including those which will free up teaching time. Ofqual will launch a consultation on proposed adaptations to exams shortly.</p> <p>There will also be an exam series taking place in autumn 2020. Following the cancellation of summer 2020 exams, the exam boards will be providing students with calculated grades (except in some exceptional cases) this summer, which students will use to move onto their next step.</p>
Immunisations	<p>As normal, schools should engage with their local immunisation providers to provide immunisation programmes on site, ensuring these will be delivered in keeping with the school's control measures. These programmes are essential for children's health and wellbeing and can also provide benefits for staff</p>

The risk assessment takes into account the revised list of most common symptoms to look out for as updated on the 03 July 2020 as follows:

- A high temperature
- A new, continuous cough
- A loss or change to your sense of smell or taste

**This guidance has been written with reference to:**

Guidance for full opening: schools – published 02 July 2020

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

Minimise contact and maintaining distance – examples from practice

<https://unitedlearning.org.uk/portals/0/unitedthinking/Examples%20of%20protective%20measures.pdf?ver=2020-07-03-192023-697>

Actions for early years and childcare providers during the coronavirus (COVID-19) outbreak – updated 2 July 2020

<https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures>

COVID-19: guidance for young people on shielding and protecting people most likely to become unwell if they catch coronavirus

<https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/withdrawn-covid-19-guidance-for-young-people-on-shielding-and-protecting-people-most-likely-to-become-unwell-if-they-catch-coronavirus>

Guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19 – updated 7 July 2020

<https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19>

Managing school premises during the coronavirus (COVID-19) outbreak – updated 07 July 2020

<https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak>

COVID-19: cleaning in non-healthcare settings – updated 15 May 2020

<https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings>

Coronavirus (COVID-19): implementing protective measures in education and childcare settings Updated 1 June 2020

<https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings>

Likelihood	Severity		1 Very Low	2 Low	3 Moderate	4 High	5 Critical
	Imminent	5	Low	Moderate	High	Critical	Critical
Frequent	4	Low	Moderate	High	High	Critical	
Occasional	3	Very Low	Low	Moderate	High	High	
Infrequent	2	Very Low	Very Low	Low	Moderate	Moderate	
Rare	1	Very Low	Very Low	Low	Low	Moderate	

Definition		
Critical	Death, major injuries or ill health causing long term disability or absence from school/work	Stop Activity!
High Risk	Injuries or ill health causing short term disability or absence from school/work	Action must be taken to reduce risk before proceeding

Moderate Risk	Injuries or ill health causing no significant long term effects	Implement all additional precautions
Low Risk	Not likely to result in injury or ill health	Monitor and review on a regular basis
Very Low Risk		Monitor and review on a regular basis

I confirm that the above is a suitable and sufficient risk assessment based on current information.

The risk assessment will be reviewed on a regular basis and whenever anything relevant changes.

All relevant parties will be informed of the outcomes of this risk assessment.

Completed by Principal / Headteacher	Nick Lewis	Date 25 <sup>th</sup> August 2020 Reviewed 31 <sup>st</sup> August Revised November 6 <sup>th</sup> and reviewed November 25 <sup>th</sup> Amended 2 <sup>nd</sup> December
Name		
Assessed by		Date
Signed		
CEO Approved		Date
Signed		
Date of Review		