

This document is integral to the schools Covid-19 Initial Planning Framework. The content of this document was produced in consultation with partnering bodies and is now final. It will be kept under review and may change, refer to the change control table on page 3. Version 8th July 2020

Covid-19 Generic risk assessment template for the full opening of schools and childcare settings

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

Guidance for Ealing schools completing risk assessment templates

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

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

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

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

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

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

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

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

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

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

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

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

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

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School: Ravenor Primary School		School address: Greenway Gardens, Greenford, UB6 9TT		Review Date: (This is a dynamic document and should be reviewed and updated if there are any changes)				
Assessment Date: 12.08.2020		What/who is being assessed? Biological hazard- Covid-19 within educational settings (This is a generic risk assessment for schools with signposts to the relevant Government guidance. Schools will need to include any specific controls they have in place to this document).						
Name of Assessor: L. Lobo				Responsible Person for Actions:		SLT, Mitie and school staff		
Task / Activity Area	Hazard	Who might be harmed and how?	What are your existing controls?	Recommended Control Measures	Action by who/when?	Likelihood of occurrence after recommended controls added (L) 1-Very Unlikely 2-Unlikely 3- Possible 4- Likely 5- Very Likely Likelihood = Probability of occurrence based on specific activity being assessed	Impact (I) 1-Negligible 2- Minor 3- Moderate 4- Major 5- Extreme Impact = Estimate of harm based on specific activity being assessed	Overall Risk (L X I) + I <10 = Low 10-19 = Medium 20-30 = High

Task / Activity Area	Hazard	Who might be harmed and how?	What are your existing controls?	Recommended Control Measures	Action by who/when?	Likelihood of occurrence after recommended controls (L)	Impact (I)	Overall Risk (L X I) + I
Entering the school	Biological hazard- Covid-19	Staff, parents and pupils could become infected with COVID-19. If so, they are likely to experience mild symptoms such as fever or cough. In severe cases, this could lead to severe illness and hospitalisation, and, in rare cases, even death	<p><i>Stagger drop-off and collection times.</i></p> <p><i>One-way system to be used, where possible.</i></p> <p><i>Parents not to enter school building. All communication, via telephone or email.</i></p> <p><i>Entry into school should be direct into classrooms, where possible.</i></p> <p><i>Pupils to be accompanied by only one parent.</i></p> <p><i>Year 6 parents to not enter the school site.</i></p> <p><i>Professionals attending e.g. social services, should be by appointment only, so that social distancing can be planned in</i></p>	<p>Minimising contact with individuals who are unwell by ensuring that those who have coronavirus symptoms, or who have someone in their household who does, do not attend childcare settings or schools.</p> <p>On entry to school, staff and pupils to wash their hands with soap and water for at least 20 seconds and hands dried or use alcohol hand rub or sanitiser, ensuring that all parts of the hands are covered.</p> <p>Government guidance to be followed.</p> <p>Guidance for school offices can be found here.</p>		2	3	(2X3) +3 = 9 (Low)

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			<p><i>prior to meeting and room can be booked.</i></p> <p><i>All visitors, via Mitie etc., should be pre-approved with the HT.</i></p> <p><i>Use of supply staff to be discouraged, where possible, and in-house staff to be used to cover sickness absence.</i></p> <p><i>Staff to scan in on inventory, rather than touch screen, where possible.</i></p> <p>• <u>Government guidance</u> to be followed.</p>					
Reducing exposure and transmission of Coronavirus	Biological hazard- Covid-19	Staff, parents and pupils could become infected with COVID-19. If so, they are	<ul style="list-style-type: none"> • Avoiding contact with anyone with symptoms. • Staggering start and finish times. 	<p><u>Government guidance</u> to be followed.</p> <p>The early years foundation stage (EYFS) <u>statutory framework</u> still applies.</p> <p>Prevention:</p>		2	3	<p>(2X3) +3</p> <p>=</p> <p>9</p> <p>(Low)</p>

<p>(Early Years and Reception)</p>		<p>likely to experience mild symptoms such as fever or cough. In severe cases, this could lead to severe illness and hospitalisation, and, in rare cases, even death</p>	<ul style="list-style-type: none"> • FS1 and FS2 children to not mix. <p>EYFS staff and children to remain as a group and avoid mixing across the school, where possible.</p> <ul style="list-style-type: none"> • Pupils and staff are in the same groups each day, and different groups are not mixed during the day, or on subsequent days (staff members do not need to self-isolate as a precaution if they need to change 'bubbles'). <p>Open fruit bar to not be in operation (to prevent any cross contamination) – fruit to be given, via one fruit time sitting as a group.</p> <p>Class teacher to talk through class agreement and discuss handwashing and practical social distancing for age</p>	<p>1) Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school.</p> <ul style="list-style-type: none"> • Refer to dealing with suspected and confirmed cases below. <p>2) Clean hands thoroughly more often than usual:</p> <ul style="list-style-type: none"> • Hand washing when arriving at school, when returning from breaks, when changing rooms, before and after eating. Small children and pupils with complex needs should be helped to clean their hands properly. Skin friendly cleaning wipes can be used as an alternative. • Embed this as part of the new school culture. <p>3) Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach:</p> <ul style="list-style-type: none"> • Ensure that sufficient number of tissues and bins are available. • Ensure that younger children and those with complex needs are helped to get this right. • Embed this as part of the new school culture. <p>5) Minimise contact between individuals, where possible:</p>				
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			<p>and stage – e.g. hand holding and hugging.</p> <p>Only 2 adults at one time in classroom/outdoor area (with exception of any child with complex needs) -adults to maintain social distancing with each other and with parents.</p> <p>Plan to use outdoors as much as possible for learning, breaks and lunch time.</p> <p>Parents not permitted to enter classrooms – FS1 staff to liaise with SLT where exceptions may need to be made for distressed FS1 new starters.</p> <p>Only one parent to drop/collect – communicate through letter to parents, email or telephone.</p>	<ul style="list-style-type: none"> Children and staff will no longer need to be arranged in small, consistent groups as of the 20th July 2020. Plan in place to keep children/year groups in groups, where possible, across the school day – see daily timetabling information sent out to staff. Parents and carers should be encouraged to limit the number of settings their child attends, ideally ensuring their child only attends the same setting consistently. The same applies for staff. Where possible, settings are encouraged to avoid visitors entering the premises. Where professionals such as social workers, speech and language therapists or counselors are required, virtual appointments should be considered in the first instance. If they do need to attend in person, they need to closely follow the protective measures of the setting. The number of attendees should be kept to a minimum and social distancing should be maintained, where possible. <p>6) The majority of staff in early years settings will not require PPE beyond what they would normally need for their work. PPE is only needed for a very small number of cases, including:</p> <ul style="list-style-type: none"> Where an individual child becomes ill with coronavirus (COVID-19) symptoms, while at a setting, and only then if a distance of 2 metres cannot be maintained. 				
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			<p>Home visits for FS1 and FS2 to not take place – socially distanced 1-1 meetings to take place at staggered times in the classroom.</p> <p>8) Cleaning schedule in place to ensure that toilets, classrooms and heavy touch areas are cleaned regularly, throughout the day, (it is not necessary to have group specific toilets under the new guidance – EYFS and 2 YR1 classrooms have their own toilets).</p> <ul style="list-style-type: none"> • Government guidance to be followed. 	<ul style="list-style-type: none"> • Where a child already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used. • See use of PPE below also <p>Response to any infection</p> <p>7) Engage with the NHS Test and Trace process:</p> <ul style="list-style-type: none"> • Refer to the specific guidance available on EGfL. • Keep attendance records (staff, pupils and visitors). <p>8) Manage confirmed cases of coronavirus (COVID-19) amongst the school community- Use the flow chart produced by Ealing Public Health.</p> <p>9) Contain any outbreak by following local health protection team advice.</p> <p>Numbers 7 to 9 must be followed in every case where they are relevant.</p>				
Reducing exposure and transmission	Biological hazard- Covid-19	Staff, parents and pupils could become infected with COVID-19. If so, they are likely to	<p>Avoiding contact with anyone with symptoms.</p> <p>Minimising contact and</p>	<p>Government guidance to be followed by schools.</p> <ul style="list-style-type: none"> • Visitors should be limited and managed so that social distancing and personal hygiene expectations are explained on or 		2	3	<p>(2X3) +3 = 9 (Low)</p>

<p>of Coronavirus (KS1, KS2 and staff)</p>		<p>experience mild symptoms such as fever or cough. In severe cases, this could lead to severe illness and hospitalisation, and, in rare cases, even death.</p>	<p>mixing of groups, where possible.</p> <ul style="list-style-type: none"> • Hand washing when arriving at school, when returning from breaks, when changing rooms, before and after eating. Small children and pupils with complex needs should be helped to clean their hands properly. Skin friendly cleaning wipes can be used as an alternative. • Embed this as part of the new school culture <p>Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach</p> <ul style="list-style-type: none"> • Ensure that sufficient number of tissues and bins are available • Ensure that younger children 	<p>before arrival. A record should be kept of all visitors.</p> <ul style="list-style-type: none"> • Use of supply staff to be prevented, where possible. <p>Ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school</p> <ul style="list-style-type: none"> ○ Different groups do not need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly, and pupils must be encouraged to clean their hands thoroughly after using the toilet. ○ Resources that are shared between classes and 'bubbles' such as sports, arts and science equipment should be cleaned frequently and meticulously, and always between bubbles or rotated to allow them to be left unused for a period of 48 hours (72 hours for plastics) between use by different groups. ○ Where cleaning or disinfection is not possible or practical, resources will have to be restricted to one user, or be left unused for a period of 48 hours (72 hours for plastics) between use by different individuals. 				
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			<p>and those with complex needs are helped to get this right</p> <ul style="list-style-type: none"> • Embed this as part of the new school culture – add to classroom agreements • Some pupils with complex needs will struggle to maintain as good respiratory hygiene as their peers, for example those who spit uncontrollably or those who use saliva as a sensory stimulant. This should be considered and a risk assessment to be written by Inclusion Leader, if needed. • Teachers to monitor the amount of equipment pupils bring to school and promote this being kept to 	<p>5) Minimise contact between individuals and maintain social distancing, wherever possible (this must be properly considered and measures put in place by schools that suit their particular circumstances).</p> <ul style="list-style-type: none"> • Maintaining consistent groups remains important but the ‘bubble’ sizes can be increased as of September 2020: <ul style="list-style-type: none"> ○ All teachers and other staff can operate across different classes, year groups and schools, whilst maintaining social distancing (ideally 2m) as much as they can, where possible. In particular, staff should avoid close face to face contact and minimise time spent within 1 metre of anyone. ○ Small adaptations to classrooms to be made to support social distancing, where possible. This includes seating pupils side by side and facing forwards. ○ For children old enough, they should be supported and encouraged to maintain distance and not to touch staff or their peers, where possible. ○ Some pupils with SEND will need specific help and preparation for the changes to the old routine. This will involve planning and the use of social stories in some cases, for example. 				
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			<p>the essentials only.</p> <p><u>Year One and Two</u></p> <p>Reduce the amount of tables in classroom and space out in both classroom and outdoor area, where possible. Group work and interventions to be carried out side by side, where possible.</p> <p>Carpet area to be taped off – social distance from teacher during any main input.</p> <p>Plan to use outdoors as much as possible for learning, breaks and lunch time.</p> <p>Rotate frequently used resources, e.g. pencils, paint brushes, counting equipment and books.</p> <p>Good handwashing and hygiene strategies to be</p>	<ul style="list-style-type: none"> ○ Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. ○ Where a pupil routinely attends more than one setting on a part time basis, for example they are registered at a mainstream school and an alternative provision for example, schools should work through the systems of controls collaboratively. <p>6) See use of PPE in the section below</p> <p>Numbers 1 to 4 must be in place in all schools, all the time</p> <p>Response to any infection</p> <p>7) Engage with the NHS Test and Trace process:</p> <ul style="list-style-type: none"> ● Refer to the specific guidance available on EGfL. ● Keep attendance records (staff, pupils and visitors). <p>8) Manage confirmed cases of coronavirus (COVID-19) amongst the school community- Use the flow chart produced by Ealing Public Health.</p> <p>9) Contain any outbreak by following local health protection team advice.</p>				
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			<p>added to the class agreement.</p> <p>SLT on duty to remind parents at drop off and collection.</p> <p>Parents not permitted to enter classrooms.</p> <p>Social distancing markers to be displayed for parents waiting at collection time – Year 1 parents to wait outside HT office, FM and HC outdoor area parents to be informed where to wait and reminder re social distancing. Staggered drop off and collection times and entry and exit points to be planned to avoid mixing of large groups of parents – see information circulated.</p> <p><u>KS2</u></p> <p>All children to</p>	<p>Children to come to school in their PE kit on their PE days (to begin once term starts and parents have been informed).</p> <p>Numbers 7 to 9 must be followed in every case, where they are relevant.</p>				
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			<p>have class equipment in a named plastic wallet – to avoid mixing of everyday resources.</p> <p>Children to come straight up to classrooms each day, via the main playground, and up the allotted stairwell – see information circulated.</p> <p>Max 2 adults per class (with the exception of children who need support with complex needs).</p> <p>Tables spaced out and removed, where not needed. Children to sit side by side and group facing activities to be avoided (including during interventions, where possible).</p> <p>Class agreements</p>					
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			<p>to be written on <i>day 1 re: social distancing agreement and good hygiene routines (inside and outdoors).</i></p> <p><i>Children to not be sent to deliver messages or collect items from other classrooms or office etc.</i></p> <p><i>PE lessons – non-contact games to be used. Equipment to be rotated, where possible, and lessons to take place outdoors (weather permitting).</i></p> <p><i>Children to be taught how to move around the building safely and how to maintain limited contact with children outside of their group.</i></p> <p><i>Children and adults to not pass</i></p>					
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			<p><i>on the stairs – one class must wait for the other to have gone – staggered timings in place to support this.</i></p> <p><i>Teacher plan for movement outside and inside and stagger these times – e.g. when going out after lunch and going home.</i></p> <p><i>Toilets - children taught x 1 child at a time in toilet – signs in place. Same as above for lunchtime</i></p> <p><i>Children to be encouraged to socially distance during lunch and play break (e.g. not hugging, holding hands etc.) – teacher to teach games that do not involve contact or discuss where to sit and chat at a safe</i></p>					
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			<p><i>distance.</i> Year groups/phases to have allocated play areas for break and lunch – see information circulated.</p> <p>Year 6 to place their phone in a named bag and teachers place in a plastic wallet and stored in a high secure place in the teacher cupboard – mobile phones to not be handed in to the office to avoid mixing.</p> <p>Whole class singing to not take place, unless pupils are in a well-ventilated space or outdoors – children to sit back to back, where possible.</p> <p>Assemblies and large group gathering to not take place.</p> <ul style="list-style-type: none">• <u>Government guidance to be followed.</u> <p>Children arriving</p>					
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Staff			<p>late to school to come in via the usual route and sign in. Office staff to call for staff member from year group to come and collect the child (if from EYFS or KS1 and cannot make their own way to class).</p> <p>Staffroom tables to be separated to allow social distancing. PPA room and computers should have a computer vacant between each member of staff.</p> <p>Rooms to be used for break and lunchtimes (staggered times):</p> <p>EYFS to use EYFS kitchen YR1 and 2 – Meeting room Yr3 – Staffroom Yr4 – Meeting room Yr5 Staffroom</p>					
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			<p>Yr6 meeting room.</p> <p>Admin Team to use admin team kitchenette only – no other staff to use this or enter this part of the office.</p> <p>Admin team to have 3 allotted lunchtime slots, so that BB, KG and DM can go for lunch at separate times and have an allotted place to sit and eat their lunch away from their desk.</p> <p>SLT to use SLT kitchen.</p> <p>Staff covering PPA etc. to use room above which mirror the year group they have been covering, just before they eat lunch.</p>						
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<p>Reducing exposure and transmission of Coronavirus</p> <p>Extra-Curricular provisions (breakfast and after-school clubs)</p>	<p>Biological hazard-Covid-19</p>	<p>Staff, parents and pupils could become infected with COVID-19. If so, they are likely to experience mild symptoms such as fever or cough. In severe cases, this could lead to severe illness and hospitalisation, and, in rare cases, even death.</p>	<ul style="list-style-type: none"> Provision previously closed (can resume in July 2020) <p>Blossom Tree to re-open.</p> <p>Cleaning regime to be included in Multifunction room and toilets.</p> <p>Blossom Tree staff to have PPE kit and cleaning equipment, if needed.</p> <p>Regular handwashing and good hygiene routines to be embedded and added to Blossom Tree agreement.</p> <p>Regular school staff used to teach in Blossom Tree.</p> <p>Any child unwell or displaying symptoms should be moved to KS1 Library, with door open and parent called immediately. Staff member to keep a metre away from child while waiting.</p>	<ul style="list-style-type: none"> School to follow specific guidance on protective measures for out of school settings. This includes the consideration of group sizes. Keep attendance records (staff, pupils and visitors). 		<p>2</p>	<p>3</p>	<p>(2X3) +3 = 9 (Low)</p>
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			<p>Test and trace system to be followed and parents asked to keep the school informed of test results.</p> <p>Equipment to be rotated and cleaned regularly.</p>					
Outdoor activities, including use of playgrounds	Biological hazard- Covid-19	Staff, parents and pupils could become infected with COVID-19. If so, they are likely to experience mild symptoms such as fever or cough. In severe cases, this could lead to severe illness and hospitalisation, and, in rare cases, even death	See information circulated re: break and lunchtime arrangements and named year groups or phases kept as groups.	<ul style="list-style-type: none"> Schools to follow specific Government advice on the phased return of sport and recreation. Keep attendance records (staff, pupils and visitors) <p><i>Outdoor gym equipment to be regularly cleaned and children to wash their hands before and after all breaktimes.</i></p>		2	3	<p>(2X3) +3 = 9 (Low)</p>

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Educational visits	Biological hazard-Covid-19	Staff, parents and pupils could become infected with COVID-19. If so, they are likely to experience mild symptoms such as fever or cough. In severe cases, this could lead to severe illness and hospitalisation, and, in rare cases, even death.	<p>Provision previously closed (can resume non-overnight domestic educational visits as of September 2020).</p> <p>All educational visits to be discussed and approved by Head Teacher at least 20 school days in advance to ensure that all plans are in place and risk assessments can be written.</p>	<ul style="list-style-type: none"> • Keep pupils with consistent groups. • Following the Covid-19 secure measures at the destination. • Make use of the local outdoor spaces. Early years providers can take small groups of children to outdoor public spaces, provided that they can demonstrate that they can stay 2 meters away from other people at all times. • To carry out a risk assessment of all educational visits as per the Ealing Council 'There and Back Again' policy. • Keep attendance records (staff, pupils and any contacts). 		2	3	(2X3) +3 = 9 (Low)
Lunch	Biological hazard-Covid-19	Staff, parents and pupils could become infected with COVID-19. If so, they are likely to experience mild symptoms such as fever or cough. In severe cases, this could lead to severe	<ul style="list-style-type: none"> • Before eating, Pupils to wash their hands with soap and water for at least 20 seconds and hands dried or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered. • Pupils are encouraged not to touch their mouth, eyes or nose. • One-way circulation to enter and leave the lunch 	<ul style="list-style-type: none"> • School kitchens to continue to operate but must comply to the guidance for food businesses on Coronavirus. 		2	3	(2X3) +3 = 9 (Low)

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		illness and hospitalisation, and, in rare cases, even death.	<p>hall (Orchard building)</p> <ul style="list-style-type: none"> •Space should be well-ventilated, using natural ventilation (opening windows) or ventilation units. <p>Please ensure that the doors are closed at the end of lunchtime.</p> <p>SMSAs to regularly wipe tables between sittings and use school approved product – Mitie to provide this to SS.</p> <p>See circulated schedule for staggered use of the lunch hall.</p> <p>SMSAs to ensure that children remain seated in their allocated places and move any children to group tables, where necessary.</p>					
Transport Arrangements	Biological hazard- Covid-19	Staff, parents and pupils could become infected with COVID-19. If so, they are likely to experience mild symptoms such as fever or	<ul style="list-style-type: none"> • Staff parents and students are encouraged to walk or cycle to their education setting, where possible, or use private vehicles. 	<ul style="list-style-type: none"> • Schools, parents and students should follow the Coronavirus (COVID-19): safer travel guidance for passengers • It is not necessary to wear face coverings in school. Any child/staff member travelling to school wearing face covering, 		2	3	(2X3) +3 = 9 (Low)

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		cough. In severe cases, this could lead to severe illness and hospitalisation, and, in rare cases, even death.	Car sharing to not take place with staff outside their allotted group.	should place this in a secure plastic bag before entering the site and wash their hands. They should not touch the face covering until they leave the school site.				
Dealing with suspected and confirmed cases of Covid-19	Biological hazard-Covid-19	Staff, parents and pupils could become infected with COVID-19. If so, they are likely to experience mild symptoms such as fever or cough. In severe cases, this could lead to severe illness and hospitalisation, and, in rare cases, even death.	<ul style="list-style-type: none"> Where the child, young person or staff member tests negative, they can return to their setting and the fellow household members can end their self-isolation. <p>The KS1 Library will be used as an isolation room, should any child display symptoms. Parent to be called immediately to collect their child.</p> <p>Door or windows to be kept open for ventilation. Parent to collect from external door and not through school office.</p> <p>Staff member waiting with the child, should</p>	<p>Suspected cases:</p> <p>If a child, young person or staff member develops symptoms compatible with coronavirus, they should be sent home and the stay at home guidance followed. They should also get a test, as soon as possible. All schools will be provided with a small number of home testing kits that they can give directly to parents/carers collecting a child who has developed symptoms at school, or staff who have developed symptoms at school, where they think providing one will significantly increase the likelihood of them getting tested. Advice will be provided alongside these kits.</p> <p>Additional actions include:</p> <ul style="list-style-type: none"> Follow guidance on cleaning. Inform Ealing Council (contact Steve Dunham: dunhams@ealing.gov.uk or 07940546263 and Raj Chowdhury: chowdhuryr@ealing.gov.uk or 07568130165 for advice). Await test results (48-72 hours). <p>Confirmed cases:</p> <p>If a child, young person or staff member tests positive the school should:</p>		2	3	(2X3) +3 = 9 (Low)

			<p>keep a 2 metre distance.</p> <p>If the child needs to use the toilet – they should use the toilet in the HT office. This toilet then needs to be thoroughly cleaned.</p> <p>Child to self- isolate until a test can be taken. Parent to inform school as soon as test result comes back.</p>	<ul style="list-style-type: none"> • Contact Public Health England London Coronavirus Response Cell (LCRC) on 0300 303 0450. • Inform Steve Dunham DunhamS@ealing.gov.uk or 07940 546 263) or Raj Chowdhury (ChowdhuryR@ealing.gov.uk or 07568 130165) and the Council’s public health team (publichealth@ealing.gov.uk). <p>Public Health England should work with the school to:</p> <ul style="list-style-type: none"> • Undertake a risk assessment. • Identify and notify close contacts (e.g. students and staff, within the relevant ‘bubble’) of the need to follow guidance for contacts of people with possible or confirmed coronavirus who do not live with the person including isolation for 14 days. • Identify any further actions needed. <p>Local outbreaks</p> <ul style="list-style-type: none"> • If a local area sees a spike in infection rates that is resulting in localised community spread, it will be decided which measures to implement to help contain the spread. The Department for Education will be involved in decisions at a local and national level affecting a geographical area and will support appropriate authorities and individual settings to follow the health advice. • Public Health England may advise a school or a number of schools to close temporarily to help control transmission. Schools will also need a 				
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				contingency plan for this eventuality. This may involve a return to remaining open only for vulnerable children and the children of critical workers, and providing remote education for all other pupils.				
Use of PPE	Biological hazard- Covid-19	Staff, parents and pupils could become infected with COVID-19. If so, they are likely to experience mild symptoms such as fever or cough. In severe cases, this could lead to severe illness and hospitalisation, and, in rare cases, even death.	<ul style="list-style-type: none"> Individual pupil risk assessment and/or behavioural support plans to be in place, where necessary. Only SLT members and inclusion leader are involved with children who may need restraining. Staff related risk assessments to be updated for those that are vulnerable, such as those who are pregnant. Staff to inform HT if they require a risk assessment to be written or have concerns. <p>As per government guidelines, staff and children not advised to wear PPE unless child is vulnerable and requires close and or intimate care.</p>	<p>For staff looking after children with complex special educational needs and providing direct personal care (at a distance of less than 2 metres), the following PPE should be available for use by school staff:</p> <ul style="list-style-type: none"> disposable gloves; disposable apron; fluid resistant (type IIR) surgical mask; eye protection, where there is a risk of splashing of bodily fluids. <p>PPE should also be provided in the following cases:</p> <ul style="list-style-type: none"> Children, young people and students whose care routinely already involves the use of PPE due to their intimate care needs. If a child, young person or other learner becomes unwell with symptoms of coronavirus, while in their setting, and needs direct personal care until they can return home, and a distance of 2 metres cannot be maintained. External providers of OT/ physiotherapy/ hydrotherapy sessions should provide their own PPE. School staff will be provided with PPE as required. 		2	3	(2X3) +3 = 9 (Low)

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				<p>The Family Information Service can arrange for this PPE to be delivered to schools via the Family Information Service – children@ealing.gov.uk tel. 0208 825 5588</p> <p>The following Government video shows how PPE should be put on and taken off.</p> <p>PPE should be disposed of in line with Government guidance on cleaning in non-healthcare settings.</p> <p>Government guidance on PPE to be followed.</p>				
Administering First aid/ Medication	Biological hazard- Covid-19	Staff, parents and pupils could become infected with COVID-19. If so, they are likely to experience mild symptoms such as fever or cough. In severe cases, this could lead to severe illness and hospitalisation, and, in rare	<p>Main first aider is AA.</p> <p>Regular medication, e.g. inhalers should be kept in the classroom to avoid movement of pupils.</p> <p>Schools first aid policy and addendum in place.</p> <p>KS1 Library to be used as an isolation room – main hall to be used for lates in the event that this has to happen.</p>	<ul style="list-style-type: none"> St John’s Ambulance advice followed by first aiders during the Covid-19 pandemic. Guidance on the number of first aiders required provided here <p>Government PPE guidance followed.</p>		2	3	<p>(2X3) +3 = 9 (Low)</p>

		cases, even death.						
Leaving the school	Biological hazard- Covid-19	Staff, parents and pupils could become infected with COVID-19. If so, they are likely to experience mild symptoms such as fever or cough. In severe cases, this could lead to severe illness and hospitalisation, and, in rare cases, even death.	<ul style="list-style-type: none"> Stagger drop-off and collection times. <p>See circulated information for staggered times and flow of parents.</p> <p>Year 6 parents to not enter the site.</p> <ul style="list-style-type: none"> Staff and pupils to wash their hands with soap and water for at least 20 seconds and hands dried or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered. Skin friendly cleaning wipes can be used as an alternative. 			2	3	<p>(2X3) +3</p> <p>=</p> <p>9</p> <p>(Low)</p>

			<p>AA to allocate four sections of the KS1 Library for different groups of late children (FS1 and 2, KS1, Y3-Y5 and Y6). Children who have not been collected, please adhere to the following arrangements:</p> <p>FS2, stay in classroom until 3.20pm and then be taken to the KS1 Library, via internal door.</p> <p>Y1, stay in classroom until 3.25 and then be taken to the KS1 Library, via internal door.</p> <p>Y2, stay in classroom until 3.30 and then be taken to the KS1 Library, via internal door.</p> <p>Y3, stay in playground until 3.30 and then be taken to the KS1 Library, via internal door.</p> <p>Y4, stay in playground until 3.30 and then</p>					
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			<p>be taken to the KS1 Library, via the external door.</p> <p>Y5, stay in playground until 3.35 and then be taken to the KS1 Library, via internal door.</p> <p>Y6, stay in playground, near back gate until 3.35 and then be taken to the KS1 Library.</p> <p>FS1, stay in classroom until 3.40 and then be taken to the KS1 Library, via external door.</p>						
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Likelihood:						
Very Likely	5	6	12	18	24	30
Likely	4	5	10	15	20	25
Possible	3	4	8	12	16	20
Unlikely	2	3	6	9	12	15
Very Unlikely	1	2	4	6	8	10
		1	2	3	4	5
Impact:		Negligible	Minor	Moderate	Major	Extreme