

**Coronavirus (COVID-19): Risk Assessment Action Plan for Full opening of schools UPDATED 5<sup>th</sup> November 2020**

**for Lightmoor Village Primary School**

Assessment conducted by: Jane Siddons/Claire Ballisch	Job title: Headteacher/School Business Manager	Covered by this assessment: <b>Lightmoor Village Primary School</b>
Date of assessment: 6 <sup>th</sup> September 21	Date of next review: October 2021	This document was written on 6 <sup>th</sup> September 21

- For the purpose of this risk assessment, the term ‘coronavirus’ to refer to coronavirus disease 2019 (COVID-19).
- Schools must ensure that this risk assessment reflects the local setting and context of the school. #
- Staff and unions must be consulted with regard to this risk assessment.
- This risk assessment is not exhaustive and some of the controls will be dynamic. This is issued to schools as a template to assist in the production of a comprehensive document that covers the particular circumstance of the setting – **as such, the risks and risk controls should be deleted/ amended/ added-to to reflect the school.**
- This should be viewed alongside relevant advice and guidance from the Department of Education and reflect any additional subsequent guidance issued to schools.
- When implemented in line with a revised risk assessment, these measures create an inherently safer environment for children and staff where the risk of transmission of infection is substantially reduced.

<b>Key:</b>	
Level of risk prior to control	Identifies the risk before any steps to reduce the risk have been taken
Risk Description:	Outlines the area of concern. This list is not exhaustive, and schools should add/amend/delete where appropriate e.g. risks for pupils with complex needs.
Risk Controls:	The measures that will be taken to minimise the risk. These are generic and should be adapted for the school context. Add <a href="#">&lt;additional information&gt;</a>
Impact:	Could be L/M/H or numeric, depending on what is used in the school setting.
Likelihood:	Could be L/M/H or numeric, depending on what is used in the school setting. <b>NB IF IMPACT AND LIKELIHOOD ARE BOTH HIGH, THEN THE ACTIVITY SHOULD BE STOPPED UNTIL ADDITIONAL CONTROL MEASURES ARE PUT IN PLACE.</b>
Responsible person:	The identified staff member(s) responsible for implementing the risk controls Head Teacher Sign ..... Date .....

		Chair of Governors sign ..... Date .....					
Completion Date:		The date by which required plans for controls will be in place. <b>To support planning, identify which controls need to be in place before pupils return to the setting. Individual schools can then personalise to their own setting.</b>					
Line Manager Check:		Sign off to ensure that the risk has been minimised as far as possible.					
Risk Description/ Area of Concern	Level of risk prior to control <>	Risk Controls	Level of risk is now <>	Likelihood <>	Responsible person	Planned completion Date	Line Manager Check
The school lapses in following national guidelines and advice, putting everyone at risk	medium	<p>To ensure that all relevant guidance is followed and communicated:</p> <ul style="list-style-type: none"> <li>The school to keep up-to-date with advice issued by, but not limited to, DfE, NHS, Department of Health and Social Care, PHE, Telford &amp; Wrekin Council advice and review its risk assessment accordingly</li> <li>Information on the school website is updated.</li> <li>Pupils updated via classrooms/email/text as necessary.</li> <li>Any change in information to be shared with Chair of Governors, consulted with employees directly, or through a safety representative that is either elected by the workforce or appointed by trade union and passed on to parents and staff by email</li> </ul> <p>As a result, the school has the most recent information from the government, and this is distributed throughout the school community.</p>	low	low	JS/CB		yes
Poor communication with parents and other stakeholders	low	<ul style="list-style-type: none"> <li>All staff/pupils aware of current actions and requirements and reminded frequently using school communication systems</li> <li>Head teacher to share risk assessment with all staff/governors</li> <li>Parents notified of risk assessment plan and shared with parents via website.</li> </ul>	low	low	<u>As above</u>	<u>As above</u>	<u>yes</u>

		As a result, all pupils and all staff working with pupils are adhering to current advice.					
Lack of awareness of policies and procedures	low	<ul style="list-style-type: none"> <li>• School leaders will ensure that all policies impacted on by coronavirus controls are updated</li> <li>• All staff, pupils and volunteers will make themselves aware of all relevant policies and procedures including, but not limited to, the following: <ul style="list-style-type: none"> <li>➤ Health and Safety Policy</li> <li>➤ Infection Control Policy</li> <li>➤ First Aid Policy</li> <li>➤ Intimate care policy</li> <li>➤ Behaviour policy</li> <li>➤ Business Continuity/Resilience</li> </ul> </li> <li>• All staff have regard to all relevant guidance and legislation including, but not limited to, the following: <ul style="list-style-type: none"> <li>➤ The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013 <a href="https://www.hse.gov.uk/riddor/">https://www.hse.gov.uk/riddor/</a></li> <li>➤ The Health Protection (Notification) Regulations 2010 <a href="http://www.legislation.gov.uk/uksi/2010/659/contents/made">http://www.legislation.gov.uk/uksi/2010/659/contents/made</a></li> <li>➤ Public Health England (PHE) (2017) 'Health protection in schools and other childcare facilities' <a href="https://www.gov.uk/government/publications/health-protection-in-schools-and-other-childcare-facilities">https://www.gov.uk/government/publications/health-protection-in-schools-and-other-childcare-facilities</a></li> <li>➤ DfE and PHE 'COVID-19: guidance for educational settings' <a href="https://www.gov.uk/coronavirus/education-and-childcare">https://www.gov.uk/coronavirus/education-and-childcare</a></li> </ul> </li> <li>• The relevant staff receive any necessary training that helps minimise the spread of infection, e.g. infection control training.</li> </ul>	<u>low</u>	<u>low</u>	<u>As above</u>	<u>As above</u>	<u>yes</u>

		<ul style="list-style-type: none"> <li>• A comprehensive and current list of key staff members available each day</li> <li>• Staff are made aware of the school's infection control procedures in relation to coronavirus via email</li> <li>• Parents are made aware of the school's infection control procedures in relation to coronavirus via letter/social media/poster at entrance to school – they are informed that they must contact the school as soon as possible if they believe their child has been exposed to coronavirus</li> <li>• Pupils are made aware of the school's infection control procedures in relation to coronavirus via a coordinated programme of delivery from staff. All are informed that they must tell a member of staff if they begin to feel unwell</li> <li>• Regular electronic briefing issued to staff.</li> </ul> <p>As a result, all staff and pupils are aware of the policies and procedures in place to keep themselves safe in school.</p>					
Clinically Extremely vulnerable (High risk) individuals	Medium	<p>Individual risk assessment to be completed/reviewed for staff in CEV category exposure to Coronavirus</p> <p><b>Staff – <a href="#">Advice</a></b> for those identified as clinically extremely vulnerable through the defined 3 ways published on 3<sup>rd</sup> September 2021</p> <p>HR guidance provides advice on what additional measures individuals in this group can take tailored to each local restriction tier.</p> <p>See amended guidance and individual risk assessment for staff that are CEV</p>	<u>low</u>	<u>low</u>	<u>As above</u>	<u>As above</u>	<u>yes</u>
Testing of staff and pupils	Medium	The asymptomatic testing programme in education currently covers all staff at school and pupils – see further details in LFT testing in secondary/primary or special schools.	<u>Low</u>	<u>Low</u>	<u>As above</u>	<u>As above</u>	<u>yes</u>

		See <a href="#">Appendix 1</a> Risk Assessment for Rapid Testing for Primary and Nursery staff.					
Poor hygiene practice in school - <b>General</b>	medium	Enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents  Points to consider and implement: <ul style="list-style-type: none"> <li>• putting in place a cleaning schedule that ensures cleaning is generally enhanced and includes:</li> <li>• more frequent cleaning of rooms and shared areas that are used by different groups</li> <li>• frequently touched surfaces being cleaned more often than normal</li> <li>• toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet - different groups being allocated their own toilet blocks could be considered but is not a requirement if the site does not allow for it</li> <li>• Ensuring that you understand contact time for cleaning chemicals</li> <li>• That any cleaning chemical is appropriate for the task being used for</li> <li>• Undertake a COSHH assessment if using new products</li> </ul>	<u>low</u>	<u>low</u>	<u>As above</u>	<u>As above</u>	<u>yes</u>
Personal Protective Equipment	Medium	Review your provision of PPE PPE must be worn by staff caring for the child while they await collection if a distance of 2 meters cannot be maintained More information on PPE use can be found here; <a href="https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care">https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care</a>					
Hand Hygiene	medium	Coronavirus (COVID-19) is an easy virus to kill when it is on skin. This can be done with soap and running water or hand sanitiser. Schools must ensure that pupils clean their hands regularly, including : <ul style="list-style-type: none"> <li>• when they arrive at school,</li> </ul>	<u>low</u>	<u>low</u>	<u>As above</u>	<u>As above</u>	<u>yes</u>

		<ul style="list-style-type: none"> <li>when they return from breaks,</li> <li>when they change rooms</li> <li>before and after eating.</li> </ul> <ul style="list-style-type: none"> <li>school has enough hand washing and hand sanitiser 'stations' available so that all pupils and staff can clean their hands regularly</li> <li>supervision of hand sanitiser use given risks around ingestion. Small children and pupils with complex needs should continue to be helped to clean their hands properly. Skin friendly skin cleaning wipes can be used as an alternative</li> <li>school has built these routines into school culture</li> </ul>					
Poor hygiene practice – <b>specific – school entrance and office spaces</b>	medium	<ul style="list-style-type: none"> <li>Year groups enter/exit at different points of school site to minimise traffic and contact</li> <li>Signage around school and site</li> <li>Children/adults to wash/sanitise on entrance</li> </ul> <p>As a result, reception staff are protected.</p>	<u>Low</u>	<u>Low</u>	<u>As above</u>	<u>As above</u>	<u>yes</u>
Poor hygiene practice – <b>general</b>	medium	<ul style="list-style-type: none"> <li>Posters are displayed at the entrances to the school, around school and in every classroom reminding staff, pupils, parents and visitors of the hygiene practice required in school (e.g. washing hands before entering and leaving school)</li> <li>Pupils to wash their hands with soap or use hand sanitiser regularly throughout the day</li> <li>Teachers to reiterate key messages in class-time (when directed) to pupils to: <ul style="list-style-type: none"> <li>Cover coughs and sneezes with a tissue, Catch it, Bin it, Kill it</li> <li>To throw all tissues in a bin</li> <li>To avoid touching eyes, nose and mouth with unwashed hands.</li> </ul> </li> </ul>	<u>low</u>	<u>low</u>	<u>As above</u>	<u>As above</u>	<u>yes</u>

		<ul style="list-style-type: none"> <li>• Additional alcohol-based sanitiser (that contains no less than 60 percent alcohol) and tissues to be provided for the school reception area, dining hall, classrooms and other key locations for staff, pupils and visitors</li> <li>• Infection control procedures are adhered to as far as possible in accordance with the DfE and PHE's guidance</li> <li>• Sufficient amounts of soap (or hand sanitiser where applicable), clean water, paper towels and waste disposal bins are supplied in all toilets and kitchen areas</li> <li>• Hand washing facilities are supervised by staff when pupils are washing their hands to avoid overcrowding in hand washing areas</li> <li>• All utensils are thoroughly cleaned before and after use</li> <li>• Cleaners are employed by the school to carry out daily cleaning. Door handles, doors and toilets are cleaned during the day and paper/hand towels are refilled regularly</li> <li>• Follow T&amp;W cleaning in school guidance</li> </ul> <p>As a result, all pupils and staff are adhering to high standards of hygiene to minimise risk of transmission.</p>					
System of Controls - Prevention	medium	<p><b>Prevention</b></p> <p><b>Prevention You must always:</b></p> <ol style="list-style-type: none"> <li>1) Minimise contact with individuals who are required to self-isolate by ensuring they do not attend the school.</li> <li>2) Ensure face coverings are used in recommended circumstances, not necessary in day to day activity but may be used for e.g parental meetings in school</li> <li>3) Ensure everyone is advised to clean their hands thoroughly and more often than usual.</li> <li>4) Ensure good respiratory hygiene for everyone by promoting the 'catch it, bin it, kill it' approach.</li> </ol>	<u>low</u>	<u>low</u>	<u>As above</u>	<u>As above</u>	<u>yes</u>

		<p>5) Maintain enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents.</p> <p>6) Consider how to minimise contact across the site and maintain social distancing wherever possible.</p> <p>7) Keep occupied spaces well ventilated.</p> <p><b>In specific circumstances:</b></p> <p>8) Ensure individuals wear the appropriate personal protective equipment (PPE) where necessary.</p> <p>9) Promote and engage in asymptomatic testing, where available</p> <p><b>Numbers 1 to 5, and number 8, must be in place in all schools, all the time.</b></p> <p>Number 6 must be properly considered and schools must put in place measures that suit their particular circumstances</p>					
System of Control - <b>Responsive</b>	low	<p><b>Response to any infection</b></p> <p>10) Promote and engage with the NHS Test and Trace process. Manager to advise Health Protection hub via email of positive cases. Complete online form to assist with contact tracing</p> <p><a href="https://www.telford.gov.uk/testandtrace">https://www.telford.gov.uk/testandtrace</a></p> <p>11) Manage confirmed cases of coronavirus (COVID-19) amongst the school community. Manager to advise Health Protection hub via email of positive staff. Complete online form to assist with contact tracing</p> <p><a href="https://www.telford.gov.uk/testandtrace">https://www.telford.gov.uk/testandtrace</a></p>	<u>low</u>	<u>low</u>	<u>As above</u>	<u>As above</u>	<u>yes</u>

		<p>12) Contain any outbreak by following local health protection team advice.</p> <p><b>Numbers 9 to 11 must be followed in every case where they are relevant.</b></p>					
<p>Poor hygiene practice – <b>specific - spread of potential infection at the start of the school day.</b></p>	low	<p>In line with government advice:</p> <p>Review staggered start of day times and entrances to keep groups apart as they arrive. This should not reduce the teaching time.</p> <p>Communicate to parents/carers;</p> <ul style="list-style-type: none"> <li>• Drop off and collection process</li> <li>• Not to gather at gates</li> <li>• Not to come on site without an appointment</li> </ul> <ul style="list-style-type: none"> <li>• Issue information to young people, parents, carers and visitors not to enter the school if they display any symptoms of coronavirus</li> <li>• Issue information to parents about arrival and departure procedures, including safe drop-off and pick-up</li> <li>• Inform each year group and their parents of their allocated times for the beginning and end of their school day- varies for different groups.</li> <li>• Inform each year group and their parents of the allocated entrance and exit points to school and where they should go on arrival</li> <li>• All staff to wash hands on arrival in school</li> <li>• Issue information to pupils in relation to restrictions on their movement around the site</li> <li>• Sufficient supplies of hand-washing supplies should be provided to accommodate this procedure at the start of the day.</li> </ul>	<u>low</u>	<u>low</u>	<u>As above</u>	<u>As above</u>	<u>yes</u>

		<ul style="list-style-type: none"> <li>Assess the schools ability to follow T&amp;W cleaning in school guidance, if unable to complete notify the Local Authority</li> </ul> <p>As a result, the risk of infection is reduced as pupils and staff arrive at school.</p>					
Poor hygiene practice – <b>specific – toilet/changing facilities.</b>	low	<ul style="list-style-type: none"> <li>Staff to wear additional PPE when supporting pupils with toileting routines –mask, gloves, apron (see PPE guidance for schools)</li> <li>All changing surfaces to be cleaned before and after each use</li> <li>Staff to follow specific intimate care procedures-additional policy</li> <li>Any soiled clothes are put into a plastic bag (double bagged) and sent home.</li> <li>Prop doors open where possible to reduce hand contact surfaces</li> <li>Assess the schools ability to follow T&amp;W cleaning in school guidance, if unable to complete notify the Local Authority</li> </ul> <p>As a result, safe practices are followed and the risk of infection is reduced for staff and pupils.</p>	<u>low</u>	<u>low</u>	<u>As above</u>	<u>As above</u>	<u>yes</u>
Poor hygiene practice – <b>specific - end of the school day.</b>	low	<p>Review your staggered end of day times/exits to keep groups apart as they arrive. This should not reduce the teaching time. Communicate to parents/carers;</p> <ul style="list-style-type: none"> <li>Drop off and collection process</li> <li>Not to gather at gates</li> <li>Not to come on site without an appointment</li> </ul> <ul style="list-style-type: none"> <li>Issue information to parents about departure procedures, including safe pick-up</li> </ul>	<u>low</u>	<u>low</u>	<u>As above</u>	<u>As above</u>	<u>yes</u>

		<ul style="list-style-type: none"> <li>• Inform pupils and parents of their allocated times for the end of their school day</li> <li>• Inform pupils and their parents of the allocated exit points and pick up points</li> <li>• Make it clear to parents and pupils that they cannot congregate at the exit points/gates prior to the end of the school day. If waiting to collect pupils, parents are to remain in cars and park safely</li> <li>• Assess the schools ability to follow T&amp;W cleaning in school guidance, if unable to complete notify the Local Authority</li> </ul> <p>As a result, the risk of infection is reduced as pupils and staff leave school.</p>					
Use of equipment	Medium	<p>Classroom based resources, such as books and games, can be used and shared within the class. These should be cleaned regularly, along with all frequently touched surfaces.</p> <p>Resources that are shared between classes or bubbles, such as sports, arts, and science equipment should be cleaned frequently. When sharing equipment between different bubbles, you should either:</p> <ul style="list-style-type: none"> <li>• Clean it before it is moved between classes</li> <li>• Allow them to be left unused for a period of 48 hours (72 hours for plastics) where possible</li> </ul>	<u>Low</u>	<u>Low</u>	<u>As above</u>	<u>As above</u>	<u>yes</u>

		<p>Pupils should limit the amount of equipment they bring into school each day, including essentials such as:</p> <ul style="list-style-type: none"> <li>• Lunch boxes</li> <li>• Water bottles</li> <li>• Hats and coats</li> <li>• Books</li> </ul>					
Ill health in school.	medium	<p>Staff are informed of the symptoms of possible coronavirus infection,</p> <ul style="list-style-type: none"> <li>➤ A high temperature</li> <li>➤ A new continuous dry cough</li> <li>➤ A change to their normal sense of taste or smell (anosmia)</li> <li>➤ Children may also display gastrointestinal symptoms</li> </ul> <p>They must be sent home and advised to follow <a href="#">‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’</a>, which sets out that they must self-isolate and should <a href="#">arrange to have a test</a> to see if they have coronavirus (COVID-19).</p> <p>Schools should use the notification form to notify the HPH of any positive cases within staff members.</p> <ul style="list-style-type: none"> <li>• Staff who don’t have the symptoms above but have other symptoms such as headache /sore throat/aches and pains/ feeling very tired for no good reason/ runny nose/ sneezing etc can book a PCR <u>test</u> by selecting the option “local Authority required me to test”</li> </ul>	<u>low</u>	<u>low</u>	<u>As above</u>	<u>As above</u>	<u>yes</u>

		<p>If a member of staff or child becomes unwell they will be sent home straight away and advised to follow '<a href="#">stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection</a>', which sets out that they must self-isolate for at least 10 days and should <a href="#">arrange to have a test</a> to see if they have coronavirus (COVID-19).</p> <p>If a child is waiting to be collected then they are to be removed from contact with others and placed in a safe area until collection (isolation room – Acorn Room) Medical face masks and gloves available in each classroom, medical room and isolation room.</p>					
Mental Health and Wellbeing for pupils	medium	<p>We will follow our Master Risk Assessment for return to school – phase one and review all controls we previously applied to ensure they are still effective.</p> <p>The government has recently launched the <a href="#">Wellbeing for Education Return programme</a>, which will provide training and resources for teachers and staff in all state-funded schools to respond to the wellbeing and mental health needs of children and young people as a result of coronavirus (COVID-19).</p>	<u>low</u>	<u>low</u>	<u>As above</u>	<u>As above</u>	<u>yes</u>
Face Coverings	Medium	<p>Ensure where there is a need for face coverings in the school the control is implemented</p> <p>There should be a process for when face coverings are worn within school and how they should be removed.</p> <p>Safe wearing of face coverings requires the;</p> <ul style="list-style-type: none"> <li>• Cleaning of hands before and after touching, this includes removal and putting on</li> <li>• Safe storage of them in individual, sealable plastic bags</li> <li>• Staff are required to wear medical grade face masks when administering first aid or medicine</li> </ul>	<u>Low</u>	<u>Low</u>	<u>As above</u>	<u>As above</u>	<u>yes</u>

		<ul style="list-style-type: none"> <li>Disposable face masks should be changed every 2 hours or more often if they get wet.</li> </ul> <p>Based on the current measures that schools have already put in place, such as system controls, face coverings are not required in the classroom even if social distancing is not possible. Children in primary schools do not need to wear a face covering.</p>					
A pupil is tested and has a confirmed case of coronavirus.	low	<ul style="list-style-type: none"> <li>We will follow guidance from the Health Protection Hub</li> </ul> <p>In line with government advice:</p> <p>Follow guidance from the Test and Trace team in the Health Protection Hub</p>	<u>low</u>	<u>low</u>	<u>As above</u>	<u>As above</u>	<u>yes</u>
Insufficient staff to run face-to-face sessions for pupils. Supply teachers and temporary staff	low	Consider how the school will coordinate non face to face teaching (online learning resources should be set up)	<u>low</u>	<u>low</u>	<u>As above</u>	<u>As above</u>	<u>yes</u>
Pupil movement between lesson, at break time and lunchtime increases the	low	<p>Follow Master Risk Assessment for Return to school in phase one &amp; two and review all controls you previously applied to ensure they are still effective.</p> <p>Keep movement around the school to a minimum. Avoid creating busy corridors, entrances and exits by;</p> <ul style="list-style-type: none"> <li>Staggered start and finish times</li> </ul> <p>Staggered break and lunch times</p>	<u>Low</u>	<u>Low</u>	<u>As above</u>	<u>As above</u>	<u>yes</u>

risk of infection.		<p>Review your arrangements for break times and lunch times. Things that should be considered include;</p> <ul style="list-style-type: none"> <li>• Ventilation of any dining hall or canteen</li> <li>• One-way circulation where possible to be put in place for pupils arriving and leaving shared lunch space/lessons.</li> <li>• Lunchtime/breaks to be staggered for different year groups</li> <li>• Ball games should be kept within the class and shared outdoor equipment to be kept to a minimum</li> <li>• Pupils to be supervised in washing hands before and after lunch</li> <li>• Catering staff to maintain strict levels of hygiene in food preparation areas and follow whole staff guidance in reporting illness</li> <li>• Assess the schools ability to follow T&amp;W cleaning in school guidance, if unable to complete notify the Local Authority</li> </ul> <p>As a result, the risk of infection during unstructured time is reduced.</p>					
Spread of infection in classrooms/ shared areas.	low	<p>We will follow our Master Risk Assessment for return to school – phase one and review all controls we previously applied to ensure they are still effective.</p> <ul style="list-style-type: none"> <li>• Ensure where there is a need for face coverings in the school the control is implemented</li> <li>• Review any equipment that is frequently used and how it is cleaned after use</li> <li>• Review ventilation within the school</li> <li>• We will stagger movement around shared areas</li> <li>• Staff will maintain social distancing where possible (shared areas)</li> </ul>	<u>low</u>	<u>low</u>	<u>As above</u>	<u>As above</u>	<u>yes</u>

		<ul style="list-style-type: none"> <li>• Shared equipment such as PE, books, toys, art, science etc will be cleaned in between use and where possible isolated for 48-72 hours</li> <li>• Staff will consider wearing masks in all communal areas if they're meeting parents or outside visitors</li> <li>• Assemblies will be kept to a minimum and adequate ventilation in place</li> </ul>					
Music Lessons	low	<p>We note that there may be an additional risk of infection in environments where you or others are singing, chanting, playing wind or brass instruments or shouting. This applies even if individuals are at a distance. We will;</p> <ul style="list-style-type: none"> <li>• Play/sing outdoors where possible</li> <li>• Position pupils back to back or side to side</li> <li>• If indoors, consider limiting the numbers to account for ventilation of space and the ability to social distance</li> <li>• If indoors use a room with as much space as possible, for example, larger rooms; rooms with high ceilings to ensure good ventilation H</li> <li>• Handwashing – increase before and after handling instruments</li> <li>• Avoid sharing of instruments – Place name labels on equipment to help identify the designated user. If instruments and equipment have to be shared, disinfect regularly (including any cases, handles, props, chairs and music stands) and always between users. Music scores, parts and scripts should be individual use</li> </ul>	<u>low</u>	<u>low</u>	<u>As above</u>	<u>As above</u>	<u>yes</u>
Physical Activities	low	<ul style="list-style-type: none"> <li>• Outdoor sports will be prioritised where possible and large indoor spaces will be used where it is not possible to ensure distance and maximise natural ventilation flows (through opening windows and doors.</li> </ul>	<u>low</u>	<u>low</u>	<u>As above</u>	<u>As above</u>	<u>yes</u>

		<ul style="list-style-type: none"> <li>• Scrupulous attention will be given to cleaning and hygiene equipment after use.</li> </ul> <p>We have used the following advice:</p> <ul style="list-style-type: none"> <li>• <a href="#">guidance on the phased return of sport and recreation</a> and guidance from <a href="#">Sport England</a> for grass root sport</li> <li>• advice from organisations such as the <a href="#">Association for Physical Education</a> and the <a href="#">Youth Sport Trust</a></li> </ul>					
Breakfast club/After school provisions	medium	<p>Review any Wrap around care and extra curriculum activities - can they take place safely</p> <ul style="list-style-type: none"> <li>• We will serve to tables and have table-based activities where possible to reduce movement</li> <li>• All tables will be cleaned before and after the session</li> <li>• We will be cautious and seek information about any wraparound providers</li> </ul> <p>Schools can consult the guidance produced for <u>providers who run community activities, holiday clubs, after-school clubs, tuition and other out-of-school provision for children</u></p>	<u>low</u>	<u>low</u>	<u>As above</u>	<u>As above</u>	<u>yes</u>
Poor pupil behaviour increases the risk of the spread of the infection.	low	<ul style="list-style-type: none"> <li>• Pupils are reminded of the behaviour policy on their return to school displayed on website and shared with all staff</li> <li>• Sanctions and how they will be applied are clearly communicated to pupils and parents. Behaviour policy is adjusted as a consequence</li> </ul>	<u>low</u>	<u>low</u>	<u>As above</u>	<u>As above</u>	<u>yes</u>

		<ul style="list-style-type: none"> <li>Pupils' individual behaviour plans are reviewed and specific control measures identified and shared with pupils and staff where necessary.</li> <li>Follow T&amp;W PPE guidance</li> </ul>					
Vulnerable pupils and pupils with SEND do not receive appropriate support.	low	<ul style="list-style-type: none"> <li>We have appropriate planning in place to support the mental health of pupils returning to school</li> <li>We have agreed what support is available to pupils with SEND in conjunction with families and other agencies.</li> </ul> <p>As a result, pupils with SEND and those concerned about returning to school are well supported.</p>	<u>low</u>	<u>low</u>	<u>As above</u>	<u>As above</u>	<u>yes</u>
Adequate Ventilation	Low	<p><b>Keeping occupied spaces well ventilated</b></p> <p>Once the school is in operation, it is important to ensure it is well ventilated and a comfortable teaching environment is maintained.</p> <p>This can be achieved by a variety of measures including:</p> <ul style="list-style-type: none"> <li>Mechanical ventilation systems, should be adjusted to increase the ventilation rate. Check that normal operation meets current guidance and that only fresh outside air is circulated</li> <li>Natural ventilation – opening windows (in cooler weather windows should be opened just enough to provide constant background ventilation and opened fully during breaks to purge the air space. Opening internal doors can also assist with creating a throughput of air</li> </ul>	<u>Low</u>	<u>Low</u>	<u>As above</u>	<u>As above</u>	<u>yes</u>

		<p>Review ventilation within the school</p> <p>The Health and Safety Executive guidance on air conditioning and ventilation during the coronavirus out break  <a href="https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm">https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm</a></p> <p>And</p> <p>CIBSE - <a href="#">CIBSE - Coronavirus COVID 19</a></p> <p>Provide more information</p> <p>See further information in T&amp;W Ventilation guidance</p> <p>Increase as much as possible fresh outdoor air by opening windows and doors. When weather is cooler - open for between 5 minutes at hourly intervals.</p> <ul style="list-style-type: none"> <li>• Open a number of windows, sky lights or doors to create cross flow of natural air in order to improve the natural ventilation and be more effective.</li> <li>• Consider using any upper windows to increase the natural ventilation and reducing the impact on users</li> <li>• Consider the windows and doors that you are opening and if doing so poses a safety or security risk to children using the facility they should not be opened unless supervision can be maintained at all times.</li> <li>• Decrease occupancy in areas where natural ventilation cannot be increased</li> </ul>					
Emergency evacuation due to fire etc.	low	<p>A suitably trained individual checks that all fire detection, alarm systems, fire extinguishers and sprinklers are in working order.</p> <ul style="list-style-type: none"> <li>• Maintain social distancing if possible</li> </ul>	<u>low</u>	<u>low</u>	<u>As above</u>	<u>As above</u>	<u>yes</u>

		<ul style="list-style-type: none"> <li>Practice fire drill completed in first week</li> <li>Leaders to communicate procedures to all staff</li> <li>Staff to communicate emergency evacuation procedures to pupils at the beginning of each day.</li> </ul> <p>As a result, social distancing is maintained in the event of an emergency evacuation.</p>					
Cleaning is not sufficiently comprehensive.	low	<p>Follow Master Risk Assessment for Return to school in phase one &amp; two and review all controls you previously applied to ensure they are still effective.</p> <p>Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach.</p> <p>Points to consider and implement:</p> <ul style="list-style-type: none"> <li>putting in place a cleaning schedule that ensures cleaning is generally enhanced and includes:</li> <li>more frequent cleaning of rooms / shared areas that are used by different groups</li> <li>Allow time for cleaning surfaces in dining hall between groups if in use</li> <li>frequently touched surfaces being cleaned more often than normal</li> <li>different groups don't need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet</li> <li>encourage pupils to wash hands thoroughly after using the toilet</li> </ul> <p>See further guidance for cleaning in educational settings for advise on general cleaning required in addition to the current advice on <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a>.</p>	<u>low</u>	<u>low</u>	<u>As above</u>	<u>As above</u>	<u>yes</u>

		<p>Review what cleaning products you use, know the contact time of the products and ensure the products are appropriate for the task.</p> <p>Review any equipment that is frequently used and how it is cleaned after use</p>					
Contractors, deliveries and visitors increase the risk of infection.	low	<ul style="list-style-type: none"> <li>• All contractors to be checked to ensure that they are essential visitors prior to entry to the school – gain individual risk assessments from company</li> <li>• Agree arrival and departure times with contractors to ensure that there is no contact with staff or pupils</li> <li>• All contractors/visitors to wash hands/use the sanitising station located at the main entrance on entry to the school site</li> <li>• Contractors and visitors are directed to specific/designated handwashing facilities</li> <li>• All contractors are to complete the track and trace</li> <li>• All areas in which contractors work are cleaned in line with government guidance</li> <li>• Contractors to bring own food, drink and utensils onto site.</li> <li>• Staff who receive deliveries to the school to wash hands in line with government guidance after handling</li> <li>• Where possible, staff to identify safe/designated place for delivery without need for contact with staff.</li> <li>• If drivers have to enter school site, ensure that they are asked to maintain social distancing and use hand sanitiser before entering the building</li> <li>• Surfaces to be cleaned after any deliveries have been made.</li> </ul> <p>As a result, any external visitors/contactors are kept safe and the risk to other members of the school is minimised.</p>	<u>low</u>	<u>low</u>	<u>As above</u>	<u>As above</u>	<u>yes</u>

Professional Visitors	low	<ul style="list-style-type: none"> <li>All visitors to be checked to ensure that they are essential visitors prior to entry to the school</li> <li>All professional visitors to wash hands on entry to the school site</li> <li>Professional visitors are directed to specific/designated handwashing facilities</li> <li>All visitors to scan the test and trace QR code when they arrive, using the NHS COVID-19 app and leave a contact telephone number when signing into the building</li> <li>All areas in which Professional visitor work are cleaned in line with government guidance</li> <li>Visitors will see individual pupils outside of classroom</li> <li>Professional visitors to bring own food, drink and utensils onto site.</li> <li>Professional visitors to be responsible for cleaning their own equipment and personal belongings</li> </ul> <p>As a result, any professional visitors are kept safe and the risk to other members of the school is minimised.</p>	<u>low</u>	<u>low</u>	<u>As above</u>	<u>As above</u>	<u>yes</u>
Transport	Low	<p>Follow the transport guidance</p> <p>The approach to dedicated transport should align wherever possible with the principles underpinning the system of controls set out in this document and with the approach being adopted for your school.</p>	<u>Low</u>	<u>Low</u>	<u>As above</u>	<u>As above</u>	<u>yes</u>
Contingency Plans	Low	<p>For individuals or groups of self-isolating pupils, remote education plans are in place. These meet the same expectations as those for any pupils who cannot yet attend school at all due to coronavirus (COVID-19). See the section on <u>remote education support</u>.</p> <p>Remote learning policy can be found on the schools website <a href="https://lightmoorvillageprimary.co.uk/">https://lightmoorvillageprimary.co.uk/</a></p>	<u>Low</u>	<u>Low</u>	<u>As above</u>	<u>As above</u>	<u>yes</u>

## School-specific arrangements relating to risk assessment that may need additional detail:

### **Use of hall**

Lettings will not take place unless the school is completely satisfied that all health and safety procedures are in place, we will liaise with BVT in this regard. The hall will be used for any professional visitor meeting to take place to avoid entry into the main school building where classes are located.

### **Transport**

n/a

### **Useful links;**

- Guidance for full opening of school: <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>
- Guidance for full opening: Special schools and other specialist settings: [https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings?utm\\_source=02a881e2-265a-4b6d-a67d-38470d12440a&utm\\_medium=email&utm\\_campaign=govuk-notifications&utm\\_content=immediate](https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings?utm_source=02a881e2-265a-4b6d-a67d-38470d12440a&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate)
- Action for early years and childcare providers during coronavirus (COVID-19) outbreak: [https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings?utm\\_source=02a881e2-265a-4b6d-a67d-38470d12440a&utm\\_medium=email&utm\\_campaign=govuk-notifications&utm\\_content=immediate](https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings?utm_source=02a881e2-265a-4b6d-a67d-38470d12440a&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate)
- Actions for school during the coronavirus outbreak: [https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak?utm\\_source=572d62e4-ce85-4056-8338-e87b1cbaf0c5&utm\\_medium=email&utm\\_campaign=govuk-notifications&utm\\_content=immediate](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak?utm_source=572d62e4-ce85-4056-8338-e87b1cbaf0c5&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate)
- Protective measures for holiday or after school clubs and other out of school settings for children during coronavirus: [https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak?utm\\_source=4b581021-d798-4565-8fa0-579175be88cb&utm\\_medium=email&utm\\_campaign=govuk-notifications&utm\\_content=immediate](https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak?utm_source=4b581021-d798-4565-8fa0-579175be88cb&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate)
- Providing free school meals during coronavirus: [https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance?utm\\_source=17707caa-1f12-4a5e-b1dc-611eb591a116&utm\\_medium=email&utm\\_campaign=govuk-notifications&utm\\_content=immediate](https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance?utm_source=17707caa-1f12-4a5e-b1dc-611eb591a116&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate)