

Covid-19 risk assessment Quality Control for Health and Safety and Public Health

This document is intended to provide guidance and recommendations to support Headteachers in preparing for the limited reopening of their school. It is not a definitive checklist and is reviewed against information provided as part of a desktop exercise and it must be noted that stated control measures are not tested for accuracy in a live situation. Recommendations made are based on health and safety legislation and current government guidance. The responsibility for the management of control measures remains the responsibility of the Headteacher and, in educational establishments where the LA is not the employer, the Governing Body or Trust.

Below is a check list of the salient points that should appear in your health and safety risk assessment or your recovery plan. Following each category of hazard are some guidance points. These are there to guide you in the right direction but must be used in conjunction with full guidance provided by Gov.UK <https://www.gov.uk/government/organisations/department-for-education>.

The measures you have put in place must be detailed and show that you have considered the risks posed by a highly infectious disease and have put suitable and sufficient control measures in place to prevent the spread of disease. You must be able to show that the arrangements you have put in place can be followed by anyone who may be on school grounds including teachers, teaching assistants, support staff such as office, cleaning, caretaking, catering, pastoral, parents, contractors and deliveries and you have delivered this information in such a way that each party can follow their instructions without ambiguity. Please note that “where Practicable” or “where appropriate” should not be used in this risk assessment process.

The documents you have provided have been assessed jointly by the Health and Safety Team and the Public Health Team and this check list shows their joint findings together with recommendations to move forward.

N.B. In ALL cases anyone showing symptoms of Covid 19 must NOT attend school.

School name: Ashfield Valley Primary School

Infection Control assessed by: HE, SLT (including school union rep) SBM

Date: 10/6/20

1/9/20

Reviewed 11/1/21
and 21/20 (LFD)

School type: community

H&S assessed by: HE, SLT (including union rep) SBM

Staff view sought by zoom meetings, individual conversations via stress manager and fed back to SLT, FAQ s answered in zoom meetings

Hazard category	Have control measures been considered?	Response	Adjustments	
Documents reviewed:				
<p>Preparation of the building All usual building checks should have continued including Legionella/water checks, Lifts and lifting equipment, gas, electrical, fire and building safety. State if this is the case or if not what action you will take to get checks up to date before opening. Air conditioning that circulates air should be turned off. Anything that cannot be easily disinfected must be removed BEFORE opening including books, soft toys furniture (other than desks and chairs</p>	Have statutory checks continued and are in date?	Checks maintained and recorded in the usual systems- all in date		
	Or have you taken steps taken to bring compliance checks up to date? If so please state what steps you have taken.	We keep to timescale wherever possible- all compliance checks are up to date		
	Do you have air conditioning that circulates air and if so have you turned it off?	No air conditioning		
	Have you completed a deep clean of building before opening?	Deep clean completed before opening Deep clean done every day with a chlorine and bleach solution as recommended and used in line with manufacturer’s recommendations and COSHH sheet Deep clean carried out before September opening		
	Have you removed all and safely stored additional furniture, soft toys, books etc?	Yes – all that is possible to remove has been removed or covered to indicate out of use Lidded bins for waste and re-cycling are in place and clearly labelled and different colours		

<p>Staff You MUST show that you have taken all reasonable steps to protect staff and you must assess each individual for any of the underlying health conditions that may make them more vulnerable. This must be done as part of a joint assessment with the individual. Identify:</p> <ul style="list-style-type: none"> a. all staff who are clinically extremely vulnerable (as advised by clinician/letter) b. all staff who are clinically vulnerable and those who have household members in a shielded group. c. all staff who are in the highest and high levels of risk due to age, sex and ethnicity d. Risk assessment – what would the impact be on the individual(s) should they contact COVID-19? The likelihood of them coming into contact with COVID-19? <ul style="list-style-type: none"> • all staff who are clinically extremely vulnerable not in work and shielding at home • all staff who are clinically vulnerable working from home where possible? • all staff who are clinically vulnerable and cannot work from home been offered the 	<p>Have you made an assessment of each member of staff for vulnerability?</p>	<p>Yes – via survey and analysis sheet</p> <ul style="list-style-type: none"> • Members of staff who are extremely clinically vulnerable: 2 members of staff – 1 teacher and 1 TA3. • Staff who are clinically vulnerable: 0 • Staff who have clinically vulnerable family members: 2 • 1 member of the office staff who has had adaptation to her working hours. • 1 is a TA1 who is following all control measures in place and is wearing a mask at all times. <p>13/33 members of staff are BAME but under the age of 55. LA guidance has been read and understood by SLT and SBM. Individual risk assessments were carried out at the beginning of Sept for all staff and adjustments made where appropriate.</p>	<p>ECV staff are now shielding</p> <p>Individual risk assessments reviewed and any further adjustments noted</p>
	<p>Have you assessed the number of staff needed for all areas of work?</p>	<p>If everyone is well then we have enough staff to cover all needs. TA3s in the classrooms will be used as first point of cover. Inclusion lead has HLTA status and will be used to cover in emergencies but we are trying at all times to keep the integrity of the bubbles. SEND apprentice is in addition to SEND staff and can be used flexibly but with a focus on Nursery. If no-one is available to take a class then that class will be sent home with home learning packs until staff return. Putting classes together is not possible because of bubbles. SLT are not able to teach classes as they are needed to oversee school. There are 2 DDSLs (Deputy and Inclusion Lead) if the DSL is ill. SLT are generally able to cover the office if required. From September, Admin to be covered by SBM/Inclusion Lead/DHT.</p>	<p>Currently we have a small number of pupils in school. The majority of parents have told us that they do not want to send their child into school during the national lockdown. This means that staff are in school on a rota basis covering 4 bubbles with 2 members of staff per bubble. The largest bubble has 5 pupils. If everyone is well, there is some capacity to cover for absence.</p>

<p>safest on-site roles (2 metres away from others)?</p> <ul style="list-style-type: none"> Where there are staff who are clinically vulnerable and do not wish to work from home has an assessment been made of the risks and discussion taken place about whether this presents an acceptable level of risk? appropriate steps been taken to reduce the risk of those staff at risk due to age, sex, ethnicity by considering home working where possible /offered the safest on-site roles? recommended to staff with a health condition to contact their GP for a review of their condition and to access support to stop smoking? Consideration overall staff wellbeing and offer support as appropriate. <p>Remember volunteers and older staff and consider: <i>Age, sex and ethnicity can be used to categorise an individual's overall risk of death from Covid-19. All men 70 or older and all women 75 or older are at the highest level of risk.</i> <i>Men aged 60-69, women aged 65-74, Black, Pakistani, and Bangladeshi men aged 55 –</i></p>		<p>SBM to be covered by admin/DHT/HT If the HT is ill then Deputy will step up. If Deputy ill also then Senco (member of SLT) to step up with Inclusion Lead as DDSL. If all 3 SLT members are ill then advice will be sought from LA with the possibility of school closure.</p>	
	Have you shown in detail how staff will be deployed?	<p>Yes see above SLT – HE/MM/AB are not class based so are available for support, monitoring etc but will not be taking on full teaching responsibilities. Should the HT (DSL) be ill, then DHT will lead the school – she is also a DSL Should both the HT and DHT be absent then Senco (SLT member) to lead with Inclusion lead as DSL If all 3 members of SLT are ill then school will have to close or support be provided from the LA Where TAs are covering in classes, an additional adult from the Welfare team will work in the shared area for support .</p>	
	Have you also considered if you have sufficient support staff e.g. cleaners/caretakers/office staff?	<p>Yes adapted hours so have coverage over the school day and enough hours for deeper cleaning outside of that. Cover will be obtained from FM in the absence of cleaning staff. FM guidance is that grab bags will be provided if catering staff have to self-isolate.</p>	
	Show how you are effectively monitoring and addressing staff stress levels?	<ul style="list-style-type: none"> Staff availability audit to be ongoing Stress manager has been and continues to be in regular contact with all staff. She has gathered any questions from staff members and these have been answered via Zoom call between HT/SLT/staff Staff have been signposted to services for support such as educationsupport.gov 	

<p>60. Black, Pakistani and Indian women aged 60-64 have a high level of risk.</p>		<ul style="list-style-type: none"> • Regular contact has been maintained with staff from HT and DHT to give regular updates about the changing situation including zoom calls, staff WhatsApp group and individual phone calls • Stress manager has fed back concerns to HT which have been addressed - this is ongoing • Staff mental health is an area of work as part of our mental health award training with Leed Beckett University 	
	<p>Show in detail what training, information & instruction provided on arrangements to make the school safe.</p>	<p>Training occurs weekly for staff in school to remind and refresh staff Zoom training has happened for all staff to catch all questions and address them</p> <p>daily catchup meeting with SLT, SBM and caretaker to review site/issues/ needs that need to be addressed</p> <p>Refresh of training in Sept for all staff and for pupils when they return. Specific time to be given on day 1 for pupils about routines, hand washing, catch it, bin it, kill it etc</p> <p>Senior staff are highly visible throughout the day to give reminders and model procedures.</p>	<ul style="list-style-type: none"> • Refresh of training and protocols • Regular reminders from SLT. • All staff received up to date instructions and guidance with the home testing kit dispensed by the school's COVID Coordinator. • All staff made aware of the reporting channels to the NHS and to the school in the case of a positive result on the home test kit. • Staff made aware of the importance to communicate any positive test at the earliest opportunity. • Staff made aware that the home test kit is only for their use and not any other family members. •

<p>Social distancing arrangements inside and outside the building. Key to the control of infection is social distancing and you must show in detail how you have achieved this in each area. You need to consider and show in each area how you have arranged :</p> <ul style="list-style-type: none"> • Limiting the amount of contact between different groups of children (such as smaller class sizes with children and staff spread out more) • teaching outside where/when possible • accessing rooms from outside where possible • one way systems, space desks as far apart as possible, • well ventilated classrooms • not using shared items • minimising contact and mixing by altering, as much as possible, the environment (such as classroom layout) and timetables (such as staggered break times) • social “bubbles” - reduce contact as much as possible so that children and staff where possible mix in a small consistent group and that small group should stay away from other people and groups. Consider how to keep smaller groups of children together throughout the 	<p>Entrance area – e.g. how many people allowed in at one time, queuing systems, method of signing in (remember it must be able to be disinfected) protection of office staff etc?</p>	<p>Non-essential visitors will not be allowed inside school. All visitors to school are expected to wear face coverings – sign on door. Only 2 in foyer and then rest wait outside socially distanced- markings in place Office staff behind screen and door with a comms system Hand san outside doors for visitors to use before entry and in the foyer From September, SEND professionals and social workers will be allowed on site with meetings held in socially distanced way and with masks being worn. Parents advised to ring to speak to staff wherever possible. Music teacher will be on site on Thursday afternoon– the instruments are in separate cases and quarantined in the library(not in use) between weekly use. Teacher will follow school protocols and will wear a mask.</p>	<p>Professionals on site will be strictly limited</p>	
	<p>Stairwells – e.g. one way system or separate up and down routes etc.?</p>	<p>One way system in place. Corridors are wide so no pinch points. Movement around school to be kept to a minimum and some furniture has been removed to widen access in shared areas.</p>		
	<p>Lifts – e.g. maximum occupancy</p>	<p>No lift</p>		
	<p>Reception office/HT office</p>	<p>Restrict space to two people – distanced and own work station Screen between staff and visitors No non-essential visitors. Contractors reduced to minimum necessary</p>		

<p>day and avoid larger groups of children mixing</p> <ul style="list-style-type: none"> • keep cohorts together where possible. • Different groups not to mix on subsequent days • Use same classroom area of school. • No more than 15 children in group, however depends on space could be lower numbers. • If possible keep older children 2 meters apart from each other. (Brief transitory contact such as passing in corridor is low risk). 		2m markings outside HT office and social distancing observed	
	Corridors including one way systems and any markings	2 metre markings on corridors, movement restricted and timed so that only one group is moving on a corridor at a time- entry and egress at start and end of day is through separate doors into each classroom apart from Reception which is in a different area. Furniture and other items have been moved from corridors and shared areas where possible to widen them	
	Hall/dining hall including how meals are served	<p>FM guidance to be followed</p> <p>All bubbles have own start time for lunch.</p> <p>Lunchtime supervisors have had same training as rest of staff in distancing/PPE</p> <p>Responsible for wiping tables when their group has finished</p> <p>Reception: handwash in class then enter hall through side hall door</p> <p>Year 1 - Year 6: handwash in KS2 space using markings on floor for queues – lunchtime adult to supervise</p> <p>Queueing system in place in dining room with distancing markers on floor</p> <p>Reception children to have longer at lunchtime</p> <p>We can accommodate two bubbles in the hall at once whilst keeping distance.</p> <p>Each bubble to have own station for plates etc</p> <p>Each bubble to have own space for playing outside – playground, all weather pitch and field.</p> <p>Year 6 and Y5 to have lunch in classroom to allow for extra time in hall for younger children. Cutlery to be brought up to the class and removed by kitchen staff. Children to collect meals from the hall and take back to class. They must go up a short set of steps – an adult will monitor this and the children will go up the steps with distanced between them in case of trips. An adult will assist</p>	Each bubble has its own lunchtime supervisor and separate play area as before.

		if necessary and will carry the tray of anyone who needs this assistance.	
	Classrooms including measuring for maximum capacity and any markings	Desks are forward facing and distancing observed as much as possible. Rows are set out with as much space as possible. Most classrooms are small and 2m is not always possible within the bubble.	Small number of pupils in each bubble means that distancing is possible.
	Staff room including where this is decommissioned	We reduced the capacity of the existing staff room and created a separate staff room (family room) and spaced seating and tables out with social distancing in mind ; Family room to be used as an additional staffroom. Staffrooms to be set up to allow social distancing with excess furniture removed and staffrooms assigned to different bubbles. Rotas to be used if necessary. Staffrooms to remain well ventilated. staffroom kitchen equipment: sanitiser and wipes to be provided for staff use Stockroom to be accessed only by the Deputy Head and if she is not available then the SBM or admin staff. No use of library	
	Kitchens (where employed by school) or state if following FM rules	Following FM rules	
	Toilets	cleaned regularly throughout the day Staff toilets - one person at a time with vacant/occupied sign. Hand sanitiser on wall outside toilets	
	Cloakrooms including the provision for storing coats/bags etc.	Cloak room areas not in use. Coat, reading book, lunchbox are the only items to be brought from home and PE kits on PE days.	

		Coats to be kept on backs of chairs and the children advised to be careful when moving around the classroom – such movement will be minimal. Reception and Nursery will use their own cloakrooms as coats in the classrooms deemed to be too much of a trip hazard.	
	Any area shared with another body e.g. children's centre	no	
	Carpark including staff parking	Usual procedures – car park for staff only and essential visitors and contractors. All to use main entrance where hand san is provided and distancing measures are in place.	
	Parent waiting areas for drop off and pick up	<p>Use own classroom doors. Reception children to use black gate</p> <p>2m markings in playground – one parent to accompany child and to wait here until admitted</p> <p>Arrival will be within a window of time – 8.45 – 9am to allow siblings to be dropped off.</p> <p>Pick up will be from 3 – 3.15.</p> <p>SLT to be visible on yard – especially at first to direct parents and supervise procedures.</p> <p>Parents to wear face coverings for pick up and drop off.</p> <p>Staff may choose to wear masks for pick up/drop off times</p> <p>Children to be released one at a time</p> <p>Children to be kept in the classroom until 3.30 then taken to wait in the hall. Names to be recorded in late book. This will be supervised by CJ and SLT will ring parents of late children.</p> <p>LA regulations is for parents to wear masks for pick up and drop off.</p> <p>They will be released from the hall door.</p>	Masks to be worn at pick up and drop off times.

		<p>Ensure that members of staff who have children with whom they are not familiar, are aware of which adults are allowed to pick up SLT to supervise picking up and dropping off on the playground to ensure parents adhere to protocols At least one bilingual speaker to be present on playground</p>	
	Playground/fields	<p>Two playground areas: all weather pitch/field and ks2 playground with pods on a rota basis. Playtimes and lunchtimes staggered as are toilet breaks. Class TA to supervise going to toilet outside of allotted times. Each group has basket of play equipment and hand washing before and after use by lunchtime supervisors for that group.</p>	
	Entrance and exit method/route	<p>Use own classroom doors. Reception children to use black gate 2m markings in playground – one parent to accompany child and to wait here until admitted Window of time for drop off and pick up. Staff to use main door</p>	
	Any outdoor classrooms, including forest schooling, whether permanent or temporary.	<p>Forest school is a separate area so is secure and can be socially distanced. This will be used as it fits with the curriculum being taught but all staff are aware of the benefits of working outside and this is part of normal school life</p>	
<p>Movement/contact through the day You need to also show how children/staff/contractors/deliveries and visitors will be able to move safely around the school. Include all the points above but</p>	<p>Have you arranged staggered start and end times? Show what these are.</p>	<p>Because of the high number of siblings across school, we have decided to use a window of time for start and pick up. This will minimise confusion, parents waiting and should allow for smooth drop off and pick ups. 8.45 – 9am and 3pm – 3.15</p>	

remember to consider essential/emergency maintenance and if these and deliveries can be done out of normal school hours?		Deliveries will be able to be made during school hours because the doors are positioned onto the playground which is separate from the area for deliveries.	
	What arrangements are in place for staggered lunch times and breaks	Staggered lunchtimes and playtimes in place as previously explained. Each class has its own playtime and space to play. No afternoon break for KS2. Each class has it's own lunchtime - the lunch period will take 2 hours because of staggered times. Mrs McKenzie (DHT) to supervise. Markings in place for queues. Staff ready to wipe down tables and chairs in the handover Staff to have their entitlement to full lunchbreak.	
	What arrangements are in place for contractors/deliveries?	Deliveries come to the main office- use outside hand san, enter, state their business, and record delivery ; items left outside for office staff to recover when the deliverer has left Contactors – sign in by SBM who will manage the process. Track and trace details to be taken. Face coverings to be worn by any contractors going into classrooms.	
	How will you move people through internal and external doors and gates without compromising on fire safety?	The fire evac plan has been revised to take account of classroom doors being open and the fobbed doors to KS1 – these will now be closed manually by the fire marshall as part of the new plan. Small numbers mean that we are able to social distance while lining up – this will be reviewed if more children attend. New procedures practised in first full week of school in September.	Evac procedures from new bubbles to be practised.
	Leadership/Mangement time	To be taken as usual TLRs will be every other week with additional as required. This will be covered by the class TA.	To be taken during weeks working from home.

		Senco is the nursery teacher – nursery will only be open for mornings so she will have her LMT during afternoons.	
	Visitors to school	<p>Visitors to school will be kept to a minimum. Visitors will wear a face covering and use hand san on arrival.</p> <p>They will sign in using the new visitor sheets which have contact details for track and trace.</p> <p>School protocols will be explained on arrival and expected to be followed.</p> <p>Movement around school will be kept to the minimum required to meet the needs of the visit.</p> <p>Areas used for meetings with professionals – the back of the library or Family Room will be cleaned before and after.</p> <p>Visitors from September may include:</p> <ul style="list-style-type: none"> Social workers SEND professionals Health professionals Music service for strings tuition in Year 5 Chair of Governors 	
<p>School bubbles</p> <p>Government guidance indicates that groups of pupils and teachers must be kept as one unit at all times commonly known as bubbles. Teaching staff and pupils must not cross to any other bubble at any other time. You must show how you have arranged this</p>	Show your arrangements for bubbles within school	<p>Each year group class is a bubble – this means that all bubbles have capacity for 30 pupils.</p> <p>Staff consist of teacher, TA and, in some cases TA1 for Send support.</p> <p>Wherever possible we will not be crossing bubbles and staff should remain within their given bubble.</p> <p>The inclusion lead will work across bubbles but will keep this to a minimum to manage her role.</p>	<p>New bubbles set up:</p> <ul style="list-style-type: none"> Bubble 1: nursery and reception in the reception classroom Bubble 2: y1, y2, y3 in the Y1 classroom Bubble 3: Y4 (pupils who need additional support because of behaviour) Y4 classroom Bubble 4: Y5, Y4 in the Y5 classroom <p>Two members of staff for each bubble – this also allows the teacher to run remote learning with the rest of her class whilst being in school.</p>

	<p>Show your arrangements made so that the cluster remains as one unit throughout?</p>	<p>There are staggered playtimes and lunchtimes when the group remains as a unit. There is no other movement required around school. Collected by their parent from the door they entered, labels, signs and staff remind parents about social distancing – 2m markings for parents to queue whilst waiting for pick up.</p>	
<p>Vulnerable pupils Some children need additional care and specialist equipment. You need to show that you have considered this so whilst minimising the risk of infection.</p>	<p>Have you revisited and made an assessment of care plans and how done safely? Show how this will be done.</p>	<p>The Senco is in consultation with all parents to ensure a smooth start in September. Plans have been adjusted. HCP – risk assessment done and kept in sendco file, shared with relevant staff. Those with medication needs or any children who require medication - staff to wear PPE(apron, mask, gloves) at those times Inhalers to be with the child - kept in individual zipped bags Epi pens- to be with child - all staff have up to date training in how to administer Spare of both in medical cabinet with instructions, but the process would be if a child is in difficulty we call the ambulance and the parent</p>	<p>Sendco in weekly contact with SEND pupils and overseeing that work set is appropriate and matches any targets. Class teacher weekly contact. Zoom calls if needed. Currently, parents of EHCP children are choosing to keep them at home with support provided by school.</p>
	<p>Have you considered medication and how it can be administered? Show how this will be done.</p>	<p>Those with medication needs or any children who require medication - staff to wear PPE(apron, mask, gloves) at those times Inhalers to be with the child in their classroom in a zipped wallet.</p>	
	<p>Show how staff will deal with behaviour issues which would normally be dealt with using methods such as positive handling.</p>	<p>Safe handling plans have been reviewed by the Welfare Team Children who have behaviour plans - these have been reviewed and new 'safe spaces' allocated – ks1 and ks2 areas. Staff have been informed of changes and children know where they can now go if they need to.</p>	

		<p>If handling was required then staff to wear PPE – mask, gloves, apron – this would only be in extreme circumstances or if a child was at risk of harm.</p> <p>The behaviour policy will continue as normal, with usual procedures and recording. Staff to be aware that children may be more anxious than usual and to make appropriate adjustments. Detentions, if they happen, will be carried out in the shared area of KS2 which is an open space and supervised by the Inclusion Lead and the HT. This area will be cleaned afterwards.</p> <p>Changes made to behaviour procedures due to Covid restrictions.</p>	
	<p>Have you considered what equipment will be needed, proximity and cleaning? Show how this will be done.</p>	<p>PPE – gloves , aprons, masks, visors all available in each bubble. Cleaning station in each group for wiping down between activities sessions cleaning staff on site all day – if in between cleaning is needed (spills/a accidents) then the group can be removed to a different unused space while the spill is cleaned and the space is cleansed (FM protocols)</p>	
<p>School transport Private arrangements should be made where possible and school educational trips should not go ahead. Where school transport is used you must consider:</p> <ul style="list-style-type: none"> • Transport providers not to work if they or members of a household have symptoms • Providers follow good hand and respiratory hygiene • Try to keep distance from passengers • School transport do not require PPE and are advised to check before picking up children, young people or staff that they are well and no symptoms. 	<p>Show what arrangements you have made with private providers of school transport</p>	<p>We currently do not have any families attending or intending to who use private providers but if this changed we would contact the service and ensure their provision was sufficient , then on arrival wash hands and hand san immediately</p>	
	<p>Show what arrangements you have made for passengers to be social distanced on the vehicle.</p>	<p>NA</p>	
	<p>Show what arrangements have been made for pupils getting on and off transport vehicles in a way that is safe for pupils and staff.</p>	<p>School transport is not used by any pupils</p>	

<ul style="list-style-type: none"> • Providers should have guidance or training (from LA) • Substitute smaller vehicles with larger ones or run 2 vehicles rather than one (to increase space and reduce number of passengers per vehicle) • Cordoning off seats and eliminate face to face seating where capacity allows 			
<p>Parent information It is essential that anyone visiting the school is made fully aware of the arrangements in place. This is particularly important for parents to ensure that they know in advance what is expected of them. This limits the chances that they will inadvertently jeopardise the control measures you have in place. Show either in your plan, risk assessment or with a copy of information sent out to parents the information you have provided. If you use a letter as your evidence then remember to keep a copy as evidence in your health and safety management system file.</p>	<p>Can you show the methods for contacting parents in place? This should be in advance and in an emergency.</p>	<p>On ordinary days text and phone calls School website letters</p> <p>In an emergency Phone call – emergency numbers are kept up to date text and email, school website</p>	
	<p>Show what information has been provided about clean clothes every day etc?</p>	<p>We have told parents to bring the child in school uniform as this is the easiest thing to wash daily or in a daily rotation Information about the school day has been communicated via phone calls, letters on the website and a message on the front page of the website to look in the appropriate file for more detailed information</p>	
	<p>Show what information about operation of school has been given?</p>	<p>The majority of our parents have limited understanding of English – especially written and it is our experience that letters are not usually read. Whilst it is time consuming, our bi-lingual staff are contacting parents to explain to them in detail about returning to school and the detail of what will happen and what they must do on site. Staff on phone duty</p>	<p>Changes in place during the latest national lockdown have been communicated via letter which is on the website. Updates will be given regularly. Telephone calls have been made using bilingual speakers.</p>

		<p>follow a script so we know that the same information is given to all parents. Clear instructions to be posted on the website in addition to this. Text messages are sent as reminders to look at website or ring school Procedures for opening in September have been communicated via the website, letters home (also put on website) and phone calls, including where needed, from a bilingual speaker.</p>	
	<p>Show what instructions for equipment provided /lunch/ arrangements for personal belongings and what should not be brought into school e.g. toys and play equipment.</p>	<p>We have told parents to only bring the child, a coat, water bottle and a packed lunch if needed We have told them not to bring toys or other resources and that all equipment for learning and play will be provided</p>	
	<p>Show your arrangements so that Parent meetings are restricted to telephone/skype etc where possible if not then method for doing safely?</p>	<p>We have told parents that our open door policy remains but in virtual form via phone, calls, skype or zoom HT/DHT are visible in playground at start and end of day and speak to parents at 2m. Staff do home visits if we cannot contact a family but remain on the doorstep at 2m</p>	
	<p>Show how you have communicated your expectations including exclusion of parents from entering the building and arrangements of distancing (inc car parking)</p>	<p>Included in phone calls and letter to parents Plus staff in attendance directing and supervising , signs and posters evident ,</p>	

<p>Personal hygiene Personal hygiene is of paramount importance You need to show how you can provide evidence of:</p> <ul style="list-style-type: none"> • Use of 7 steps to hand washing • Increase Frequency of hand washing regime (on entering school, before food and drink, after bathroom) • Catch it bin it, kill it. • Use of paper towels no hand dryers • Hand sanitizer available • Helping children to wash hands where needed • Bare below the elbow, no rings/watches, forearms and wrists included in hand washing 	<p>What washing facilities are available and where are they?</p>	<p>In toilet area and accessibility toilet areas ,</p> <p>Sinks in the shared areas of KS1 and KS2 – marked so children know which ones to use to be 2m and times to use these are on a rota – including playtime, lunchtime. A member of staff is positioned in sight of these areas to supervise sinks</p>	
	<p>What methods are you using for instructing children e.g. 7 steps of handwashing, regular instruction, posters etc?</p>	<p>Recommended posters on the walls, being taught daily , and repeatedly</p>	
	<p>What hand sanitizer is provided and are they placed in high traffic areas? Name their locations.</p>	<p>Approved hand san used (provided by FM) and in all classrooms at classroom door so can be used on leaving and entering, staff rooms, office, in foyer, in HT and DHT offices, outside toilets where only one person can enter at a time – using a vacant/engaged sign and using hand san after turning the sign, at photocopier, at entrances and outside entrances so people can use hand san before they enter the building and before leaving the building</p>	
	<p>How are hand washing and cleaning products monitored and replaced throughout the day?</p>	<p>Cleaning staff monitor before staff arrive and during the day as part of their protocol. HT / SBM walk the site first thing in the morning (small site)</p>	
	<p>Are hot air dryers removed/decommissioned and replaced by paper towels and a pedal operated bin?</p>	<p>Hot air driers decommissioned , paper towels are in their place with pedal operated bins in all areas where we have paper towels</p>	
	<p>What method is in place for removing paper towels?</p>	<p>With PPE cleaning staff empty bins every night/morning - contents of bins are double bagged</p>	
	<p>What arrangements are in place for separate use of</p>	<p>Child has own set of equipment/resources in a labelled plastic wallet which remains on their desk.</p>	

	equipment/facilities inc pens?	Ipads wiped down before being put away or between use Wipes for phones between use	
<p>Cleaning Cleaning must take place at the beginning and end of the day throughout the day for areas that are regularly used. You must show how you follow the government guidelines for general cleaning as follows:</p> <ul style="list-style-type: none"> • clean with a normal household disinfectant • wear disposable gloves and aprons for cleaning. • using a disposable cloth, first clean hard surfaces with warm soapy water. Then disinfect these surfaces with the cleaning products you normally use. Pay particular attention to frequently touched areas and surfaces, such as bathrooms, grab-rails in corridors and stairwells and door handles • if an area has been heavily contaminated, such as with visible bodily fluids, from a person with coronavirus (COVID-19), use protection for the eyes, mouth and nose, as well as wearing gloves and an apron • wash hands regularly with soap and water for 20 seconds, and after removing gloves, aprons and 	Show how you have assessed the cleaning regime and how this will work.	FM staff are following FM risk assessment and procedures – this has been discussed with HT and SBM and is monitored by SBM Cleaner/caretaker in 9.15 – 5.30. He is on site all day to ensure cleaning throughout the day – hours have been adjusted to account for this Cleaner 2pm – 5pm – hours have been increased. Cleaning takes place after school and the SBM inspects every morning. Outdoor equipment is not currently being used so not included in cleaning regime apart from each class having their own box of equipment for lunchtimes.	
	Show the time provided for regular deep clean.	3.15 – 5pm Mon – Thursday Friday pm.	
	Show which areas for high level cleaning have been identified.	All areas that staff and children will use including toilet areas	
	List the cleaning products provided and indicate where COSHH assessments have been provided.	Jangro Professional products as follows: Germicidal washroom cleaner Hardsurface cleaner Biological urinal blocks Kitchen cleaner sanitiser Pine floor gel Disinfectant Pearlised handsoap Blu Away toilet cleaner Supreme washing up liquid Evans 4.5% diluted bleach All have COSHH safety sheets available in caretaker's office and manufacturers' guidance notes on safe use	

<p>other protection used while cleaning</p> <p>FM can provide more information on cleaning and cleaning products but please remember that any hazardous cleaning products should also have a COSHH assessment which is kept with the product. Bleach is not recommended for use by this council.</p> <p>Facilities Management have produced a generic cleaning risk assessment and safe working practice document which can be used as a guide when completing this documentation.</p>	<p>List the PPE provided for cleaning including what training has been provided for putting on and taking off safely.</p> <p>Show your method for continual cleaning of equipment.</p>	<p>Footwear Masks visors Gloves Tabards Uniform Training given weekly to remind staff on how to wear and disrobe Also part of induction</p> <p>Used PPE put in pedal bin and removed daily - double bagged</p> <p>Follow FM procedures and guidelines</p>	
<p>Catering</p> <p>Consideration needs to be taken on the Catering Service you are providing. You must show how you or your contractor are providing a school lunch and you need to consider the following:</p> <ul style="list-style-type: none"> • Contact with colleagues/pupils/staff/contractors • Deliveries • Food service • PPE 	<p>Show how you have assessed the working area for staff, ensuring social distancing in the kitchen whilst delivering a school meals service.</p> <p>Show how deliveries will be recorded and cleaned/stored.</p> <p>Show how meals will be transferred from the kitchen to the pupil whilst ensuring social distancing. If hot food is being transferred to a</p>	<p>Provided by FM so FM policies and procedures are followed</p> <p>Only 3 kitchen staff to create meals in a large kitchen areas</p> <p>FM procedures</p> <p>Staggered lunchtimes are in operation. 2 m markers in hall for children to stand on as they approach the hatch. Distancing in place at the hatch. Children to come into hall in bubbles and sit at socially distanced spaces.</p>	

<ul style="list-style-type: none"> • Hand and respiratory hygiene • Hours of work/rotas • Cleaning of surfaces, handles etc. <p>Facilities Management have produced a generic catering risk assessment which can be used as a guide when completing this documentation.</p>	classroom demonstrate how you will keep the food at the correct temperature.	Year 6 and Y 5 will be eating in their classroom which is right beside the hall so food will not go cold in transportation. An adult will monitor the pupils carrying their trays and will do this for any child that needs assistance. There are a small number of steps beside the classroom and this will be supervised and children will go up the stairs carefully and distanced from each other in case of trips.	
	Ensure the catering staff are wearing the appropriate PPE.	FM guidelines and monitored by HT	
	Ensure staff are aware of the 7 step process for hand washing and that they are aware of the process to follow should they become unwell.	FM staff – FM guidelines but daily check ins by HT to discuss any issues/concerns.	
	Consider a rota basis for catering staff to ensure social distancing whilst preparing the school meal. Ensure your kitchen is cleaned within health and safety guidelines paying particular attention to work spaces, handles, dining tables and all other areas.	FM guidelines All checks are up to date	
<p>Personal Protective Equipment (PPE) What PPE should be worn?</p> <p>If you would usually wear PPE for a specific task, you should continue to wear this as usual. In addition, where you are coming within 2m of a pupil who has been risk assessed as needing PPE to be worn, or is</p>	Has a risk assessment been undertaken to determine what specific PPE is required to be used in different caring scenarios?	Guidelines have been shared Should children who require care return to school then the plans will be reviewed and re-iterated with staff	
	Have you identified whether the caring intervention is an aerosol or non-aerosol generating procedure?	Non aerosol procedures in place	

<p>symptomatic and awaiting collection, you should wear:</p> <ul style="list-style-type: none"> - Fluid resistant surgical face mask - Eye protection if there is a risk of splashing body fluids (e.g. saliva, cough droplets or urine) <p>For personal care of or direct contact with (i.e. touching) a child who has had a risk assessment to recommend the use of PPE, or who is symptomatic and awaiting collection from school, you should wear:</p> <ul style="list-style-type: none"> - Fluid resistant surgical face mask - Eye protection if there is a risk of splashing body fluids (e.g. saliva, cough droplets or urine) - Gloves - Apron <p>If you are performing an Aerosol Generating Procedure, you will need to wear different PPE. See guidance. https://www.gov.uk/government/publications/wuhan-novel-coronavirus-infection-prevention-and-control/covid-19-personal-protective-equipment-ppe#ppe-guidance-by-healthcare-context</p> <p>PPE cannot be expected to give a guarantee of full protection against COVID-19; additionally, if incorrectly used it can give a level of false reassurance and increase risk. Therefore, it is essential that all staff using PPE have received appropriate training in putting on (“donning”) and taking off (“doffing”) of PPE using the posters and video found here.</p>	Where aerosol generating procedure is taking place has the member of staff been fit tested for FFP3 mask and have access to gowns?	NA	
	Have they seen the training video and are confident and competent in using the PPE?	Staff are trained and this is updated as circumstances change	
	Have you agreed with staff the level of PPE to be worn in different scenarios? Describe.	staff know that masks and gloves must be worn when dealing with intimate care or child/adult with symptoms They know that gloves are to be worn for intermittent cleaning	
	Do staff know how to put on (donning) and take off (doffing) PPE?	Yes- shown in training and updated	
	Are there arrangements in place for the adequate supply of PPE?	Yes via RMBC FM and Evans SBM also to procure via various channels as needed	
	Method for disposing of used PPE provided?	Put in pedal bins, pedal bins emptied daily and put in the bin - double bagged	
	Have you sought advice from the infection control helpdesk where needed?	We understand how to contact the infection control helpdesk should we need to and would do so if needed	

InfectionControlDutyDesk@Rochdale.Gov.UK			
<p>Procedure when staff or child develops symptoms/ill</p> <p>A room should be set aside to that can be used should someone start to feel that they may have symptoms of Covid 19. It should have an opening window if possible, be near a separate toilet and should not be a room used for other purposes such as general first aid and the administration of medicines. Show what arrangements you have made. You should ensure that you have made arrangements so that you can follow the following guidance and show how you have done this:</p> <ul style="list-style-type: none"> • use of PPE - 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. A fluid-resistant surgical face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then disposable gloves, a disposable apron and a fluid-resistant surgical face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of 	<p>Have you provided a suitable for anyone suffering symptoms?</p>	<p>We will use the first aid room which is ventilated, close to an exit, has a toilet and can be easily supervised from outside and can be easily cleaned down afterwards.</p> <p>First aid if needed can be given from the Family Room.</p> <p>Staff told the procedures which are in paper copy in all classrooms</p> <p>the child or adult is taken to the first aid room having been given a mask, and the adult supervising also wearing a mask</p> <p>first aider in PPE assesses the child and if they have one of the symptoms, they supervise the child while the parent is called</p> <p>the parent takes the child away to self isolate for 14 days and be tested, if the test is negative they can return, if the test is positive the family self isolate for 14 days and the HT will contact PHE for further advice.</p>	
	<p>Do you have a separate toilet provided near designated room?</p>	<p>Toilet located in the designated room</p>	
	<p>Is this room different to normal first aid room so that no one else needs to go in?</p>	<p>It is the same so first aid supplies are now also located in Family room and staff are aware that this space may be used as a first aid room and first aiders know where to locate supplies if needed</p>	
	<p>What arrangements have been made for cleaning area?</p>	<p>When child has left , staff wash their hands , and we check they are ok and cleaning staff deep clean the area</p>	
	<p>What arrangements have been made for removing the rest of the bubble until tests results have been received?</p>	<p>See above ; the guidance schools received said no need for group to exit unless there was a positive test so this is what we are working to</p>	

<p>splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn</p> <ul style="list-style-type: none"> • https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care • Staff should stay at home if they are unwell in any way or a member of their household, and staff should let their manager know so they can arrange for a COVID-19 test. • Staff are advised to assess symptoms and if any child becomes unwell, they should be sent home. • Leaders to consider a premises risk assessment if any cases of COVID-19 occur? What will happen and who will be responsible for overseeing this/doing this? • Isolate child prior to collection - If a child is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age of the child and with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people. • If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if 	<p>Have arrangements been made for testing anyone showing symptoms?</p>	<p>Local protocols to be followed. Information with phone numbers of testing centres is available in school and has been shared with parents. Plans updated as new guidance is released. Current LA flow charts about suspected cases and confirmed cases are in the office, HT office, DHT office and have been shared with staff. Senior staff/office staff are aware of protocols. We have a checklist of actions to complete should we have a confirmed case.</p>	
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<p>possible. The bathroom should be cleaned and disinfected using standard cleaning products before being used by anyone else.</p> <ul style="list-style-type: none"> • If a member of staff has helped someone with symptoms, they do not need to go home unless they develop symptoms themselves or the child subsequently tests positive. • They should wash their hands thoroughly for 20 seconds after any contact with someone who is unwell. Cleaning the affected area with normal household disinfectant after someone with symptoms has left will reduce the risk of passing the infection on to other people • organise test for staff and ?pupils • report and advise infection control helpdesk/Public Health England 			
<p>Emergency procedures You must ensure that any changes you make to the way you use your building, such as wedging doors open, do not interfere with fire safety and emergency evacuation/invacuation.</p>	<p>Show your consideration of open fire exits/routes.</p>	<p>Daily H and S walk by SBM (fire officer) / HT Where open fire exits now exist, this is addressed in the up dated fire evac plan</p>	
	<p>Indicate how moved furniture/equipment is safely stored and not blocking fire routes or exits.</p>	<p>Stored in the stock room, in the shared spaces so that no exits are blocked. Class equipment stored in large classroom stock cupboards. Checked by SBM and HT on H and S walks</p>	
	<p>Show your plan for evacuation with any new layout including how and when fire drills/orientation walks will take place. Include how you will take</p>	<p>Fire practice will happen the first full week of September opening. The fire alarm is a siren with a continuous or a two tone signal. Both signals indicate the evacuation of the school.</p>	<p>Fire practice to take place with new bubbles.</p>

	<p>attendance and communicate at the assembly points.</p>	<ol style="list-style-type: none">1. On hearing the fire alarm, staff should take children out of the building to their appointed places (see below) as quickly as possible. Remove any door wedges and ensure all fire doors are closed immediately.2. Class teachers should be with their class and their priority is to check the register. Other support staff in the units should ensure that the unit is clear, and check the toilets, library etc as appropriate.3. Staff in Years 5 and 6 should ensure that any persons using the library or SEN room are aware of the fire alarm.4. Groups in the Hall, Library or Staff Room should leave by the most appropriate exit and join their register class in the appointed place. The DHT will bring wipeable registers to assembly point and fire register for staff/visitors5. Registers should be called as soon as the class has assembled.6. <u>Missing children</u> - Names of missing children should be reported immediately to the Head or Deputy.7. A sweep of the building will be carried out by Fire Marshall (SBM)8. No one should re-enter the building for any reason.	
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		<p>9. Close all doors on exit.</p> <p>Nursery: Nursery playground Reception: bike track Year 1: line up against the back wall of the KS playground Year 2: Line up in the blue pod (KS2) Year 3: line up next to the banking in the KS2 playground Year 4: line up in the red pod Year 5: line up in the yellow pod Year 6: line up next to the bnking at the Year 6 end of the KS2 playground</p> <p>OFFICE /KITCHEN/CARETAKING STAFF & VISITORS Assemble in the large playground.</p>	
	Show how any Personal Emergency Evacuation Plans (PEEPs) have been assessed and changes made where necessary.	PEEPs have been amended	
	Show your plan for invacuation with new layout/bubbles.	We will follow current procedures – close the doors and use the locks – children are familiar with this	

Assessment findings	Health and Safety	Public Health	Date
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<p>The documentation provided has been assessed and found to be suitable and sufficient as far as can be ascertained on a desk-top exercise. There are no further recommendations to be made at this point other than continual review to ensure that control measures remain appropriate.</p>			
<p>The documentation provided has been assessed and some recommendations have been made which should be addressed before the management systems could be said to suitable and sufficient as far as can be ascertained on a desk top exercise. These recommendations have been provided in final column of the checklist above</p>			
<p>The documentation provided has been assessed and has not been found to be suitable and sufficient as far as can be ascertained on a desk top exercise. There are a number of concerns that should be addressed which can be found in the final column of the checklist above.</p>			