

# Covid-19 Generic risk assessment North Primary School January 9th 2021

## Guidance for Ealing schools

Since the start of the academic year, the continuing efforts of leaders, teachers and staff across education and childcare have ensured that settings remain as safe and COVID-secure as possible.

Most people who become infected with SARS CoV2 (the virus causing coronavirus disease, 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.

Being in 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. School is also a vital point of contact for public health and safeguarding services that are critical to the wellbeing of children and families.

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.

The recent emergence of a [new variant of SARS CoV2](#) with greater transmissibility is thought to have driven a recent increase in infection rates. On 4<sup>th</sup> January 2021, the Prime Minister announced a nationwide [lockdown](#) in order to control spread of the virus and protect the NHS. Schools, alternative provision (AP), special schools, colleges and wraparound childcare and other out-of-school activities for children should allow only vulnerable children and young people and the children of critical workers to attend. All other pupils and students should not attend and should learn remotely until February half term. Early years provision should continue to remain open and should continue to allow all children to attend full time or their usual timetable hours.

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.

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

- 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;
- Minimising contact between individuals and maintaining social distancing wherever possible;
- Keeping 'bubble sizes' small to limit close contacts;
- 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.

The government is also rolling out a programme of asymptomatic testing in schools, North Primary staff have the option to use lateral flow tests at home 2x a week.


**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)

Document Changes	Date
Original document published	22 <sup>nd</sup> 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 <sup>th</sup> May 2020

First page text amended to reflect the updated guidance on those clinically vulnerable and those clinically extremely vulnerable (shielding).	4 <sup>th</sup> 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 <sup>th</sup> 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 <sup>nd</sup> 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 <sup>rd</sup> 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 <sup>th</sup> July 2020
In line with updated guidance, the need for strict social distancing on dedicated transport removed and schools to provide immunisation programmes as normal added.	31 <sup>st</sup> July 2020
Updated to reflect the fact that the local authority now only needs to be informed about any positive cases (not suspected cases). In line with updated government guidance, the potential use of face coverings in secondary schools added.	26 <sup>th</sup> August 2020
In line with updated government guidance, face coverings now advised for over 11's on dedicated transport and a note added to ensure that ventilation is maximised on dedicated transport vehicles. Schools signposted to government guidance on; music, dance, drama, indoor/outdoor performances and team sports.	1 <sup>st</sup> September 2020
Link added to the HSE website on first aid. Link to the St John's Ambulance website removed.	10 September 2020
DfE contact details added for any confirmed cases	17 September 2020
Changes made to reflect further controls due to the new virus variants and January 2021 national lockdown. Additional controls include; High schools may wish to use face coverings in classrooms, keeping occupied spaces well ventilated, highlighting the need to keep visitors to an absolute minimum, reminding schools to keep 'bubble sizes' as small as possible and the rollout of asymptomatic testing in certain school settings.	8 <sup>th</sup> January 2021

<b>School: North Primary</b>		<b>School address: Meadow Road UB1 2JE</b>		<b>Review Date:</b> March 5th					
<b>Assessment Date: 9th January 2021</b>		<b>What/who is being assessed?</b>  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).							
<b>Name of Assessor:</b>					<b>Responsible Person for Actions:</b>				
<b>Task / Activity Area</b>	<b>Hazard</b>	<b>Who might be harmed and how?</b>	<b>What are your existing controls?</b> <i>SLT's to write what is being done now and then refer to Recommended controls: ● Possible controls for consideration to be adapted or deleted as necessary</i>	<b>Recommended Control Measures</b> <i>SLT's to move Recommended Controls into Existing Controls once they have been implemented:</i>	<b>Action by who/when ?</b>	<b>Likelihood of occurrence after recommended controls added (L)</b> 1-Very Unlikely 2-Unlikely 3- Possible 4- Likely 5- Very Likely Likelihood = Probability of occurrence based on specific activity being assessed	<b>Impact (I)</b> 1-Negligible 2- Minor 3- Moderate 4- Major 5- Extreme Impact = Estimate of harm based on specific activity being assessed	<b>Overall Risk (L X I) + I</b>  <10 = Low 10-19 = Medium 20-30 = High	

Task / Activity Area	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	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"> <li>• <i>Stagger drop-off and collection times</i></li> <li>• <i>When school reopens reinstate all four gates and year group drop off and pick up times</i></li> <li>• <i>Parents not to enter school grounds</i></li> <li>• <i>Entry into school should be direct into classrooms where possible</i></li> <li>• <i>Pupil to be accompanied by only one parent</i></li> <li>• <i>Visitors by appointment only</i></li> </ul>	<ul style="list-style-type: none"> <li>• Parents are aware to stay at home when a child or household member develops coronavirus symptoms and access testing. Schools communicate this regularly to parents and consider posters put up around school to be aware of this.</li> <li>• On entry to school, staff and pupils 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.</li> <li>• Visitors to be kept to <b>an absolute minimum</b> and should be managed so that social distancing and protective measures are explained on or before arrival. A record should be kept of all visitors.</li> <li>• Guidance for school offices can be found <a href="#">here</a></li> </ul>		2	3	(2X3) +3 = 9 (Low)

<p>Reducing exposure and transmission of Coronavirus (Early Years and Reception)</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"> <li>• <i>Avoiding contact with anyone with symptoms</i></li> <li>• <i>Staggering start and finish times</i></li> <li>• <i>Minimising contact and mixing of groups</i></li> <li>• <i>Pupils and staff are in the same small year group bubbles 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')</i></li> </ul>	<p><a href="#">Government guidance</a> to be followed. This includes: <a href="#">Coronavirus (COVID-19) contingency framework for education and childcare settings</a></p> <p><a href="#">Schools and childcare settings: return in January 2021</a></p> <p><a href="#">Restricting attendance during the national lockdown: schools</a></p> <p>As normal, schools should provide immunisation programmes on site, ensuring these will be delivered in keeping with the school's control measures</p> <p>The early years foundation stage (EYFS) <a href="#">statutory framework</a> still applies.</p> <p><b>Prevention:</b></p> <ol style="list-style-type: none"> <li>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</li> <li>2) Clean hands thoroughly more often than usual</li> </ol> <ul style="list-style-type: none"> <li>• Refer to dealing with suspected and confirmed cases below</li> <li>• 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</li> </ul>	<p>2</p>	<p>3</p>	<p>(2X3) +3 = 9 (Low)</p>
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			<p>clean their hands properly. Skin friendly cleaning wipes can be used as an alternative.</p> <ul style="list-style-type: none"> <li>● Embed this as part of the new school culture</li> </ul> <p>3) Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach</p> <ul style="list-style-type: none"> <li>● Ensure that sufficient number of tissues and bins are available</li> <li>● Ensure that younger children and those with complex needs are helped to get this right</li> <li>● Embed this as part of the new school culture</li> </ul> <p>4) Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach</p> <ul style="list-style-type: none"> <li>● Put in place a cleaning schedule that includes: <ul style="list-style-type: none"> <li>○ More frequent cleaning of rooms/shared areas that are used by different groups</li> <li>○ Frequently touched surfaces being cleaned more than normal</li> <li>○ 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</li> </ul> </li> </ul> <p>5) Minimise contact between individuals where possible</p>				
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		<ul style="list-style-type: none"> <li>• Children and staff no longer need to be arranged in small, consistent groups.</li> <li>• Consideration still required on how mixing can be minimised, for example, where different rooms are used by different age groups, keeping those groups apart as much as possible.</li> <li>• 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.</li> <li>• 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.</li> <li>• Make use of partition screens or similar as required</li> </ul> <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"> <li>• Where an individual child becomes ill with coronavirus (COVID-19) symptoms while at a</li> </ul>				
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			<p>setting, and only then if a distance of 2 metres cannot be maintained</p> <ul style="list-style-type: none"> <li>● 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</li> <li>● See use of PPE below also</li> </ul> <p>7) Always keeping occupied spaces well ventilated</p> <ul style="list-style-type: none"> <li>● 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 using natural ventilation and mechanical ventilation systems. Further information on ventilation can be found on <a href="#">EGfL</a></li> </ul> <p>Rooms are vacated every hour to allow for ventilation breaks</p> <p>Numbers 1 to 4, and 7 must be in place at all times. Number 5 must be properly considered, and schools must put in place measures that suit their circumstances. Number 6 is required in specific circumstances.</p> <p><b>Response to any infection</b></p> <p>8) Engage with the NHS Test and Trace process:</p> <ul style="list-style-type: none"> <li>● Refer to the specific <a href="#">guidance available on EGfL</a></li> <li>● Keep attendance records (staff, pupils and visitors)</li> </ul>				
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			<p>9) Manage confirmed cases of coronavirus (COVID-19) amongst the school community- Use the <a href="#">flow chart</a> produced by Ealing Public Health</p> <p>10) Contain any outbreak by following <a href="#">local health protection team advice</a></p> <p>Numbers 8 to 10 must be followed in every case where they are relevant</p>				
<p>Reducing exposure and transmission of Coronavirus (KS1, KS2, KS3, KS4 and KS5 including Special Schools and AP's)</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"> <li>• <i>Avoiding contact with anyone with symptoms</i></li> <li>• <i>Staggering start and finish times</i></li> <li>• <i>Minimising contact and mixing of groups</i></li> <li>• <i>Pupils and staff are in the same small groups each day, and different groups are not mixed during the day, or on subsequent days</i></li> </ul>	<p><a href="#">Government guidance</a> to be followed. This includes: <a href="#">Coronavirus (COVID-19) contingency framework for education and childcare settings</a></p> <p><a href="#">Schools and childcare settings: return in January 2021</a></p> <p><a href="#">Restricting attendance during the national lockdown: schools</a></p> <p>As normal, schools should provide immunisation programmes on site, ensuring these will be delivered in keeping with the school's control measures</p> <p><a href="#">Specific guidance for Special schools and other specialist settings</a> to be followed including the update of any EHC plans alongside parents/carers.</p> <p><b>Prevention:</b></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>		2	3	<p>(2X3) +3 = 9 (Low)</p>

		<p><i>(staff members do not need to self-isolate as a precaution if they need to change 'bubbles')</i></p> <ul style="list-style-type: none"> <li>• <a href="#">Government guidance</a> to be followed.</li> </ul>	<ul style="list-style-type: none"> <li>• Refer to dealing with suspected and confirmed cases below</li> </ul> <p>2) Clean hands thoroughly more often than usual</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Embed this as part of the new school culture</li> </ul> <p>3) Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach</p> <ul style="list-style-type: none"> <li>• Ensure that sufficient number of tissues and bins are available</li> <li>• Ensure that younger children and those with complex needs are helped to get this right</li> <li>• Embed this as part of the new school culture</li> <li>• 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 in the pupil risk assessments.</li> </ul> <p>4) Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach</p> <ul style="list-style-type: none"> <li>• Put in place a cleaning schedule that includes: <ul style="list-style-type: none"> <li>○ More frequent cleaning of rooms/shared areas that are used by different groups</li> <li>○ Frequently touched surfaces being cleaned more than normal</li> </ul> </li> </ul>			
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			<ul style="list-style-type: none"> <li>○ 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</li> <li>○ Individual and frequently used equipment such as pens and pencils should not be shared. Classroom based resources such as books and games and be shared but these should be cleaned regularly.</li> <li>○ Pupils to limit the amount of equipment they bring in each day to essentials such as; lunch boxes, hats, coats, books, stationery and mobile phones. Bags are allowed.</li> <li>○ Books and other shared resources can be taken home, although unnecessary sharing should be avoided. Similar rules on hand cleaning, cleaning of the resources and rotation apply to these resources.</li> <li>○ 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 bubbles.</li> <li>○ An assessment of the cleanability of equipment used in the delivery of therapies (for example, physiotherapy equipment and sensory equipment), to determine whether this equipment can withstand cleaning and disinfection between each use (and how</li> </ul>				
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			<p>easy or practical it would be to do so) before it is put back into general use. 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.</p> <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"> <li>● Use of staff rooms should be minimised, although staff must still have breaks during the day - at North we have four staff rooms in place</li> <li>● Maintaining consistent groups remains important. 'Bubble sizes' of less than 10 children</li> </ul> <p>When school reopens</p> <ul style="list-style-type: none"> <li>○ EYFS, KS1&amp; KS2 are likely to implement groups the size of a full class</li> </ul> <p>Currently</p> <ul style="list-style-type: none"> <li>○ Smaller, consistent 'bubble' sizes of less than 10 children, whilst the infection rate is high.</li> <li>○ Pupils prioritised for on-site provision should be kept in consistent bubbles.</li> <li>○ 'Bubbles' should be kept apart from other groups where possible and older children</li> </ul>				
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			<p>should be encouraged to keep their distance within groups.</p> <ul style="list-style-type: none"> <li>○ Limit interaction, sharing of rooms and social spaces between groups as much as possible</li> <li>○ Rooms should have signage outside indicating their maximum capacity</li> <li>○ 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.</li> <li>○ Small adaptations to classrooms to be made to support social distancing where possible. This includes seating pupils side by side and facing forwards.</li> <li>○ For children old enough, they should be supported and encouraged to maintain distance and not to touch staff or their peers where possible</li> <li>○ Large gatherings such as assemblies or collective worship should be avoided - at North these take place using Zoom or Googlemeet</li> <li>○ Groups should be kept apart and movement around the school kept to a minimum. Avoid creating busy areas such as corridors and stairs.</li> <li>○ At North break and lunch times are staggered and different bubbles have different areas of the playground.</li> </ul>				
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			<ul style="list-style-type: none"> <li>○ Schools should take particular care in music, dance and drama lessons to observe social distancing where possible. This may limit group activity in these subjects in terms of numbers in each group. It will also prevent physical correction by teachers and contact between pupils in dance and drama. Any equipment shared should be disinfected regularly. Limit handling of music scores, parts and scripts to the individual using them.</li> <li>○ Schools should not host any performances with an audience, unless using Zoom.</li> <li>○ Playing instruments and singing in groups should take place outdoors wherever possible. If indoors, use a room with as much space as possible, for example, larger rooms; rooms with high ceilings are expected to enable dilution of aerosol transmission. If playing indoors, limiting the numbers to account for ventilation of the space and the ability to social distance. It is important to ensure good <u>ventilation</u>. Singing, wind and brass playing should not take place in larger groups. In the smaller groups where these activities can take place, 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. 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</li> </ul>				
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			<p>does not blow into another player. Also, use microphones where possible or encourage singing quietly. Schools to follow <a href="#">guidance on safer singing</a>. Shared Instruments should be cleaned by the pupils playing them, where possible.</p> <ul style="list-style-type: none"> <li>○ Schools that offer specialist, elite provision in music, dance and drama should also consider this guidance alongside the <a href="#">DCMS guidance on the performing arts</a>.</li> <li>○ Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual</li> <li>○ 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</li> <li>○ Visitors should be limited to an absolute minimum and managed so that social distancing and personal hygiene expectations are explained on or before arrival. A record should be kept of all visitors.</li> </ul> <p>6) See use of PPE in the section below</p> <p>7) Always keeping occupied spaces well ventilated</p> <ul style="list-style-type: none"> <li>● 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 using natural ventilation and</li> </ul>			
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			<p>mechanical ventilation systems. Further information on ventilation can be found on <a href="#">EGfL</a></p> <p>Numbers 1 to 4, and 7 must be in place at all times. Number 5 must be properly considered, and schools must put in place measures that suit their circumstances. Number 6 is required in specific circumstances.</p> <p><b>Response to any infection</b></p> <p>8) Engage with the NHS Test and Trace process:</p> <ul style="list-style-type: none"> <li>Refer to the specific <a href="#">guidance available on EGfL</a></li> <li>Keep attendance records (staff, pupils and visitors)</li> </ul> <p>9) Manage confirmed cases of coronavirus (COVID-19) amongst the school community- Use the <a href="#">flow chart</a> produced by Ealing Public Health</p> <p>10) Contain any outbreak by following <a href="#">local health protection team advice</a></p> <p>Numbers 8 to 10 must be followed in every case where they are relevant</p>				
Reducing exposure and transmission of Coronavirus Out-of-school settings and	Staff, parents and pupils could become infected with COVID-19. If so, they are likely to experience		<ul style="list-style-type: none"> <li>Schools should continue to offer wraparound provision, 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>Pupils should, as far as possible, be kept in a group with other children from the same bubble they are in during the school day. Where</li> </ul>		2	3	(2X3) +3 = 9 (Low)

wraparound childcare	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>this is not possible, or it is impractical to group children in the same bubbles as they are in during the school day - for example, if only one or two children are attending wraparound provision from the same school day bubble - schools and external providers may need to group children with others from outside their school day bubble or from a different school, where children from multiple schools are attending provision. If schools or external providers need to do this, they should seek to keep children in small, consistent groups with the same children each time, as far as this is possible. If necessary, it would be appropriate for one staff member to supervise up to two small groups, provided that any relevant ratio requirements are met.</p> <ul style="list-style-type: none"> <li>Schools to follow <u>government guidance</u></li> </ul>				
Outdoor activities including use of playgrounds	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	<ul style="list-style-type: none"> <li><i>Stagger breaks and lunches</i></li> <li><i>Keep pupils in 'bubbles'</i></li> </ul>	<ul style="list-style-type: none"> <li>At North outdoor play equipment is used by one bubble only. Outdoor playground equipment should be more frequently cleaned.</li> <li>Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups.</li> <li>Schools can hold PE lessons indoors, including those that involve activities related to team sports, for example practising specific techniques, within their own system of controls. However, outdoor activities and sports should be prioritised where possible, and large indoor spaces used where it is not, maximising natural</li> </ul>		2	3	<p>(2X3) +3 = 9 (Low)</p>

	severe cases, this could lead to severe illness and hospitalisation, and, in rare cases, even death		<p>ventilation flows (through opening windows and doors or using air conditioning systems wherever possible) distancing between pupils and paying scrupulous attention to cleaning and hygiene.</p> <ul style="list-style-type: none"> <li>• The ability for schools to offer team sports is likely to be limited. Where schools are considering team sports schools must only consider those sports whose national governing bodies have developed guidance under the principles of the government's guidance on team sport and been approved by the government i.e. sports on the list available at <a href="#">grassroots sports guidance for safe provision including team sport, contact combat sport and organised sport events</a>. Competition between different schools should not take place.</li> <li>• Schools should refer to advice from organisations such as the <a href="#">Association for Physical Education, Sport England</a> and <a href="#">Youth Sport Trust</a></li> </ul>				
Educational visits	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		<ul style="list-style-type: none"> <li>• Educational visits are advised against during this time.</li> </ul>		1	3	(1X3) +3 = 6 (Low)

	severe cases, this could lead to severe illness and hospitalisation , and, in rare cases, even death						
Lunch	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"> <li>• <i>Stagger lunch times, so that all children are not moving around the school at the same time.</i></li> <li>• <i>Lunch in the groups pupils are already in, groups should be kept apart as much as possible and tables should be cleaned between each group</i></li> <li>• <i>Before eating, Pupils to wash their hands with soap and water</i></li> </ul>	<ul style="list-style-type: none"> <li>• School kitchens to continue to operate but must comply to the <a href="#">guidance for food businesses on Coronavirus</a></li> <li>• Maintain 'bubbles' at North children eat in the classroom and play outside in their playground area</li> <li>• They also have toilets identified for their class</li> </ul>		2	3	<p>(2X3) +3 = 9 (Low)</p>

		<p><i>for at least 20 seconds and hands dried or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered.</i></p> <ul style="list-style-type: none"> <li><i>• Pupils are encouraged not to touch their mouth, eyes and nose</i></li> <li><i>• Use halls, dining areas and internal and external sports facilities for lunch and exercise at half capacity.</i></li> <li><i>• Consider one-way circulation or place a divider down the middle of the corridor to keep</i></li> </ul>						
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		<p><i>groups apart as they move through the setting where spaces are accessed by corridors.</i></p> <ul style="list-style-type: none"><li><i>• Where possible, all spaces should be well ventilated using natural ventilation (opening windows) or ventilation units.</i></li><li><i>• Prop doors open, where safe to do so (bearing in mind fire safety and safeguarding- schools will need to make a decision on this and seek advice where needed), to limit use of</i></li></ul>					
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		<p><i>door handles and aid ventilation.</i></p> <ul style="list-style-type: none"> <li>• <i>Dining hall activities (including cleaning of the lunch area) to be managed, ultimately by the school and supported by the catering provider.</i></li> </ul>					
Transport Arrangements	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	<ul style="list-style-type: none"> <li>• <i>Staff parents and students are encouraged to walk or cycle to their education setting where possible, or use private vehicles</i></li> </ul>	<ul style="list-style-type: none"> <li>• Schools, parents and students should follow the <a href="#">Coronavirus (COVID-19): safer travel guidance for passengers</a></li> </ul> <p>Pupils on dedicated school services do not mix with the general public on those journeys and tend to be consistent. This means that the advice for passengers on public transport to adopt a social distance of two metres from people outside their household or support bubble, or a 'one metre plus' approach where this is not possible, will not apply from the autumn term on dedicated transport. As of the autumn term, it is advised that children and young people aged 11 and over, wear a face covering when travelling on dedicated transport.</p> <ul style="list-style-type: none"> <li>• Dedicated transport providers to consider:</li> </ul>		2	3	<p>(2X3) +3 = 9 (Low)</p>

	<p>hospitalisation , and, in rare cases, even death</p>		<ul style="list-style-type: none"> <li>○ How pupils are grouped together on transport (reflect bubbles that are adopted within schools)</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>○ ventilation of fresh air (from outside the vehicle) is maximised, particularly through opening windows and ceiling vents</li> <li>● Public transport: <ul style="list-style-type: none"> <li>○ Use by pupils to be kept to a minimum, especially during peak times</li> <li>○ Face coverings to be used by children over the age of 11</li> </ul> </li> <li>● Childminders and other early years settings to work with parents to agree how best to manage any necessary journeys, for example pick-ups and drop-offs at school, to reduce the need for a provider to travel with groups of children. If a pick up or drop off is required, walking is preferable. If not practicable, then a private vehicle is preferable to public transport.</li> </ul>				
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Dealing with suspected and confirmed cases of 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"> <li>• <i>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.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Refer to the flowchart on dealing with suspected and confirmed cases on <a href="#">EGfL</a></li> </ul> <p><b>Local outbreaks</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Public Health England may advise a school or a number of schools to close temporarily to help control transmission. Schools will also need a 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.</li> </ul>		2	3	(2X3) +3 = 9 (Low)
Use of PPE	Staff, parents and pupils could become infected with COVID-19. If so, they are likely to experience mild symptoms	<ul style="list-style-type: none"> <li>• <i>Individual pupil risk assessment and/or behavioural support plan to be reviewed and updated.</i></li> <li>• <i>Staff related risk assessments</i></li> </ul>	<p>At North Face covering should be worn by all staff and pupils in classrooms and around the school whilst infection rates are so high.</p> <p>The LA encourages the use of face coverings by staff on outdoor duty and anyone visiting over the age of 12 collecting or dropping off pupils outside the school, if social distancing can't be maintained.</p> <p>Guidance on making a simple face covering can be found <a href="#">here</a>.</p>		2	3	(2X3) +3 = 9 (Low)

	<p>such as fever or cough. In severe cases, this could lead to severe illness and hospitalisation, and, in rare cases, even death</p>	<p><i>to be updated for those that are vulnerable, such as those who are pregnant</i></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"> <li>● Disposable gloves;</li> <li>● Disposable apron;</li> <li>● Fluid resistant (type IIR) surgical mask;</li> <li>● Eye protection where there is a risk of splashing of bodily fluids.</li> </ul> <p>PPE should also be provided in the following cases:</p> <ul style="list-style-type: none"> <li>● Children, young people and students whose care routinely already involves the use of PPE due to their intimate care needs.</li> <li>● 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.</li> <li>● External providers of OT/ physiotherapy/ hydrotherapy sessions should provide their own PPE. School staff will be provided with PPE as required.</li> </ul> <p>The Family Information Service can arrange for this PPE to be delivered to schools via the Family Information Service – <a href="mailto:children@ealing.gov.uk">children@ealing.gov.uk</a> tel. 0208 825 5588</p>				
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			<p>The following Government <a href="#">video</a> shows how PPE should be put on and taken off.</p> <p>PPE should be disposed of in line with Government guidance on <a href="#">cleaning in non-healthcare settings</a>.</p> <p><a href="#">Government guidance on PPE</a> to be followed.</p>				
Administering First aid/ Medication	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"> <li>• <i>Schools have a suitable number of staff on duty</i></li> <li>• <i>Schools have a first aid risk assessment and medication policy in place</i></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">HSE guidance on first aid</a> followed. This includes first aid cover and qualifications as well as guidance for first aiders</li> <li>• Administering first aid and medication risk assessments to be amended by schools</li> <li>• <a href="#">Government PPE guidance</a> followed.</li> </ul>		2	3	<p>(2X3) +3 = 9 (Low)</p>

Leaving the school	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"> <li>• <i>Stagger drop-off and collection times</i></li> <li>• <i>Parents not to enter school grounds</i></li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>		2	3	(2X3) +3 = 9 (Low)
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<b>Likelihood:</b>						
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
<b>Impact:</b>	Negligible	Minor	Moderate	Major	Extreme	