



COVID-19 Policy (including phased return)

Seckford Education Trust “SET” COVID-19 Policy (including phased return)

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Introduction

The Seckford Education Trust (the Trust) is implementing a phased return to school from 1st June 2020 at the earliest, until such time as all staff and students are safely returned to school and operating in a fully open, safe and secure environment with no COVID-19 related restrictions.

This may take many months and so a phased return will require patience, resilience and considerable effort to ensure the school environment remains COVID-19 secure, at all times, during transition.

The Trust recognises that during this transition:

- Our core obligation is to ensure “so far as is reasonably practicable the health, safety and welfare of employees and the safety of non-employees”.
- We hold the prime responsibility for ensuring the safety of, first and foremost our students but also and as importantly:
 - Staff and volunteers;
 - Parents and guardians;
 - Guests and visitors;
 - Contractors and delivery services.

Ultimately, all need to know that The Trust is a safe environment in which to operate and learn.

This Policy is based on the following school documents:

- Health and Safety Policy
- Behaviour Policy
- Safeguarding Policy
- Accessibility and Inclusion Policy
- General School Risk assessments
- Specific Risk Assessments for Departments, Year Groups, Classes and Activities
- Analysis and Planning Guidance
- The Fire Policy



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National and local guidance on which this policy is based is found here:

- All DfE guidance linked to the coronavirus outbreak: <https://www.gov.uk/government/collections/coronavirus-COVID-19guidance-for-schools-and-other-educational-settings>
- Preparing for the wider opening of schools: <https://www.gov.uk/government/publications/preparing-for-the-wideropening-of-schools-from-1-june>
- Actions for schools during coronavirus outbreak: <https://www.gov.uk/government/publications/COVID-19-schoolclosures/guidance-for-schools-about-temporarily-closing>
- Critical workers list: <https://www.gov.uk/government/publications/coronavirus-COVID-19-maintaining-educationalprovision>
- Actions to prepare for wider opening: <https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020/opening-schools-for-more-children-and-young-people-initial-planning-framework-for-schools-in-england>
- Information for parents / carers about wider opening: <https://www.gov.uk/government/publications/closure-ofeducational-settings-information-for-parents-and-carers/reopening-schools-and-other-educational-settings-from-1-june>
- Government Legislation: Employment Rights Act 1996 <http://www.legislation.gov.uk/ukpga/1996/18/contents>
- The FAQs on the SCC website are regularly being updated for further guidance and support: <https://www.suffolk.gov.uk/coronavirus-COVID-19/schools-guidance/>

Policy Statement

The Trust will:



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Establish and implement a COVID-19 Secure System to manage the risks associated with our premises and activities.

Regularly monitor our performance and revise our systems as necessary to ensure we achieve our objective of continuous improvement.

Provide sufficient resources to meet the requirements of this policy and aim to achieve the standards of 'Good Practice' applicable to our activities.

Actively promote an open attitude to COVID-19 issues, encouraging all those associated with The Trust to identify and report COVID-19 exposure hazards so that we can all contribute to creating and maintaining a safe working and learning environment.

Communicate and consult with our staff, Trustees and pupils on all issues affecting their Health and Safety and in so doing bring this policy to their attention.

Provide adequate COVID-19 training for our staff to enable them to work safely and effectively and to ensure they are competent and confident in the work activities they carry out.

Carry out and regularly review risk assessments to identify hazards and existing control measures. We will prioritise, plan and complete any corrective actions required to reduce risk to an acceptable level.

Ensure that responsibilities are allocated and understood, and effectively implemented and monitored.

Retain access to competent advice and assistance, thereby ensuring that we are aware of relevant changes in legislation and 'Good Practice'.

It is the duty of all of us:

- To take reasonable care of our own health
- To take reasonable care of the safety of others who may be affected by what we do or fail to do
- To co-operate so that we can all comply with our legal duties
- To ensure we do not interfere with or misuse anything provided in the interests of Health and Safety.



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Signed	Signed
Mr Graham Watson - CEO	Mr James Wellesley Wesley – Chairman Board of Governors
Date:	Date:



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COVID-19 Roles and Responsibilities:

The COVID-19 points of contact for the school(s) are *The Chief Operating Office and The Heads of School*; their main responsibilities are:

- Reading and assessing daily government, DoF, PHE and ISBA bulletins.
- How information is passed and key messages and issues highlighted.
- Liaising with SLT and the planning team to ensure messaging is clear, regularly updated and authorised for communication through ParentMail and other systems
- Maintaining a complete record of all COVID-19 documents, publications and communications.
- Co-ordinating with all staff including support staff and contractors the new and / or revised measures and their implementation.
- Lesson learned debriefs including changes to risk assessments, safety plan, SD and hygiene rules, extra training that may be required and if rules were adhered to and the control measures sufficient.

The COVID-19 Incident Management Team (“IMT”) will meet weekly to review matters or as changes are required. The IMT will consist of:

- The Chief Executive
- SET Chief Operating Officer
- The Heads of School
- The Director of Operations
- The Director of HR
- SET Administration Manager

Phased return to school

Currently government advice suggests, whilst recognising the safety of children and staff is of the utmost priority, that from the earliest of 1 June 2020, the return to school should include:

- Nursery, Reception, year 1 and year 6, alongside priority groups.
- Secondary schools and sixth form to offer some face-to-face support to supplement the remote education of year 10 and year 12 students who are due to take key exams next year.
- Nurseries and other early years providers, including child-minders.
- Alternative provision settings should mirror the approach for mainstream schools and also offer some face-to-face support for year 10 and 11 students.



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- Special schools, special post-16 institutions and hospital schools will work towards a phased return of more children and young people without a focus on specific year groups.

The Government is keen for all students to return to school as soon as the scientific advice allows and recognising that this will then allow more families to return to work.

[Note: Insurers are currently against pupils / students returning to school if they are not on the government list. Insurers do not need to see risk assessments but do need to be confident the school has conducted a rigorous analysis and series of risk assessments.]

The return to “fully open” is likely to transition, if the conditions are safe, through the following stages:

- Fully Closed No one on site except, security and maintenance staff.
- Open R Teaching is all achieved remotely.
- Open K Key staff and vulnerable children in school. All other teaching remote.
- Open B In transition: reception, year 1, year 6 and Open K (above).
- Open T In transition: some teaching in school and some remotely including years 10.
- Open Business as usual: with caveats guided by government advice e.g. no visitors or trips.
- Fully Open Business as usual: no travel or trip restrictions.

Risk assessments and guidance

The school is required to carry out a series of risk assessments directly addressing hazards associated with COVID-19 and operating safely. As The Trust has more than 50 employees the COVID-19 risk assessments will be published on the school website.

Assessing COVID-19 is particularly complex as the outcome of the many and varied risk assessments for one group within school e.g. departments, year groups, classes and activities will have an impact on other groups e.g. teaching staff, support staff, visitors and contractors [if these groups are allowed access to school] and pupils of other age groups. Therefore it is vital that each risk assessment complements all the others to ensure risks are identified and properly mitigated across the school.

Each risk assessment will require daily revision and should include but not be limited to:

- Social Distancing “SD” and other hygiene rules communicated, understood and applied.
- Staff and Students reminded and checked to ensure they are complying with hygiene and SD rules.
- Whether there are sufficient supplies of hygiene materials and are they well placed around the school.
- Has the cleaning regime been regularly re-assessed and, if necessary, revised?



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- Identifying precautions for keeping shared equipment (e.g. keyboards, pens, musical instruments) clean.
- Are high-risk areas being regularly monitored (including boarding areas) for hygiene?
- Are SD rules different for various activities (play, games, drama, music) and locations (classroom, playground, boarding house) and have all adhered to these SD rules?
- Removing where possible soft toys, furnishings and items that are hard to clean.
- Is the re-allocation of indoor and outdoor space working?
- Are all the hazards in the risk assessments properly mitigated and regularly re-assessed?

Note that the school is responsible, via the COVID-19 coordinator / officer, for:

- Updating Safeguarding, code of conduct and medical policies and procedures so staff and students feel safe.
- Government advice is regularly accessed, assessed, recorded, communicated and applied.
- Unions are regularly consulted on plans for re-opening and changes to operation.
- Changes are regularly reviewed by Trustees and communicated to staff, students and parents.
- Insurers are consulted before the school re-opens and / or plans are amended.
- Revising the policy for those wearing (or not) PPE.
- Updating emergency procedures, fire drills and assembly points.
- Re-assess that access to school is controlled effectively and details of visitors etc. (if allowed) are recorded.
- Plans for school events including plays, concerts, parent and teacher meetings etc.
- Preparing contingency plans in place for the transition to full opening (or re-closing).

Staff Wellbeing and Safety

The Trust is committed to ensuring:

- Measures are taken to acquire an indication of potential student numbers before opening to assess appropriate staff ratios (qualified teachers are qualified to teach any secondary or primary year group, including EYFS, support provided where relevant)
- That the wellbeing of school leaders is supported by Line Managers, the leaderships team and HR, who are Mental Health first aid trained.
- Risk assessments are in place that consider staff anxiety linked to returning to work, new working practices and social distancing advice for schools and setting
- All staff are having appropriate 'breaks', while maintaining statutory requirements for safeguarding, first aid and health and safety
- Staff working practices, including flexible working, to support workload, expectations and staff wellbeing
- Regular checks on all staff wellbeing



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- Impact on staff with protected characteristics are considered, including race and disability, in developing your approach
- Consideration for staff with underlying health concerns who are clinically extremely vulnerable and those who live with someone who is clinically extremely vulnerable, and provision for working from home e.g. providing remote learning. Please refer to the SOP below.

Student Wellbeing and Safety

The Trust is committed to ensuring:

- Suitable and Sufficient mental health, pastoral or wider wellbeing support for children (e.g. bereavement support)
- Consideration of impact on students with protected characteristics, including race and disability, in developing our approach
- Opportunities for children to talk about their experiences over the last few weeks
- Opportunities for 1:1 conversations
- Re-focused lessons on relevant topics e.g. mental wellbeing and staying safe
- Pastoral activities e.g. renewing and developing friendships

Curriculum

In light of the COVID-19 Pandemic SET is committed to both on-line learning and teaching and face to face support and intervention, in line with DFE guidance.

SET will continue to enable students to access the full curriculum, with an appropriate balance of key concepts and skills, including phonics and PSHE/Careers. Each subject area has a revised curriculum for the Trinity Term; in school delivery will be in line with social distancing guidelines.

Lesson structure will remain unchanged; there will be a 'Do-it-now' task and teachers modeling expected outcomes. Work will be differentiated with a focus on overcoming barriers to engagement and access for all.

Students will receive formative feedback in line with the Trust's marking and feedback policy.

Further details can be found in the Teaching and Learning Handbook and the Curriculum overview document.



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Standard Operating Procedures “SOP”

SOP: Space management and social distancing

Departments, year and activities groups must consider the following as part of the planning and risk assessments:

- Contact and mixing are minimised.
- Maximum use of outdoor spaces.
- Altering classroom layout with desks spaced 2m apart.
- Changing timetables so assemblies, breaks, lunch, playtime, drop-off and pick-up times are staggered.
- Small consistent groups (bubbles) of students (no more than 15 at the time of writing).
- Students to remain in “bubbles” at all times during the day with a minder or own set of teachers / assistants.
- “Bubbles” stay away from other people and groups.
- Where possible in and out routes are identified in buildings.
- Spaces such as halls and dining areas are used at half capacity.
- Groups are staggered through the indoor and outdoor spaces.

Some risk assessments and SOPs should refer to specialist medical issues noting the importance of GDPR rules:

- Who has pre-existing medical conditions and are they fully declared?
- Have all vulnerable students, parents and staff been identified and recorded?
- For those tested positive for COVID-19 is it recorded (for elimination purposes)?
- Who has come into contact with anyone tested positive to COVID-19?
- Has anyone been sent home with COVID-19 symptoms (a cough, high temperature or shortness of breath)?

SOP: New school rules – to be read in conjunction with the Behaviour Policy

The following additional school rules are now a requirement for all students:

- SD rules (which may be different for various activities) such as play, games, drama, music.
- SD rules (which may again be different) for classroom, playground, boarding house etc.
- Hygiene rules (if not already enforced and supervised):
 - “Catch it, bin it, kill it”.
 - Wash hands for 20 seconds”
 - Before arriving at school and immediately after arriving at home.
 - At every break.
 - After all visits to the toilet and before / after meals.
- Rules for breaks, lunch and hydration.



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- External socialising rules for shopping; parties; games and play.
- Tracing. All students, parents and staff log their travel details (via the online portal) other than home, school or local travel.
- Minimise all contact and mixing outside your class “bubble” during breaks

Site-Specific Controls and Measures in Place:

Assessor Signature:

Completed Date:

Manager Signature
(if different to assessor):

Completed Date:

SOP: Inclusion for people with a disability

The Trust will ensure that reasonable adjustments are made where possible to ensure that people with a disability (mobility, visual and hearing impairment, medical conditions and hidden disabilities) are protected in terms of temperature testing, hygiene solutions and emergencies.

Site-Specific Controls and Measures in Place:

Assessor Signature:

Completed Date:



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Manager Signature (if different to assessor):	Completed Date:
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SOP: Communication, Including Training, Information, Signage and Supervision

Once the documentation and plan have been agreed (including Trustees and insurers) emphasis will focus on the implementation, effective management and monitoring of staff, students and the environment. This will include:

- Ensuring communication channels and messaging are working and regularly reviewed and updated.
- Systems to communicate with parents and staff that have not returned to school for fear of infection.
- Robust feedback and reply system to ensure best practice and two-way communications for students, parents, staff and Trustees
- Registration throughout the day including temperature / health checks.
- Transit spaces (corridors), social zones (car parks, common rooms, playgrounds) supervised for SD rules.
- Maintaining information on bubbles / social class / activity groupings and where students / staff have travelled from (other than home and school), via communications, information and The School Website
- Ensuring different age groups and class “bubbles” are supervised throughout and timetabling, length of the school day and exposure to other age groups is monitored and safe.
- Enforcing rules / procedures for hygiene standards for staff and students. Regular breaks for washing hands etc.
- School transport arrangements including SD, hygiene, PPE and cleaning.
- Drop-off and pick-up procedures – vehicle flow, in and out routes, parking, parents remaining in vehicles and SD outside gates and entrances.

All staff, volunteers, students, parents, visitors and contractors (if allowed) will be given a COVID-19 written brief before arriving at school and a verbal induction as they enter school for the first time on:

- Safeguarding, code of conduct, Health and Safety policy and their COVID-19 updates.
- SD and hygiene rules.
- Key contacts and locations (including isolation and temperature testing areas).
- Communications protocols and reporting procedures.
- Pinch points, site hazards and agreed control measures.
- Site specific instructions: speed limits, drop-off and pick-up, parking areas etc.
- Emergency arrangements (including contingency plans).
- Any specific clothing, nametags, PPE for certain groups such as visitors and contractors.



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Site-Specific Controls and Measures in Place:	
Assessor Signature:	Completed Date:
Manager Signature (if different to assessor):	Completed Date:

SOP: Travelling to and from School

- The Trust encourages all children and staff to not use any public transport to get to school (encourage to walk or cycle) and supporting families to find alternative ways of travel with guidance and advice
- The Trust will communicate clearly all relevant staggered pick up and drop off times to ensure effective coordination
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Site-Specific Controls and Measures in Place:	
Assessor Signature:	Completed Date:
Manager Signature (if different to assessor):	Completed Date:



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SOP: Planning for Incidents and Emergencies (including Medical Centre Arrangements and First Aid)

The Trust recognises that plans need to be revised to respond effectively to health and safety incidents and other emergencies that might occur during the COVID-19 era. Where relevant, the COVID-19 Coordinator / Officer should ensure that emergency procedures are agreed for:

- Fire.
- Accidents and injuries.
- Infection during school hours, their isolation and return to home procedures.
- Other emergency evacuation.
- Security.
- Severe weather that limits student’s learning, exercising or playing outside.

Site-Specific Controls and Measures in Place:

Assessor Signature:

Completed Date:

Manager Signature
(if different to assessor):

Completed Date:

SOP: Attendance

SET will ensure that:

- We resume taking attendance registers and continuing to complete the online DfE data returns on the portal to provide daily updates on how many children and staff are in school – giving reasons for absence from eligible year groups and priority groups
- We sensitively follow up non-attendance with the parent or carer – and social worker/local authority, where appropriate – to explore reasons for absence although no fines will be issued
- We expect that all vulnerable children (risk assessed: including those with social workers and learners with EHCP) should attend school (unless extremely clinically vulnerable, shielding, acting on medical advice or are at less risk at home) alongside critical workers’ children across all year groups as outlined in guidance



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- Deal with Children Missing Education (CME) and the need to ensure that all of our schools continue to report all children that are placed on roll or taken off a school roll to the Local Authority in line with normal LA procedures
- We continue to allow new admissions as per the normal school's admissions process and allow an appeals process in line with usual government guidance

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Site-Specific Controls and Measures in Place:	
Assessor Signature:	Completed Date:
Manager Signature (if different to assessor):	Completed Date:

SOP: Transition

The Trust will continue to ensure effective support for transition year groups (new Reception, Year 6-7, Year 11-12, new starters) by:

- Planning and coordinating transition days in new schools
- communicating with new parents and carers, virtual tours
- Establishing what assessment information will be needed for transfer to the next school or FE setting and make sure this is as up to date as possible
- Prioritising disadvantaged pupils and other vulnerable groups including children in care, regarding learning provision to accelerate progress
- Providing additional transition support for vulnerable pupils (including children in care) and pupils with SEND
- Providing support for students in Year 11 at risk of being NEET (i.e. have CAF referrals been made for a Young Persons Worker)

Site-Specific Controls and Measures in Place:



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Assessor Signature:	Completed Date:
Manager Signature (if different to assessor):	Completed Date:

SOP: Cleaning and High Contact Surfaces

Equipment

Personal Protective Equipment (PPE)

For all of the tasks below, you need to wear:

- Disposable gloves and apron – wash your hands with soap and water for 20 seconds once you remove these
- If there's a higher level of contamination (e.g. if the individual with suspected coronavirus has slept somewhere) or there's visible contamination with body fluids, you might need to wear a surgical mask or full-face visor. Speak to a member of the Estates Team to find out if you need one

Cleaning equipment

To clean all hard surfaces, you need to use **disposable** equipment including:

- Cloths/paper roll
- Mop heads

Cleaning requirements

ITEMS TO COVER	MEASURES TO TAKE	CLEANING PRODUCTS
All objects which are visibly contaminated with bodily fluids	<ul style="list-style-type: none"> • Clean and disinfect • Avoid creating splashes and spray when cleaning 	Select 1 of the following: <ul style="list-style-type: none"> • A combined detergent/disinfectant solution at a dilution of 1,000 parts per million available chlorine

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ITEMS TO COVER	MEASURES TO TAKE	CLEANING PRODUCTS
		<ul style="list-style-type: none"> • A household detergent, followed by a disinfectant with the same dilution as above • If you use an alternative disinfectant, check it's effective against enveloped viruses
<p>All potentially contaminated high-contact areas, including:</p> <ul style="list-style-type: none"> • Bathrooms • Door handles • Telephones • Grab-rails in corridors and stairwells • Floors • Chairs <p>You don't need to specially clean public areas they've passed through briefly (e.g. corridors) which aren't visibly contaminated with body fluids</p>	<ul style="list-style-type: none"> • Clean and disinfect • Avoid creating splashes and spray when cleaning 	<p>Use the same product as above</p>
<p>All potentially contaminated fabric items, including:</p>	<ul style="list-style-type: none"> • Wash items in accordance with 	<ul style="list-style-type: none"> • Standard detergent • Standard cleaning

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ITEMS TO COVER	MEASURES TO TAKE	CLEANING PRODUCTS
<ul style="list-style-type: none"> • Curtains • Cushion covers <p>Plus anything used for transporting the fabric items</p>	<p>the manufacturer's instructions</p> <ul style="list-style-type: none"> • Use the hottest setting you can • Dry items completely • Clean and disinfect anything used for transporting laundry 	<p>products to clean and disinfect anything used to transport the items</p>
<p>Items that can't be laundered, e.g. upholstered furniture</p>	<p>Steam clean</p>	<p>N/A</p>
<p>Items that are heavily soiled or contaminated with body fluids</p>	<p>Dispose of these items (see instructions below)</p>	<p>N/A</p>

Waste disposal requirements

MEASURES TO TAKE

Keep any waste from possible cases and cleaning of those areas (e.g. tissues, disposable cloths and mop heads) in a plastic rubbish bag and tie when full

Place these bags in a suitable and secure place away from children and mark them for storage. If a suitable clinical waste bin is available then use this facility. Otherwise,



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MEASURES TO TAKE

Wait until you know the person's coronavirus test results to take the waste out of storage.

- If the individual tests negative, put the bags in with the normal waste
- If the individual tests positive:
 - Store it in a safe location as designated by The Estates Team for at least 72 hours before putting in with the normal waste

If unsure speak to a member of the Estates Team.

Site-Specific Controls and Measures in Place:

Assessor Signature:

Completed Date:

Manager Signature
(if different to assessor):

Completed Date:

SOP: Vulnerable and Critically Vulnerable Employee (including New and Expectant Mothers and those living in the same house hold)

- Employees are asked to submit a health screening questionnaire [HERE](#) as per the process guidance found [HERE](#)
- Line Manager or HR will then assess the information and give guidance as how best to support the individual to return to work either fully or remotely



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SOP: Office Staff

- Ensure safe distances between working stations and ideally employees are not working face to face (where not possible ensure protective screening is in place)
- Ensure one way systems and flow systems are installed so as to reduce crossing and pinch points
- Ensure suitable PPE where there may be higher likelihood of closer contact with students such as late registration.

Site-Specific Controls and Measures in Place:

Assessor Signature:

Completed Date:

Manager Signature
(if different to assessor):

Completed Date:



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RISK ASSESSMENT PRO FORMA

COVID -19 EXPOSURE
RISK ASSESSMENT PRO FORMA V1.0



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1 Introduction

1.1 Introduction

1.1.1 Assessor:	
1.1.2 Date:	



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2 Direct Exposure to COVID-19 Virus Throughout The School Day

Direct Exposure to COVID-19 Virus

2.1.1 Risk Rating Guide:

Severity	Likelihood					Evaluation
	1	2	3	4	5	
1	1	2	3	4	5	LOW - GREEN For a risk rating of 6 or less no further action is required.
2	2	4	6	8	10	MEDIUM - YELLOW For a risk rating between 8 and 15 further actions are required to reduce the risk.
3	3	6	9	12	15	
4	4	8	12	16	20	HIGH - RED For a risk rating of 16 the task or machine should not be used until the risk is reduced.
5	5	10	15	20	25	

2.1.2 Is this applicable?	Yes
2.1.3 Who might be harmed:	Staff, Students, Parents
2.1.4 If 'Other' please specify:	Visitors, Contractors

2.1.5 Possible cause of injury:

- Direct transmission of virus from a person/s with COVID-19



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2.1.6 Effects of hazard:	• Respiratory Illness
2.1.7 Severity	● 5
2.1.8 Likelihood	● 2
2.1.9 Evaluation	● Medium

2.1.10 Controls Measures (add in any site specific controls to the list below):

Make sure the right numbers of staff are in attendance every day to maintain an appropriate ratio with Students and to cover any essential staff roles you've identified - try to keep class sizes as small as possible.

Stagger the beginning and end of the school day, so not all Students enter and leave school at the same time using the same entrances and exits.

Discourage parents picking up their children from gathering at the school gates.

If parents, visitors or contractors are coming to school:

- Stagger pick-up times so they're not all coming in at once
- If there'll be a queue, set out 2-metre markers on the ground for them to stand on – use tape or cones
- Make soap and water or alcohol-based hand sanitiser available to them.

If you can, avoid letting parents into the school. Where this is unavoidable a Dynamic Risk Assessment should be undertaken and recorded

Identify a room that sick Students can be kept in until parents come to collect them,



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ideally with:

- A door you can close
- A window you can open for ventilation
- A separate bathroom they can use (either attached to the room or nearby)

Make sure staff in school know that they should:

- Move Students to this room if they're sick
- Wash their hands for 20 seconds after making contact with the ill Student
- Set aside a room for parents/visitors and a procedure for collection of Students who are unwell, including warning others not to enter and post-use cleaning schedule

Staff, Students and Parents and Visitors are aware of Policy and Procedures through appropriate and comprehensive Training, Information (through Parent Portal and Communications), Signage and Supervision

Encourage Parent, Students and Staff to fill out Symptom form on Portals and not to come in until cleared to do so by either The Head of School (Students) or Line Manager (Staff)

Keep Students at their desks, away from each other, for as much of the school day as you can, ideally 2 metres (3 steps) apart – try to keep class sizes small so you can achieve this more easily.

Avoid any group activities that require Students to be in close physical contact with each other, such as:

- Assemblies – you could deliver these online, even for Students in school
- Certain sports and playground games

When serving meals (inc breaktime):

- Stagger lunch times so fewer children are eating in the same area at once



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<ul style="list-style-type: none"> • If there'll be a queue, set out 2-metre markers on the ground for them to stand on – use tape or cones • Consider a grab and go or having multiple dining/service areas where possible
<p>Make sure everyone is washing their hands with soap and water for at least 20 seconds across the school day, particularly:</p> <ul style="list-style-type: none"> • After coming into school • After sneezing or coughing • Before and after handling or eating food • After going to the toilet • Before and after staff hand out food packages, if that's how you're organising free school meals
<p>Place alcohol-based hand sanitisers at the entrance of each room you're using, including toilets, classrooms and halls.</p>
<p>Encourage Students and staff to avoid touching their face with unwashed hands.</p>
<p>Provide tissues in rooms that you're using, and make sure Students and staff are trying to catch sneezes and coughs in these and binning them afterwards, or using their elbow if they don't have a tissue available.</p>
<p>When possible, open windows to increase air flow and ventilation.</p>

2.1.11 Severity	● 5
2.1.12 Likelihood	● 1
2.1.13 Evaluation	● Low



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3 Indirect Exposure to COVID-19 Virus Throughout The School Day

Direct Exposure to COVID-19 Virus

2.1.1 Risk Rating Guide:

Severity	Likelihood					Evaluation
	1	2	3	4	5	
1	1	2	3	4	5	LOW - GREEN For a risk rating of 6 or less no further action is required.
2	2	4	6	8	10	MEDIUM - YELLOW For a risk rating between 8 and 15 further actions are required to reduce the risk.
3	3	6	9	12	15	HIGH - RED For a risk rating of 16 the task or machine should not be used until the risk is reduced.
4	4	8	12	16	20	
5	5	10	15	20	25	

2.1.2 Is this applicable?

Yes

2.1.3 Who might be harmed:

Staff, Students, Parents

2.1.4 If 'Other' please specify:

Visitors, Contractors

2.1.5 Possible cause of injury:

- Indirect transmission of virus from a person/s with COVID-19, surfaces,

2.1.6 Effects of hazard:

- Respiratory Illness



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2.1.7 Severity	● 5
2.1.8 Likelihood	● 3
2.1.9 Evaluation	● Medium

2.1.10 Controls Measures (add in any site specific controls to the list below):

Student and staff arrival procedures put in place, including registration and supervision of hand washing

Identify which parts of the school will be used and close off unused parts, to reduce the amount of cleaning needed.

Clean surfaces that people are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters, more regularly than normal. Please refer to COVID-19 Cleaning RA and SOP.

No sharing of equipment unless it has been suitable and sufficiently cleaned in between use

Training and signage to practice good respiratory hygiene such as: not to touch face including mouth, nose, eyes and ears; Ensuring a “catch it, bin it, kill it” culture is adopted and adequate supplies are provided. Furthermore:

Make sure everyone is washing their hands with soap and water for at least 20 seconds across the school day, particularly:

- After coming into school
- After sneezing or coughing



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<ul style="list-style-type: none"> • Before and after handling or eating food • After going to the toilet
<p>Ensure that parents understand that agreed school uniform must be washed daily.</p>
<p>If parents, visitors or contractors are coming to school:</p> <ul style="list-style-type: none"> • If there'll be a queue, set out 2-metre markers on the ground for them to stand on – use tape or cones <p>Where allowing parents or visitors into school ensure that the Parents and Visitors RA and SOP's are followed. For any process outside of this a dynamic RA will need to be conducted and signed off by The Head of School</p>
<p>Remove any items that are not easily cleanable.</p>
<p>Make sure staff in school know that they should:</p> <ul style="list-style-type: none"> • Move Students to the medical room if they're sick • Wash their hands for 20 seconds after making contact with the ill Student • Set aside a room for parents/visitors and a procedure for collection of Students who are unwell, including warning others not to enter and post-use cleaning schedule
<p>Staff, Students and Parents and Visitors are aware of Policy and Procedures through appropriate and comprehensive Training, Information (through Parent Portal and Communications), Signage and Supervision</p>
<p>Encourage Parent, Students and Staff to fill out Symptom form on Portals and not to come in until cleared to do so by either The Head of School (Students) or Line Manager (Staff)</p>
<p>Avoid any group activities that require Students to be in close physical contact with each other, such as:</p>



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<ul style="list-style-type: none"> • Assemblies – you could deliver these online, even for Students in school • Certain sports and playground games
<p>When serving meals (inc breaktime):</p> <ul style="list-style-type: none"> • Consider a grab and go or having multiple dining/service areas where possible • Ensure Social distancing if there is a queue and remove processes that require multiple touches such as buffets
<p>Place alcohol-based hand sanitisers at the entrance of each room you're using, including toilets, classrooms and halls.</p>
<p>When possible, open windows to increase air flow and ventilation.</p>

2.1.11 Severity	● 5
2.1.12 Likelihood	● 1
2.1.13 Evaluation	● LOW



COVID-19 Policy (including phased return)