

Covid -19 Risk Assessment Form - March 2021

Highfield Infants' and Junior School

This Risk Assessment follows DFE guidance and expectations.

Date of assessment	1/3/2021		
Who is at risk	Staff, pupils, contractors, visitors (Contractors and visitors on site to be kept to a minimum and only for essential work).		
<p>This risk assessment needs to be completed by the Headteacher, with input from staff members as needed.</p> <p>It will be published on the school website and reviewed regularly to be kept as a live document.</p> <p>Monitoring of this Risk Assessment will ensure that controls are effective and working as planned.</p>			
Risk and NEST Expectation	Plan for mitigation/way to meet expectation	Risk Before mitigation L, M, H	Risk After mitigation L, M, H
Prevention:			
<p>Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school.</p>	<p>Pupils, staff and other adults must not come into the school if:</p> <ul style="list-style-type: none"> • They have one or more coronavirus symptoms. https://www.gov.uk/guidance/nhs-test-and-trace-how-it-works#part-1-people-who-develop-symptoms-of-coronavirus • A member of their household (including someone in their support bubble or childcare bubble if they have one) has coronavirus (COVID-19) symptoms • They are required to quarantine having recently visited countries outside the Common Travel Area https://www.gov.uk/uk-border-control/self-isolating-when-you-arrive • They have had a positive test <p>If anyone in the school becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia) they must be:</p> <ul style="list-style-type: none"> • Sent home to begin isolation - the isolation period includes the day the symptoms started and the next 10 full days https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection • Advised to follow the guidance for households with possible or confirmed coronavirus (COVID-19) infection • Advised to arrange to have a test as soon as possible to see if they have coronavirus (COVID-19) <p>They must self-isolate for at least 10 days and should arrange to have a test. If they</p>	H	M

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	<p>have tested positive whilst not experiencing symptoms but develop symptoms during the isolation period, they should restart the 10 day isolation period from the day they develop symptoms</p> <p>Other members of their household (including any siblings) should self-isolate for 10 days from when the symptomatic person first had symptoms.</p>		
Ensure face coverings are used in recommended circumstances.	<p>Face coverings should be worn by staff and adult visitors in situations where social distancing between adults is not possible (for example, when moving around in corridors and communal areas).</p> <p>Face visors or shields should not be worn as an alternative to face coverings. They may protect against droplet spread in specific circumstances but are unlikely to be effective in reducing aerosol transmission when used without an additional face covering.</p> <p>Face visors should only be used after carrying out a risk assessment for the specific situation and should always be cleaned appropriately.</p> <p>For information on exemption from wearing face coverings: https://www.gov.uk/government/publications/face-coverings-when-to-wear-one-and-how-to-make-your-own/face-coverings-when-to-wear-one-and-how-to-make-your-own</p>	H	L
	<p>Safe wearing of face coverings requires the:</p> <ul style="list-style-type: none"> • Cleaning of hands before and after touching – including to remove or put them on • Safe storage of them in individual, sealable plastic bags between use 	H	L
Clean hands thoroughly more often than usual.	<p>Pupils and staff clean their hands regularly, when they arrive at school, when they return from breaks, when they change rooms and before and after eating. Soap and running water, hand sanitiser and skin friendly skin cleaning wipes can be used. Posters on the importance of hygiene will be on display around the school. Pupils will be taught about the importance of thorough hand washing and how this should be done, and this will be revisited regularly.</p>	H	L
Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach.	<p>Ensure that there are enough tissues and bins available in the school to support pupils and staff to follow this routine. For pupils who find it hard to manage good respiratory hygiene an individual risk assessment should be put in place. Posters on good respiratory signage will be clearly displayed around the school. Children will be taught good respiratory hygiene and reminded about this regularly.</p>	H	L
Maintain enhanced cleaning, including cleaning frequently touched surfaces	<p>The cleaning schedule ensures cleaning is generally enhanced - with rotas to ensure expectations are met.</p>	H	L

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<p>often, using standard products such as detergents.</p>	<p>More frequent cleaning of rooms and shared areas that are used by different groups.</p> <p>Frequently touched surfaces being cleaned more often than normal.</p> <p>Toilets will need to be cleaned regularly and pupils will be encouraged to clean their hands thoroughly after using the toilet.</p>		
<p>Minimise contact between individuals and maintain social distancing wherever possible. Schools must do everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum.</p>	<p>Keep groups separate (in 'bubbles') and maintaining distance between individuals. It is acceptable for younger children (Nursery, EYFS and Y1) and those with complex needs not to distance within their group. Signage around the school will promote social distancing and children and adults will be reminded about this regularly.</p> <p>Use of consistent groups to reduce the risk of transmission by limiting the number of pupils and staff in contact with each other to only those within the group.</p> <p>If class-sized groups are not compatible with offering a full range of subjects or managing the practical logistics within and around school, year group sized 'bubbles' can be implemented.</p> <p>Keep children in their class groups for most of the classroom time, allowing mixing into wider groups for specialist teaching, wraparound care and play time if needed. If mixing in wider groups is needed, consider use of outside areas, spacing and minimising contact. When using larger groups, the other measures from the system of controls become even more important, to minimise transmission risks and to minimise the numbers of pupils and staff who may need to self-isolate.</p> <p>For intervention, small group focus teaching the following will be followed:</p> <ul style="list-style-type: none"> • Staff wash hands before and after working with pupils • A space is identified for the intervention to take place and set up with separate desks placed a suitable distance apart • All equipment needed for the child is set up in the space before the start of the session • The intervention is provided at a distance • After the child has returned to class, the member of staff cleans the desk area and washes any equipment that needs to be used by another pupil. • Consideration is given to the staff member wearing a face mask as well as a visor, unless risks can be mitigated by other measures. 	<p>H</p>	<p>M</p>

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	<p>Teachers and other staff who need to operate across different classes and year groups should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults.</p> <p>Use of all the other measures is particularly important for these staff .</p>		
Keep occupied spaces well ventilated.	<p>Ventilation in school to be a priority, this can be achieved by:</p> <ul style="list-style-type: none"> Mechanical ventilation systems – these should be adjusted to increase the ventilation rate wherever possible and checked to confirm that normal operation meets current guidance and that only fresh outside air is circulated. If possible, systems should be adjusted to full fresh air or, if not, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply. Natural ventilation – opening windows (in cooler weather windows should be opened just enough to provide constant background ventilation and opened more fully during breaks to purge the air in the space). Opening internal doors can also assist with creating a throughput of air. If necessary external opening doors may also be used (as long as they are not fire doors and where safe to do so) 	H	L
	<p>Ensure a balance between the need for increased ventilation and maintaining a comfortable temperature by:</p> <ul style="list-style-type: none"> Opening high level windows in colder weather to reduce draughts Increasing the ventilation while spaces are unoccupied Providing flexibility to allow additional, suitable indoor clothing Rearranging furniture where possible to avoid direct draughts Heating should be used as necessary to ensure comfort levels are maintained 	H	L
Promote and engage in asymptomatic testing.	<p>Staff are encouraged to complete a Lateral Flow Test twice a week when working on the school site.</p> <p>All test results are reported to and recorded by the school.</p> <p>All tests are logged in school by their serial number.</p>	H	M
Working within a class bubble.	Reduce the amount of time there is face to face to contact to lower the risk of transmission.	H	L
	Adults working within the class to remain 2m apart as far as is possible.	H	L
	Minimise time spent within 1 metre of anyone within the class.		

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	For pupils who have complex needs or who need close contact care an individual risk assessment will be completed and reviewed regularly to take into account government advice. This will be shared with and agreed by parents and carers.		
	Pupils to be taught, as far as is possible, to maintain distance and not touch peers or staff.		
	Seat pupils side by side and facing forwards, rather than face to face or side on. For younger children in nursery, EYFS, Y1 or those with complex needs, consider space to move around for less formal seating with less furniture. Use outdoor space, when available, as much as possible.		
	Remove all unnecessary furniture if there is a space to place this.	M	L
	For individual and very frequently used equipment, such as pencils and pens, staff and pupils will have their own items that are not shared. Each pupil will have their own zip folder of equipment that is kept in school.	H	L
	Classroom based resources, such as books and games, used and shared within the bubble will be cleaned regularly.	H	L
Measures across the school	No assemblies or collective worship with more than one group.	H	L
	Movement around the school site kept to a minimum. When staff are moving around the school or in communal areas, they will need to wear a face covering.		
	Signage will be clear around the school to keep social distancing in place.		
	Use of the toilets to be actively managed to prevent overcrowding – especially at lunchtime.		
	Staggered break times and lunch times (and time for cleaning surfaces in the dining hall between groups).		
	Use of outside areas to be timetabled and zoned if necessary.		
	Use of a shortened lunch time to support staggering during lunch and at the start and end of the day.		
	The NEST Behaviour Policy addendum will support behaviour expectations in school.		

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	Use of staff rooms should be minimised, although staff must still have a break of a reasonable length during the day. Staff to maintain 2m distancing in the staff room.		
	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.	H	L
	Outdoor playground equipment should be more frequently cleaned and between groups, if used.	H	L
	Use of planned routes and movement times limits contact between groups in school.	H	L
	During PE lessons sports equipment will be thoroughly cleaned between each use by different groups, and contact sports avoided. Outdoor sports will be prioritised. If PE is completed indoor maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene will be a priority.	H	L
	Where sports coaches are used, arrangements will operate within their wider protective measures set out in this Risk Assessment.	H	L
	If pupils are playing instruments or singing, they should: <ul style="list-style-type: none"> • Do so in small groups of no more than 15, with physical distancing • Play outside wherever possible • Be positioned back-to-back or side-to-side • Avoiding sharing of instruments • Have good ventilation • If instruments and equipment have to be shared, disinfect regularly (including any packing cases, handles, props, chairs, microphones and music stands) and always between users, following government guidance on cleaning and handling equipment. 	H	L
	All water fountains will remain turned off.	H	L
Measures for arriving at and leaving school.	Staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave school. This should not reduce the amount of overall teaching time.	H	L

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	<p>Remind parents and carers that gathering at the school gates is not advisable and that face coverings should be worn by all adults when arriving within the proximity of the school.</p> <p>Parents and carers to wear a face covering at all times when they are on the school property.</p>		
	<p>Reduce need for parents and carers to come into the school – create an appointment system.</p> <p>Use remote meetings if possible.</p>		
	<p>Limit the amount of equipment pupils bring into school each day, to essentials such as lunch boxes, hats, coats, books, and mobile phones (for Y6 pupils). PE kit should be kept in school or pupils come school in PE kit on PE days.</p>	H	L
	<p>Books taken to and from school should be kept with the pupil or when exchanged wiped over or left for 48 hours.</p>	M	L
	<p>Where a child routinely attends more than one setting on a part time basis, schools should work through the system of controls collaboratively, enabling them to address any risks identified and allowing them to jointly deliver a broad and balanced curriculum for the child.</p>	L	L
Use of public transport.	<p>Knowledge of staff and pupils who use public transport will allow consideration of the feasibility of a staggered start and finish time to reduce travel at peak times.</p>	M	L
	<p>Encourage walking and or cycling to school to avoid use of public transport.</p>	M	L
	<p>Staff and families using public transport will be referred to the safer travel guidance for passengers.</p>	M	L
Visitors to the school site –only essential contractors to deal with urgent works.	<p>Supply teachers, peripatetic teachers and/or other temporary staff will ensure they minimise contact and maintain as much distance as possible from other staff and pupils. These expectations will be communicated upon arrival at school.</p>	H	L
	<p>Visitors to the school site should wear a face covering and wash or sanitise their hands on arrival.</p>		
	<p>Specialists, therapists, clinicians and other support staff for pupils with SEND will provide interventions as usual but will minimise contact and maintain as much distance as is possible. These expectations will be communicated upon arrival at</p>		

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	<p>school. Consideration should be given to the use of a visor and face mask by these staff and each should have an individual risk assessment in place. Interventions may take place remotely if needed.</p> <p>Where visits, from contractors, can happen outside of school hours, they should.</p> <p>Site guidance on physical distancing and hygiene is explained to visitors on or before arrival.</p> <p>A record will be kept of all visitors – including contact details and agreement to participate in Track and Trace.</p>		
<p>Staff who are Clinically Extremely Vulnerable.</p>	<p>CEV staff are advised not to attend the workplace. Staff who are CEV will have received a letter from the NHS or their GP telling them this. Leaders should talk to their staff about how they will be supported, including to work from home.</p>	H	L
<p>Staff, parents and carers who are anxious about returning.</p>	<p>Those living in households where someone is clinically vulnerable, or those concerned about the comparatively increased risk from coronavirus, including those from Black, Asian and Minority Ethnic (BAME) backgrounds or who have certain conditions should discuss their concerns with the school and if necessary, an individual risk assessment should be considered. This will be reviewed regularly and agreed by the staff member. Information about the extra mental health support for pupils and teachers is available.</p>	H	L
<p>Staff who are pregnant.</p>	<p>An individual risk assessment will be completed for all staff who are pregnant, are breast feeding or who have given birth within the last 6 months. The specific guidance for pregnant employees will be followed because pregnant women are considered Clinically Vulnerable. https://www.gov.uk/government/publications/coronavirus-covid-19-advice-for-pregnant-employees/coronavirus-covid-19-advice-for-pregnant-employees In some cases pregnant women may also have other health conditions that mean they are considered CEV, in which case the advice for Clinically Extremely Vulnerable staff will apply. School will take into account in risk assessments that pregnant women from 28 weeks' gestation, or with underlying health conditions at any point of gestation, may be at greater risk of severe illness if they catch coronavirus (COVID-19).</p>	H	L

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Pupils with complex health needs.	Pupils no longer required to shield but who generally remain under the care of a specialist health professional should discuss their care with their health professional before returning to school. Advice from the Royal College of Paediatrics and Child Health: COVID-19 - 'shielding' guidance for children and young people.	H	M
Training for staff and communication to families.	Training on Health and Safety and this Risk Assessment to be completed for all staff prior to opening. This Risk Assessment and pertinent information to be shared with families. Information in this risk assessment will be communicated regularly to all.	H	L
Mental health and wellbeing affected through isolation or anxiety about coronavirus.	Have regular keeping in touch meetings and discussions with staff and pupils. Communicate to staff, pupils and parents and carers about how to raise concerns or who to go to so they can talk things through. Involve staff in completing risk assessments so they can help identify potential problems and identify solutions. Keep staff, families and children updated on what is happening so they feel involved and reassured.	H	L
Educational visits.	There will be no educational visits completed under Covid restrictions.	H	L
Wrap around care and before and after school clubs.	During the Spring Term , schools will open wrap around care when the risk assessment follows DfE guidance and government guidance permits. Each wrap around care club will have their own individual risk assessment that is agreed with the school and meets government expectations.	H	L
Extra curricula clubs.	These can start when the school are satisfied that the prevention and response measures are robust, there is a risk assessment in place and that all measures align with the school's expectations.	H	L
Attendance at school and access to education.	Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, schools should offer access to remote education. Schools should monitor engagement with this activity.	H	L
	Where children are not able to attend school as parents/carers are following clinical and/or public health advice, absence will not be penalised.	H	L
Use of PPE – Face covering is not classified as PPE			
PPE to be used if child becomes unwell	PPE for coronavirus (COVID-19) is only required in a very limited number of		

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with Covid-19 type symptoms or is vomiting or has diarrhoea.	<p>scenarios, for example, when:</p> <ul style="list-style-type: none"> • A pupil becomes ill with coronavirus (COVID-19) symptoms, and only then if a 2m distance cannot be maintained • Staff are performing aerosol generating procedures (AGPs) <p>https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe#aerosol-generating-procedures-agps</p> <p>More information on PPE use can be found in the safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE) guidance.</p>		
Personal or intimate care for children with SEND.	Where a child already has routine intimate care needs PPE should continue to be used. safe working in education, childcare and children's social care	H	L
Staff delivering first aid to be aware of safe use of and disposal of PPE.	Disposable PPE to be used only once and securely disposed of following use in a plastic bin bag.	H	L
First Aid/ill child			
Only qualified first aiders to deliver first aid.	All first aid to be administered with gloves – which are then disposed of securely in a sealed plastic bag.	H	L
Identify a room that sick pupils can be kept in until parents come to collect them.	<p>If a pupil is awaiting collection:</p> <ul style="list-style-type: none"> • They should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age and needs of the pupil, with appropriate adult supervision if required • A window should be opened for fresh air ventilation if it is safe to do so • If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people • If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible - the bathroom must be cleaned and disinfected using standard cleaning products before being used by anyone else • Personal Protective Equipment (PPE) must be worn by staff caring for the pupil while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs) 	H	M

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	Ensure that the first aid room is thoroughly cleaned with normal cleaning products when a child who is unwell leaves.	H	L
Staff who have supported a child with symptoms of Covid.	All other members of staff or pupils who have been in close contact with that person, do not need to go home to self-isolate unless: <ul style="list-style-type: none"> • The symptomatic person subsequently tests positive • They develop symptoms themselves (in which case, they should self-isolate immediately and arrange to have a test) • They are requested to do so by NHS Test and Trace or the Public Health England (PHE) advice service (or PHE local health protection team if escalated) • They have tested positive from an LFD test as part of a community or worker programme 	H	M
	Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. The area around the person with symptoms must be cleaned after they have left, to reduce the risk of passing the infection on to other people.	H	L
The area around the person with symptoms must be cleaned with normal cleaning materials after they have left to reduce the risk of passing the infection on to other people.	See the COVID-19: cleaning of non-healthcare settings guidance	H	L
Response to any infection			
Promote and engage with the NHS Test and Trace process. Manage and report confirmed cases of Covid 19 amongst the school community.	Tests can be booked online through the NHS testing and tracing for coronavirus website , or ordered by telephone via NHS 119.	H	L
	Essential workers, which includes anyone involved in education or childcare, have priority access to testing.	H	L
	Schools will be provided with a small number of home testing kits that they can give directly to parents/carers collecting a child who has developed symptoms at school, or staff who have developed symptoms at school, where they think providing one will significantly increase the likelihood of them getting tested.	H	L
	Parents, carers and staff will be asked to inform the school immediately of the results of a test.		

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	<p>If someone tests positive, they should follow the ‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’</p> <p>They must continue to self-isolate for at least 10 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. The 10-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.</p> <p>Other members of their household should continue self-isolating for the full 10 days.</p> <p>When the school becomes aware that someone who has attended has tested positive for coronavirus (COVID-19) they will contact the DfE helpline for advice and the Local Authority.</p> <p>The London Coronavirus Response Cell 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 London Coronavirus Response Cell 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.</p>	H	M
	<p>Based on the advice from the DfE and/or the London Coronavirus Response Cell team, the school will send home those who have been in close contact with the person who has tested positive, advising them to self-isolate for 10 days since they were last in close contact with that person when they were infectious. Close contact means:</p> <ul style="list-style-type: none"> • Anyone who lives in the same household as someone with coronavirus (COVID-19) symptoms or who has tested positive for coronavirus (COVID-19) • Anyone who has had any of the following types of contact with someone who has tested positive for coronavirus (COVID-19) with a PCR or LFD test: <ul style="list-style-type: none"> • Face-to-face contact including being coughed on or having a face-to-face conversation within 1 metre • Been within 1 metre for 1 minute or longer without face-to-face contact • Been within 2 metres of someone for more than 15 minutes (either as a one-off contact, or added up together over one day) • Travelled in the same vehicle or a plane <p>All those who have been in close contact with the person who tested positive will need</p>	H	M

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	to remain in isolation for 10 days even if they have a negative test.		
	The school 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.	H	L
	A template letter will be provided to schools, on the advice of the London Coronavirus Response Cell, 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.	H	L
	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.	H	L
	If someone in a class or group that has been asked to self-isolate develops symptoms themselves within their 10-day isolation period they should follow ‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’ . They should get a test, and: <ul style="list-style-type: none"> • if the test delivers a negative result, they must remain in isolation for the remainder of the 10-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 should isolate for at least 10 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 10-day isolation period). Their household should self-isolate for at least 10 days from when the symptomatic person first had symptoms, following ‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’. 	H	L
Contain any outbreak by following local health protection team advice.	If the school has two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, there may be an outbreak, and the school will work with the London Coronavirus Response Cell on additional action.	H	M
Further guidance is available on testing and tracing for coronavirus (COVID-19) .			
Alternate Provision			
Children with complex needs returning to	Assess risks and put in place proportionate control measures through an individual	N/A	

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<p>school.</p>	<p>risk assessment completed in consultation with parents and carers and the child if appropriate and referencing the control measures in this risk assessment.</p>		
<p>Use of dedicated school transport.</p>	<p>Consider the use of smaller groupings to minimise risk.</p> <p>The approach to dedicated transport will align as far as possible with the principles underpinning the system of controls set out in this document. The following will be included in the pupil's individual risk assessment in discussion with the provider.</p> <ul style="list-style-type: none"> • How pupils are grouped together on transport, where possible this should reflect the bubbles that are adopted within school • Use of hand sanitiser upon boarding and/or disembarking • Additional cleaning of vehicles • Organised queuing and boarding where possible • Distancing within vehicles wherever possible • Fresh air (from outside the vehicle) through ventilation, is maximised, particularly through opening windows and ceiling vents 		
<p>NAME OF THE ASSESSOR Please Print: Allison Morris</p> <p>SIGNATURE OF THE ASSESSOR: - </p> <p>POSITION OF RESPONSIBLE PERSON: - Head Teacher</p>			
<p>Date of planned review: This plan should be reviewed weekly, with updated versions published on the school website.</p> <p>Schools should have active arrangements in place to monitor that the controls are:</p> <ul style="list-style-type: none"> • effective • working as planned • updated appropriately considering any issues identified and changes in public health advice 			