

Updated with Revised Guidance for May 17<sup>th</sup> 2021

Risk Area	Risk Considerations	Measures Taken	Issues / Risks / Comments	RAG
<p><b>Effective Infection Protection and Control (incl use of PPE)</b></p>	<p>Individuals who become unwell</p>	<ul style="list-style-type: none"> <li>• All staff briefed on COVID symptoms and school procedures outlined in this Risk Assessment - Re-iterate and return to key First Aid Room]. This could be outdoors if appropriate (Place by window if possible - fresh air)</li> <li>• May check temperature with non-contact thermometer</li> <li>• If a child, adult supervising should wear appropriate PPE (see below) if 2m distance cannot be maintained</li> <li>• Parent / carer informed to collect immediately. They will be given guidance on next steps (HP to construct letter guidance)</li> <li>• If well enough, staff leave site for home immediately</li> <li>• Testing procedure shared (see confirmed cases)</li> <li>• Welfare call to be made – to ensure testing procedure is being followed. Log in CPOMS.</li> <li>• Ensure before person leaves the building that staff know exactly where they have been on site to inform cleaning schedule (see below)</li> <li>• If a child is displaying symptoms, the adult supervising them should wear appropriate PPE (see below). They must if they cannot maintain a 2metre distance from them. Staff would not need to self-isolate as a result of caring for the symptomatic child unless they were to test positive or they developed symptoms themselves or they were contacted by NHS track and trace</li> <li>• Parent / carer informed to collect immediately. They will be given guidance on next steps – Letter template coming from the Department</li> <li>• If well enough, staff leave site for home immediately, contact to be made to ensure they arrive safely</li> <li>• Testing procedure shared (see confirmed cases)</li> <li>• Welfare call to be made – to ensure testing procedure is being followed. Log in CPOMS</li> <li>• Ensure before person leaves the building that staff know exactly where they have been on site to inform cleaning schedule (see below). Cleaning needs be carried out ASAP by staff member who attended.</li> <li>• The distribution of school testing kits maybe used to support families or staff members who may be displaying symptoms. This is to help minimise the spread of the virus.</li> <li>• Face coverings to be worn around school at all times when moving around the building or in shared area</li> </ul>	<ul style="list-style-type: none"> <li>• Share with staff through email</li> <li>• First Aid room to be designated area</li> <li>• School has digital thermometers in school</li> <li>• PPE in school to check temperature when adult or child shows symptoms</li> <li>• Child to remain in first aid room until parent arrives and child is then taken to parent</li> <li>• Guidance letter given</li> <li>• Information sheet about going for a test for children and pack given to parents</li> <li>• Cleaners/caretaker informed of designated area of 'bubble' (see maps)</li> <li>• Children and staff given packs containing NHS support, stories and resources</li> </ul>	<p style="background-color: #d4edda; text-align: center;">RAG</p>
	<p>Self-Isolation</p>	<ul style="list-style-type: none"> <li>• If a pupil/staff member <b>have</b> symptoms, they must self-isolate for 10 days (<b>even if test comes back negative</b>). They should only return if they feel well</li> </ul>	<ul style="list-style-type: none"> <li>• Dates of isolation logged on CPOMS and on staff files</li> </ul>	

		<ul style="list-style-type: none"> <li>• If a pupil/staff member have a negative test and have no symptoms they may return to school. The only exception to returning following a negative test is where an individual is separately identified as a close contact of a confirmed case. They will then need to self-isolate for 10 days from the date of that contact.</li> </ul> <p>If someone in a class that has been asked to self-isolate develops symptoms themselves within their 10 day isolation period they should get a test. If the test is negative they must remain in isolation for the remainder of the 10 day period. If the test is positive they must inform the school immediately <b>they must restart the 10-day isolation period from the day they developed symptoms.</b></p> <ul style="list-style-type: none"> <li>• Family must self-isolate for 10 days (unless test is negative)</li> <li>• Symptomatic child / adult's household members should also have access to testing</li> </ul>	<ul style="list-style-type: none"> <li>• Letters and guidance given to families</li> <li>• School remains in contact with the family/staff.</li> </ul>	
	Confirmed COVID cases	<ul style="list-style-type: none"> <li>• If a child/member of staff tests positive they must self-isolate for at least ten days. They can only return to school when they have no symptoms other than a cough/loss of taste or smell</li> <li>• If a child or adult tests positive school must contact the Health Protection Team and engage with the Track and Trace system. The rest of the closed class / group must be sent home (adults and children) and self-isolate for 10 days. Their families do not have to self-isolate, unless they develop symptoms</li> <li>• Class / group environment to be deep cleaned</li> <li>• The school will need to keep records of pupils' additional contact over the week e.g. a therapy session with school visitor so that any other adults can be contacted</li> <li>• Ensure clear records of who has visited are kept with sufficient detail to support rapid contact tracing if required by NHS Test and Trace</li> <li>• Contact with others will be made so they know they need to self-isolate if there has been: <ul style="list-style-type: none"> <li>❖ A face to face conversation within a metre</li> <li>❖ If that person has been coughed on</li> <li>❖ Anyone who has had physical contact (skin on skin)</li> <li>❖ Anyone who has been near for 15 minutes or more and within 1-2 metres.</li> </ul> </li> <li>• If staff are self-isolating and a safe ratio of staff is not possible to put in place, the school will consult the Trust in order to consider a partial or full closure. They will also be given advice from the Health Protection Team</li> <li>• If there are 2 or more positive cases in the school across 14 days this may be considered as an outbreak. Report to the Health Protection Team to check if any additional action is required</li> <li>• If no DSL / DDSL / First Aider is available on site – contact trust to arrange appropriate support / action</li> </ul>	<ul style="list-style-type: none"> <li>• Letters and resources packs sent</li> <li>• Register kept to record date of leaving school and date due back of children and adults</li> <li>• Timetable to ensure DSL and DDSL and first aiders on call at all times</li> <li>• Trust support from leaders will be given where necessary</li> <li>• All visitors complete Track and Trace contact form</li> </ul>	
	Hand washing	<ul style="list-style-type: none"> <li>• All children and staff will be trained on effective handwashing for 20 seconds</li> <li>• On entry to the building, all staff / children will immediately wash their hands</li> <li>• If in an area with no sink, use anti-bac hand gel</li> <li>• Monitored access to anti-bac sprays / gels to prevent children from using inappropriately</li> <li>• Children / staff will wash hands at all transition points (in or out of rooms)</li> <li>• Children who cannot wash their own hands effectively are identified and supported</li> </ul>	<ul style="list-style-type: none"> <li>• Training daily</li> <li>• Timetable adhered to around entering and leaving the building</li> <li>• Poster showing handwashing procedures across school</li> <li>• Children supervised at all times for hand washing</li> </ul>	

			<ul style="list-style-type: none"> <li>Follow guidelines in overarching principles document about when to wash hands</li> <li>Sanitising stations across school at entry and exit points</li> </ul>	
	Good respiratory Hygiene	<ul style="list-style-type: none"> <li>All children and staff trained in 'Catch it, bin it. Kill it' approach. Wash hands immediately.</li> <li>All areas have access to tissues</li> <li>Tissue bins emptied at a midpoint during the day</li> <li>Children and adults trained in to 'elbow cough / sneeze' approach - to turn away and to wash hands immediately</li> <li>Encourage children not to touch their mouth, eyes or nose</li> <li>There will be a return to the wearing of full uniform. This is to promote school expectations, a feeling of normality and pride. Uniforms do not need to be washed daily. Schools may consider pupils wearing additional items of clothing to be worn to stop them feeling cold with the added ventilation</li> </ul>	<ul style="list-style-type: none"> <li>Beginning of every day timetable reminders to children</li> <li>All classrooms and areas are well stocked with relevant materials</li> <li>Lidded bins in all classrooms for this purpose</li> <li>Protocols around sneezing and using tissues, practised daily</li> <li>Children and staff to follow 'new' guidelines around school wear</li> </ul>	
	Cleaning	<ul style="list-style-type: none"> <li>Clean surfaces that are touched regularly daily: <ul style="list-style-type: none"> <li>Toys</li> <li>Books</li> <li>Doors and door handles – during mid points</li> <li>Sinks</li> <li>Toilets</li> <li>Light switches</li> <li>Chairs</li> <li>Desks</li> </ul> </li> <li>COSHH Risk assessments to be in place for any new cleaning products (e.g. if using new or different products, e.g. Dettol wipes)</li> </ul>	<ul style="list-style-type: none"> <li>Classrooms stripped of all non-essential equipment or resources before school returns</li> <li>These resources to be boxed and sealed</li> <li>Classes to only include essential equipment</li> <li>Staff to bring minimum personal belongings into school</li> <li>Children's books to be marked in school</li> <li>All classrooms to include cleaning products with staff made aware of COSHH</li> </ul>	
	PPE	<ul style="list-style-type: none"> <li>Gloves, apron, facemask, visor to be in stock for use of staff / child becomes poorly and 2m distancing cannot be adhered to (e.g. becomes quite poorly and requires attention / very young / SEND needs)</li> </ul>	<ul style="list-style-type: none"> <li>PPE across all areas of school in clearly labelled boxes, for</li> </ul>	

		<ul style="list-style-type: none"> <li>• Staff shown how to wear and dispose of PPE effectively e.g. ensuring schools have clinical waste procedures in place</li> <li>• Staff may require PPE for carrying out intimate care routines with some children – these children are identified and communicated (e.g. if a child is coughing, or spits)</li> </ul> <p><b>Face Masks</b></p> <ul style="list-style-type: none"> <li>• It is recommended that face coverings should be worn by staff and adult visitors in situations where social distancing between adults is not possible for examples where moving around in corridors and communal areas</li> <li>• Face visors or shields should not be worn as an alternative to face coverings</li> <li>• Schools should have a contingency supply for those people struggling to access a face covering/they are worn and soiled/they have forgotten their face covering</li> <li>• Schools should have a process for how face coverings are used and how they should be removed. You need to communicate this process clearly to staff and visitors</li> </ul>	<ul style="list-style-type: none"> <li>• use when a child or adult becomes ill</li> <li>• Dustbins with lids, boxes made available and clearly labelled to dispose of used PPE</li> <li>• PPE to be used for changing nappies or where necessary</li> </ul>	
<b>Shielding</b>	Shielding	<ul style="list-style-type: none"> <li>• Since the 1 April, those who are clinically extremely vulnerable (CEV) are no longer advised to shield. All CEV pupils should attend their school unless they are one of the very small number of pupils under paediatric or other specialist care and have been advised by their GP or clinician not to attend.</li> <li>• Pupils who live with someone who is CEV should continue to attend school as normal.</li> <li>• Leaders are to review personal risk assessments of those staff who were previously classed as critically vulnerable. This group of staff should attend school and must follow the system of controls to minimise risk of transmission</li> <li>• Those who have family members shielding can also return to school unless they have been advised not to by a letter</li> <li>• A remote education package will need to be in place for these pupils</li> <li>• Staff who maybe pregnant must inform Senior Leaders ASAP. Pregnant women can attend the work setting if they are able to socially distance in their role up to 28 weeks. Post 28 weeks staff will be supported to work remotely where possible or in a role where stringent social distancing can take place. This group usually fall in to the 'clinically vulnerable category' and the school should follow the guidance set out in the link below:</li> </ul> <p><a href="https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing/staying-alert-and-safe-social-distancing#clinically-vulnerable-people">https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing/staying-alert-and-safe-social-distancing#clinically-vulnerable-people</a></p> <p>If you are notified that an employee is breastfeeding or has given birth in the last six months you should conduct a workplace assessment to help identify and potential added risks and actions that are needed to mitigate them</p>	<ul style="list-style-type: none"> <li>• 1 member of staff currently shielding.</li> <li>• 1 member of staff work from home due to pregnancy</li> <li>• Staff have relevant equipment and internet to work from home</li> </ul>	
<b>School Organisation</b>	Health and Safety Compliance	<ul style="list-style-type: none"> <li>• All health and safety checks have been completed before opening (e.g. routine compliance checks, particularly if school has been closed)</li> <li>• Check/devise new fire plan which will support the way the school now functions. Ensure fire drills still take place</li> </ul>	<ul style="list-style-type: none"> <li>• Relevant health and safety checks completed prior to opening school to children and all staff</li> </ul>	

		<ul style="list-style-type: none"> <li>• Ensure school policies have been adapted for National Lockdown if necessary e.g. Safeguarding, Behaviour, Positive Handling. Make sure all staff have read and understood KCSIE.</li> </ul>	<ul style="list-style-type: none"> <li>• Fire drill and Lockdown completed for this Autumn Term</li> <li>• Addendum added to child protection policy and shared with staff January 12<sup>th</sup></li> <li>•</li> </ul>	
	Class / Group Sizes	<ul style="list-style-type: none"> <li>• Classes will be re-organised back into their usual class sizes.</li> <li>• Staff breaks are organised way to minimise contact with other staff / children</li> <li>• Where children have additional SEND adult support, this is taken in to account within the overall group size and staff support.</li> <li>• In planning solutions for the school, consider personal aspects such as race / religion / other protected characteristics (such as access to prayer)</li> <li>• Each group should access to own first aid resources for minor injuries)e.g. office deliver a plaster / own kit in room) Class bubbles to be devised. Pupils to be kept together as much as it is feasibly possible to ensure that any outbreaks are tracked carefully and the shutdown of groups is kept to a minimum.</li> <li>• Classes to have their own teacher and teaching assistant as much as possible. However staff may enter the bubble to conduct e.g. PPA or cover absence or facilitate the school timetable</li> <li>• If moving across different year groups teachers/other staff need to try and maintain a distance if possible (2 metres would be best practice)</li> <li>• Staff breaks are organised way to minimise contact with other staff / children</li> <li>• Where children have additional SEND adult support, this is taken in to account within the overall group size and staff support.</li> <li>• In planning solutions for the school, consider personal aspects such as race / religion / other protected characteristics (such as access to prayer)</li> <li>• Each group should access to own first aid resources for minor injuries )e.g. office deliver a plaster / own kit in room) - this will minimise movement across the school during the day</li> </ul>	<ul style="list-style-type: none"> <li>• Behaviour Policy revised to support Covid restrictions</li> <li>• PPA cover all teachers Friday afternoon</li> <li>• All classes have their own bubble</li> <li>• Remote learning through Teams, MarvelousMe and Seesaw</li> </ul>	
	Classrooms and learning environments	<ul style="list-style-type: none"> <li>• Children are taught about the new school rules and routines as a matter of induction for returning to school</li> <li>• Classrooms are tidied and decluttered</li> <li>• Windows need to be open and doors open where possible</li> <li>• Remove soft toys and furnishings that are hard to clean items</li> <li>• Rearrange classrooms to ensure that pupils are seated side by side rather than facing each other, where possible</li> <li>• Any joint equipment to be cleaned after use and desks to wiped down during</li> <li>• Younger children are not expected to socially distance, but remain in their small groups</li> <li>• Consider how children work together in groups or pairs</li> <li>• Windows should be opened (in cooler weather widows should be opened just enough to provide constant background ventilation). They should be opened more fully during break times to purge the air in the space. If necessary opening external doors maybe used (as long as they are not fire doors and where safe to do so). To</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	

		<p>balance the temperature so it does not become too uncomfortable open higher windows.</p> <ul style="list-style-type: none"> <li>• Where possible, access the classrooms via external doors.</li> <li>• Use outside provision as much as feasible as this can limit transition and aid social distancing</li> <li>• Outdoor equipment must be cleaned between group use, if usage is allowed. Children must wash hands after usage.</li> <li>• No trips overnight may take place yet. Day trips are allowed if the school is able to minimise risk (normal and risk relating to Covid 19). Consider class trips which are in the open air or well ventilated, large spaces</li> </ul>		
	Lesson planning and delivery	<ul style="list-style-type: none"> <li>• Teaching style adapted to enable safe teaching. This will need explicit briefing to the staff.</li> <li>• Focus on remote ways to ensure effective feedback and give opportunities for pupils remotely to articulate issues</li> <li>• Resources can be used to support learning, ensure there are cleaning protocols in place if being shared with other classes</li> <li>• Teachers are able to mark books but must ensure this is done at a distance if possible. They may also take books home and other shared resources</li> <li>• Teachers need to make best use of interactive whiteboards but ensure only they touch the screen.</li> <li>• Teachers should continue to plan to deliver the curriculum which should be broad and balanced taking account of any gaps in knowledge which need addressing</li> <li>• Senior leaders need to monitor how effective the remote learning offer is that is now in place. The adapted curriculum needs to teach pupils to be proficient online learners</li> <li>• EYFS education and development requirements now apply as the original disapplication's have been lifted</li> </ul>	<ul style="list-style-type: none"> <li>• Remote learning through Teams, MarvelousMe and Seesaw</li> <li>• Full curriculum planned for</li> <li>• Tweaks determined by pace/lack of in online learning</li> <li>• Guidance on online working for children, parents and staff shared</li> <li>• Poor online behaviour leads to SLT speaking to parents to stress this is unacceptable and will not be tolerated</li> </ul>	
	Timetables	<ul style="list-style-type: none"> <li>• Timetables reviewed to ensure that children are not moving around the site at the same time, or carrying out practical lessons that do not promote social distancing</li> <li>• Assemblies will not take place during this time</li> <li>• Any breakfast / after school clubs must consider: same group bubbles or smaller groups or single year group clubs. If this is not possible then small consistent groups can be used so that tracking can be done effectively</li> </ul>	<ul style="list-style-type: none"> <li>• Children access dinner hall on a rota with cleaning in between</li> <li>• Breakfast Club for children of working families</li> </ul>	
	Use of Toilets	<ul style="list-style-type: none"> <li>• Toilet timetable in place to minimise congestion</li> <li>• Ensure groups of children are allocated specific toilet areas to use to prevent cross contamination between groups</li> <li>• Toilets deep cleaned each day</li> <li>• Toilets regularly checked by adults throughout the day</li> </ul>	<ul style="list-style-type: none"> <li>• Staff to wipe down touch points in toilets after every class use</li> <li>• Additional cleaning in place across school</li> </ul>	

			over break and lunchtime	
Break Times	<ul style="list-style-type: none"> <li>Staggered break times in place</li> <li>Playground areas zoned to facilitate groups being separated</li> <li>Staff supervising breaktimes should be staff who are responsible for the group as far as practicable (if each group has two adults, they can cover each other's breaks)</li> <li>Where practical staff should maintain the 2m distance guidelines in the staff room</li> </ul>	<ul style="list-style-type: none"> <li>Playtime rota in place</li> <li>Playground sectioned to support bubbles</li> </ul>		
Lunch Times	<ul style="list-style-type: none"> <li>Staggered and shortened lunch breaks</li> <li>Children will not eat at a table that not been cleaned between sittings or will eat in their own classroom</li> <li>Children can eat outside – so long as they socially distance or remain in their groups</li> </ul>	<ul style="list-style-type: none"> <li>Playtime rota in place</li> <li>Playground sectioned to support bubbles</li> </ul>		
Drop off / collection	<ul style="list-style-type: none"> <li>All groups are allocated clear drop off / collection times to decrease congestion.</li> <li>Where possible, children will enter through their own external classroom door</li> <li>Schools need to try to ensure all children receive the same amount of teaching time across the day no matter what time they begin</li> <li>Revisit previous re-opening plans and reiterate to parents and carers rules and routines when dropping off and collecting</li> </ul>	<ul style="list-style-type: none"> <li>Children designated to specific areas of school</li> <li>Timetabled to ensure little contact</li> </ul>		
Parental / carer access protocols	<ul style="list-style-type: none"> <li>Parents / carers should not access the school building without prior arrangement – procedures will be shared</li> <li>Parents / carers are requested not to congregate on school premises – and to maintain social distancing requirements with staff, other children and parents</li> <li>Any appointments where adults must meet, must be conducted following social distancing requirements and in well ventilated areas</li> <li>Parent/carers information to be distributed prior to school opening on first day</li> <li>Parent's Evenings will not take place in person. School has arranged the following as an alternative [DETAIL HERE]</li> <li>Other social events, such as sports days, class assemblies etc. will not take place</li> </ul>	<ul style="list-style-type: none"> <li>Parents as visitors to complete track and trace information and given visitor protocols</li> </ul>		
Care and Control of Resources	<ul style="list-style-type: none"> <li>Store toys, furniture and resources that are not being used safely</li> <li>Avoid, as much as possible, groups sharing resources – and where they must be, they are cleaned between usage</li> <li>Children are allocated individually stationery</li> <li>Heavy use resources are cleaned daily</li> <li>Avoid any resources that are passed between school and home (e.g. book bags). Consider online homework / reading books etc.</li> <li>Where practical, items delivered to the school should be disinfected and those who disinfect should also wash their hands.</li> <li>Pupils and staff may now take books home due to the virus levels being lower</li> <li>Ensure any shared resources such as art, sport or science, sensory equipment should be cleaned meticulously between each class/individual using them. If they cannot be cleaned then they should be left unused for 48 hours (72 hours for plastics) before other classes use them</li> </ul>	<ul style="list-style-type: none"> <li>All children have own pencil case</li> <li>All children have their own water bottle that they take to and from school</li> </ul>		
Transport Arrangements	<ul style="list-style-type: none"> <li>Communicated to families to avoid public transport and to consider walking and cycling to school. Make clear car sharing with other families is not appropriate.</li> <li>School liaise with LA with regard to transportation of children who attend a setting via taxi. Risk assessment in place by LA. School has copies of these</li> </ul>	<ul style="list-style-type: none"> <li>Children travelling on public transport or taxi use a mask</li> </ul>		

	Children with SEND	<ul style="list-style-type: none"> <li>• Risk assessment completed for all EHCP children to ascertain where children are safest in relation to their medical needs. If these children do not attend, appropriate work must be provided</li> <li>• Schools should ensure pupils with medical conditions are supported through the use of individual healthcare plans. Where this may not be possible and therefore schools will need to create a more flexible approach to supporting these pupils</li> <li>• Schools should ensure pupils with medical conditions are supported through the use of individual healthcare plans. Where this may not be possible and therefore schools will need to create a more flexible approach to supporting these pupils</li> </ul>	<ul style="list-style-type: none"> <li>• SENCO – identify children who need additional support</li> <li>• Leadership team identify children needing additional support with MH&amp;W</li> <li>• Care plans updated</li> <li>• Medication plans in place</li> </ul>	
	Attendance	<ul style="list-style-type: none"> <li>• Attendance is mandatory from March 8<sup>th</sup></li> <li>• Attendance for those pupils isolating from school is marked with an X if this relates to COVID-19.</li> <li>• If pupils are this absence code they will not be penalised</li> <li>• Use school intelligence to know which children were classed as PA before lockdown and who the children are who have not engaged during lockdown. Make contact with their parents/carers and offer support to ensure that their child/children will be fully engaging with school in September</li> <li>• If pupils are shielding due to someone in their family who is sick this absence will not be penalised</li> <li>• If pupils are self-isolating the school needs to be able to immediately offer access to a remote education</li> <li>• If any LAC pupils are at risk of exclusion, schools should contact the Virtual Headteacher to help the school decide how to help the child further and avoid exclusion being necessary</li> </ul>	<ul style="list-style-type: none"> <li>• PA list created so that this can be monitored</li> <li>• Teachers to identify those children who have not engaged so that they are moved to 'vulnerable group and offered education in school</li> <li>• Remote Education established.</li> </ul>	
	Individual Children's Needs	<ul style="list-style-type: none"> <li>• Review the additional support that vulnerable children require</li> <li>• Staff have a clear approach to support children's emotional development and wellbeing upon return – the curriculum is allowing for this time</li> <li>• Children will be re-introduced to school with a focus on wellbeing and safety, before formal learning becomes the priority</li> <li>• Organise transition for new starters for September – with an increased stagger so that children have effective transition in to school – particularly nursery / reception.</li> </ul>	<ul style="list-style-type: none"> <li>• SENCO – identify children who need additional support</li> <li>• Leadership team identify children needing additional support with MH&amp;W</li> <li>•</li> </ul>	
	Catering and Food	<ul style="list-style-type: none"> <li>• Catering staff to consider revising menus to make social distancing in the kitchen/servery easier (e.g. packed lunch service to reduce washing up)</li> </ul>	<ul style="list-style-type: none"> <li>• In school packed lunches</li> </ul>	



		<ul style="list-style-type: none"> <li>• Ensure that the most vulnerable children and those entitled to pupil premium are given breakfast in some way – classroom/club etc</li> <li>• Ensure that those pupils who are working at home and are entitled to a free school meal receive a voucher when the system is in place. Temporary arrangements may be put in place until the system is up and running</li> </ul>	<ul style="list-style-type: none"> <li>• Vouchers when possible</li> <li>• Food parcels to be collected from school</li> </ul>	
	External Contractors and Visitors	<ul style="list-style-type: none"> <li>• Plan arrangements with your suppliers and check they are following appropriate social distancing and hygiene measures (for example, food suppliers, grounds maintenance, transport providers), including when in school</li> <li>• Contractors should provide their Covid 19 control risk assessment for review before being allowed to carry out works on school premises.</li> <li>• Ensure visitors know where to stand if waiting in reception. Mark the floor to show social distancing positions</li> <li>• To limit the amount of visitors' schools may consider a flexible approach to interviews where possible.</li> </ul>	<ul style="list-style-type: none"> <li>• Procedures in place overseen by J.S. and S.S.</li> </ul>	
	Workload and wellbeing of staff	<ul style="list-style-type: none"> <li>• The workload of staff is carefully managed by senior leaders, particularly the balance of staff teaching time and managing home learning solutions</li> <li>• Staff are regularly canvassed for their opinions regarding current systems and approaches – Senior Leaders will review school procedures in light of these ongoing discussions</li> <li>• For any staff meetings please conduct these via zoom or teams. Ensure if there are any face to face meetings taking place that you are in a well ventilated room where you can maintain a two metre distance. If not, these meetings must be held remotely.</li> </ul>		
<b>Staff Testing</b>	The bi-weekly testing of school staff	<p>From W/B 25<sup>th</sup> January, all school staff will be offered bi-weekly lateral flow COVID tests as part of the government approach to the COVID testing within schools. The following key risks and mitigations are noted:</p> <ul style="list-style-type: none"> <li>• <b>Key Risk 1: Poor Communication</b> <ul style="list-style-type: none"> <li>- All key communication materials from the DFE to be used to share with staff – to avoid misconceptions and miscommunications – as well as ensuring successful self testing procedures at home.</li> </ul> </li> </ul> <p>Documents are to be found here:  <a href="https://drive.google.com/drive/folders/1X4fLxy6_ppmpmKrv3hT2M6cduAN_GS54">https://drive.google.com/drive/folders/1X4fLxy6_ppmpmKrv3hT2M6cduAN_GS54</a>  This includes watching the DFE video and making sure that staff receive the updated instructions for testing, not those inside the test kit itself  Video: <a href="#">Step by step guide to COVID-19 self-testing - YouTube</a></p> <ul style="list-style-type: none"> <li>- A named SPOC (Covid Coordinator) to be in place in school for questions regarding the testing programme to be in place – this person will have accessed all relevant DFE / PHE / NHS training and reading materials. <b>In this school, this person is:</b></li> <li>- <b>Staff must report all test outcomes to:</b></li> <li>- <b>Staff will collect tests from:</b></li> <li>- <b>Staff testing days in this school are:</b></li> <li>- Clear and systematic collection and reporting lines of communication in place; all staff know who, and when (which are the agreed testing days) to report their result. All of these procedures must be carried out in a COVID secure and socially distanced (or remote) manner</li> <li>- Staff are clear that they must seek a PCR test for a positive home test, or two 'void' tests. They must self-isolate until a confirmed negative PCR test is received,</li> </ul>	<ul style="list-style-type: none"> <li>- 21.1.21 email sent to all staff setting out criteria for lateral flow test</li> <li>- School followed Dfe procedures of:</li> <li>- The DfE has told us that before participating in testing, staff must read the privacy notice and the new instructions for use and sign for the collection of the test kits. By doing these things they have consented to participate in testing and there is not a need for a specific consent form.</li> </ul>	

		<p>or continue self-isolation for a positive – at which point all close contacts will be asked to self isolate (their 'bubble').</p> <ul style="list-style-type: none"><li>- All results are uploaded to the Test and Trace system – leaders remind staff to do this each time a result is gained</li><li>- Staff must share any positive result information with school – such as email or text message notifications</li></ul> <p>• <b>Key Risk 2: Low Staff Take up</b></p> <p>If staff take up is low, but the following is in place, the risk is reduced:</p> <ul style="list-style-type: none"><li>- All staff offered to be part of the testing programme – with leaders chasing up non-responses to ensure staff are making informed choices</li><li>- All staff made aware of the continuation of the national guidance regarding symptom and close contact isolation – even if they choose not to be part of the programme</li><li>- All staff to maintain all aspects of this risk assessment, whether staff take part in the programme or not; the infection control measures across school remain unchanged</li></ul> <p>• <b>Non-Reporting of results</b></p> <ul style="list-style-type: none"><li>- A systematic approach is in place for all individual tests and their lot numbers – if a test is taken from the school site – a result must be logged against it</li><li>- Staff made aware that no pay or benefits are affected by a positive test or isolation period</li><li>- Leaders articulate the positive nature of self-reporting – ensuring staff feel confident to report positive cases</li><li>- Leaders are aware of those staff who would not want to self-isolate – and communicate with them beforehand about how they can be included, kept occupied and 'part of the school' whilst working remotely (if they are well enough)</li></ul> <p>• <b>Staff who have previously had confirmed cases of COVID</b></p> <ul style="list-style-type: none"><li>- If you have recently (within 90 days) tested positive for COVID-19, you are likely to have developed some immunity. However, given the current prevalence of the virus and the pressing need to reduce transmission, we encourage staff to take an LFD test regardless of whether they have tested positive previously as this is a good indicator of high viral load, and therefore infectiousness. If you have recently tested positive for COVID-19, please complete your period of isolation before returning to school.</li><li>- Staff who test positive again, will follow the same route as all staff and book a PCR test and begin isolation. A negative PCR result will result in staff returning to work.</li></ul>		
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