



Children First Trust Risk Assessment in response to COVID19 outbreak To be in place for full re-opening of school from 3rd September 2020

Version 9 2/12/2020 **Updates in yellow** – relate to updated DfE guidance 26/11/20 and other adjustments

This Risk Assessment was completed taking into account the guidelines from the DfE <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools> and the NEU/GMB/UNISON/UNITE Checklist for September <https://neu.org.uk/media/11476/view>

RA checked by Enfield Public Health and updated (version 6) and by Enfield Health and safety and updated (version 7)

Children First Academy Trust Risk Assessment: Coronavirus – Full re-opening of schools from 3rd September 2020

To ensure complete transparency, this Risk Assessment will be available on the Trust and individual school websites

DfE - Keeping separate groups (bubbles) whilst maintaining social distancing between individuals, run in tandem. They are not alternative options and both measures will help – but the balance will change based on; children’s ability to distance, the layout of the school, the feasibility of keeping distinct groups separate whilst offering a broad balance curriculum

*DfE - Schools should assess their circumstances and, if class-sized groups are not compatible with offering a full range of subjects or managing the practical logistics within and around school, they can look to implement year group sized bubbles. Whatever the size of the group, they should be kept apart from other groups where possible. Schools with the capability to do it should take steps to limit interaction, sharing of rooms and social spaces between groups as much as possible. Ensure no unnecessary mixing. **School to identify the largest bubble size for their school (year group/phase) which allows them to ‘deliver the full range of curriculum subjects and students to receive specialist teaching’.***

DfE - Systems of Control

Having assessed their risk, schools must work through the below system of controls, adopting measures to the fullest extent possible in a way that addresses the risk identified in their assessment, works for their school and allows them to deliver a broad and balanced curriculum for their pupils, including full educational and care support for those pupils who have Special Educational Needs and Disabilities (SEND). If schools follow the guidance set out here they will effectively reduce risks in their school and create an inherently safer environment.

Prevention	Response
1. Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID19) symptoms, or who have someone in their household who does, do not attend school	9. Engage with NHS Test and Trace process and ensure regular communication with staff, parents, pupils – symptoms, self isolation, testing guidance.
2. Where recommended, use of face coverings in school. Headteacher can request staff/visitors to wear face coverings	10. Manage confirmed cases of coronavirus amongst the school
3. Clean hands thoroughly more often than usual - before, during and after each lesson	11. Contain any outbreak by following local health protection team advice
4. Ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it approach	Numbers 1-5 and 8 must be in place in schools all the time. Number 6 must be properly considered and schools must put in place measures that suit their particular circumstances. Number 7 applies in particular circumstances. Numbers 8,9,10 must be followed in every case where they are relevant
5. Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach	
6. Minimise contact between individuals and maintain social distancing wherever possible	
7. Where necessary, wear appropriate personal protective equipment (PPE)	
8. Always keeping occupied spaces well ventilated	

Monitoring of this Risk Assessment at each school will be carried out on a weekly basis by the school Health and Safety. The CEO and CFOO will receive these weekly reports for monitoring

What are the hazards?	Who might be harmed and how?	What are we doing to control the risk?	What further action is needed to control the risks?	Who needs to carry out the action?	When is the action completed
Risk assessment is not followed in certain areas or situations	Staff, pupils, parents/ carers/ community	To retain the H+S team at each school, including Headteacher, Site Manager and an allocated SLT member. All staff are aware that they should report any concerns to one of this team. H+S team to complete weekly risk monitoring report to identify and rectify any issues and send to CFOO and Chair of LGB. Any issues are reported to staff each week where appropriate	Ensure weekly monitoring and follow up issues raised	H/T Site manager H+S SLT member	
What are the hazards?	Who might be harmed and how?	What are we doing to control the risk?	What further action is needed to control the risks?	Who needs to carry out the action?	When is the action completed
PREVENTION 1 Someone in school has Coronavirus, either showing or not showing symptoms	Staff, pupils, parents/ carers community	<ul style="list-style-type: none"> Ensure staff are clear on the expectation that they do not come to school if they have tested positive in the last 10 days, or is showing symptoms If staff member shows symptoms, send for testing immediately as an essential worker https://www.gov.uk/apply-coronavirus-test-essential-workers Ensure staff are aware that COVID does not always exhibit the classic symptoms and, if they are unsure, they should get a test Ensure parents are clear on the expectation that the child should stay at home if they, or a family member, show any symptoms https://www.gov.uk/guidance/nhs-test-and-trace-how-it-works#people-who-develop-symptoms-of-coronavirus Expectation clear that, if a child shows symptoms, either at home or is sent home from school they must get tested immediately and inform school of outcome as soon as it is known https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested If child requiring testing is under 5 – Ring 111 	Letter to parents explaining expectations PPE available if symptoms are noted Ensure resources are in place	Headteacher SLT CEO Teachers	Controls in place

		<ul style="list-style-type: none"> • If a child is deemed unwell whilst at school, they are removed from the group • Identify area in school where a child showing symptoms can go to be assessed and, if necessary, to await collection by parent/carer. This must be away from the welfare room if this is used for more general purposes. • Identify adult to monitor child and assess symptoms • Provide PPE for child until collected +adult waiting with them • Plan how welfare room will be used during the day to ensure H+S is paramount and mixing of bubbles is reduced, for example, if appropriate or possible: <ul style="list-style-type: none"> ❖ First Aid kits in each bubble for minor injuries to be administered by the staff in bubble or call for welfare ❖ Record of any First Aid administered in classroom to be kept (e.g. on Scholarpack) and (minor) bumped heads letters to be distributed from classroom ❖ External first aid stations during playtime to reduce need to enter welfare room if appropriate • To have thermometers available in welfare room to measure temperature should a pupil appears unwell • If a child/staff member is tested positive, the 'group bubble' children (and any additional staff working in bubble') are sent home for 14 days isolation • Clean room with disinfectant after child/adult with suspected virus has left. Everyone involved washes hands thoroughly. They do not need to self-isolate if they have provided close contact for a person with symptoms unless that person subsequently tests positive or they themselves develop symptoms • Any waste used by suspected COVID case to be double bagged and disposed of separately 	All staff know procedures		
What are the hazards?	Who might be harmed and how?	What are we doing to control the risk?	What further action is needed to control the risks?	Who needs to carry out the action?	When is the action completed

<p>PREVENTION 2,3,4,5,8 Ensure we have the highest standard of hygiene in the school</p>	<p>Staff, pupils, parents/carers community</p>	<p>Handwashing:</p> <ul style="list-style-type: none"> • Handwashing/sanitiser facilities at entrance to school which all children must use on arrival at school • Handwashing for all staff and pupils on arrival in school and at regular intervals from then on • Staff to remind pupils about regular handwashing • Soap must be available in all classrooms and toilet facilities • Hand washing facilities soap/gel in all key areas eg. reception, staffroom • Stock of soaps/sanitisers maintained and ordered regularly • Site Managers to replenish stocks of soap throughout the school day where possible • Block off drinking fountains • Disconnect hand-driers if appropriate (NEU recommendation only) <p>Respiratory hygiene:</p> <ul style="list-style-type: none"> • Tissues to be available for all staff and pupils to follow the catch it bin, it kill it advice • Lidded bins provided in classrooms to dispose of used tissues. To be cleared daily and bagged securely • Public Health do not recommend the use of face coverings in school • Children who arrive at school by bus will have face masks which they must take off and store correctly as follows: not touch the front of the mask during use or when removing it; if a temporary mask, it must be put in a lidded bin or closed waste bag, if it is re-useable it must be put in a plastic bag that they can take home with them again. They must wash their hands before taking the mask off and again, once they have disposed of it. They can then go to the classroom. Note – children under 11 do not have to wear masks on public transport <p>Cleaning:</p> <ul style="list-style-type: none"> • Cleaners focus daily on surfaces that are at risk of transferring the virus – tables, door handles etc • Extra cleaning during the day to be organised for high use shared areas • Ensure enough cleaners are available daily and report to SBM/CFOO any issues re cover 	<p>Monitoring by senior leaders in school</p> <p>Continuous reminders</p> <p>Maintaining stock handwash facilities</p> <p>Purchase bins</p> <p>Monitoring by Premises Manger/SBM/SLT</p> <p>Maintaining stock of cleaning products</p>	<p>Headteacher SLT</p> <p>SBM/ Office Manager/ Site Staff</p> <p>SBM/office manager/Site manager</p> <p>Site managers SLT</p>	<p>Controls in place</p> <p>Further action ongoing</p> <p>Bins in class</p>
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<p>PREVENTION 5,6,8 Shared use of equipment/space may increase the risk of contamination</p>	<p>All staff, pupils families</p>	<ul style="list-style-type: none"> • Equipment used continuously by a child to be allocated to that child, e.g. pencil, pen. • Shared items of equipment used daily e.g. maths resources, books, to be shared only within the bubble using that classroom or, where necessary, by a set using that classroom which is in the same larger bubble • Phonics teaching in year 1 and 2 to be taught in class groups for the first two weeks at least 	<p>Ensuring enough resources for individual /group and bubble allocation</p>	<p>SLT/phase leaders</p>	

	<ul style="list-style-type: none"> • Equipment to be shared across a larger bubble, (year group) e.g. PE/music equipment to be allocated to larger bubbles and shared only within this bubble. To leave equipment over the weekend for 48/72 hours (not used on Fridays if necessary) to reduce risk of contamination • To ensure children don't bring in any unnecessary equipment from home (agreed items; water bottles, book bags, PE kits) <p>PE/Music</p> <ul style="list-style-type: none"> • All PE outside whenever possible but can be held inside • Smaller groups sizes, or children spaced to allow for social distancing for activities inside-preferably in hall space - involving high intensity activity, singing or blowing of instruments • Children facing the front wherever possible – not facing each other • Ensure good ventilation in halls where above activities are taking place • Increase ventilation before and after use to purge the air in the space • Leave internal doors open wherever possible where it is safe to do so • areas where people will congregate, eg staff room, dining room, changing rooms, reception, meeting rooms, smoking areas, kitchens etc leave non-fire doors open to reduce the amount of contact with doors and also potentially improve workplace ventilation • fire doors should normally be closed; HOWEVER; WHERE AREAS ARE OCCUPIED- providing staff are briefed to only keep open whilst area/vicinity is in use, there is robust monitoring on procedure, the Fire Risk Assessment is amended and records of briefing to staff maintained, then fire doors can be kept open to improve ventilation (from Enfield H+S team RA) • Use of IT suite – keyboards and other items touched regularly to be cleaned down between class use. If possible to; use only for one larger bubble daily, child uses same computer on each visit • To ensure no cross-contamination of tables etc during lunchtime between different year group bubbles. Clean surfaces after use by each large bubble. • To consider whether eating lunch in the classroom is an option 	<p>Handwashing resources available</p> <p>Resources available to clean equipment</p>	<p>PE /Music /computing specialist teachers</p> <p>Class teachers where no specialist</p> <p>Lunchtime lead/SLT</p> <p>SLT</p>	
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What are the hazards?	Who might be harmed and how?	What are we doing to control the risk?	What further action is needed to control the risks?	Who needs to carry out the action?	When is the action completed
PREVENTION 6 Difficulty of ensuring social distancing	All staff and pupils	<p>Parents:</p> <ul style="list-style-type: none"> • Ensure staggered start and finishing times so that parents do not crowd at drop off and pick up times • Use separate entrances and exits to reduce number of pupils using each point • Set up drop off/collection points to avoid contact with other adults • Limit number of parent/visitors in reception area – one/two at a time with queue outside. Where possible, they only come to school by appointment • Only one parent to bring and collect child each day • Layout markers on pavement/playground for 2m social distancing of parents waiting in morning and afternoon • SLT member outside in morning and afternoon to facilitate drop off and collection 	<p>Communication with parents</p> <p>Signage prepared</p>	<p>SLT</p> <p>SLT</p> <p>Site manager</p>	

	<ul style="list-style-type: none"> • Set the expectation that parents/carers will wear masks when dropping off and picking up children <p>Children</p> <p>In classrooms:</p> <ul style="list-style-type: none"> • Agreed mixing of classes within larger bubbles only to facilitate sets, small group work, shared space where necessary etc – whilst limiting interaction as much as possible even within the larger bubble • Classrooms laid out with front facing desks (year 2-6) – headteacher discretion from Nov onwards • To remind adults and older children regularly of the need for social distancing • Pupils and staff to remain within their ‘group bubble’ /building unit/corridor and avoid mixing with other larger bubbles • Windows and outside doors open as much as possible to increase ventilation • If it is too cold to open windows fully, consider how much ventilation is still possible (high up windows, internal doors open etc.) When the classroom is unoccupied, e.g. during breaks, before school, increase ventilation as much as possible to purge the air in the space • Heating to be used to ensure comfortable working environment • Where appropriate, medical equipment e.g. asthma pumps, epipens, to be kept in a safe place in the child’s home classroom to avoid need to go to medical room. Medical information to be copied and kept in both classroom and medical room. Responsible adult to ensure correct administering of equipment and record on Scholarpack (or other method as appropriate) • Use outdoor space as much as possible to limit transmission and allow better social distancing in the larger space <p>Playtimes/lunchtimes</p> <ul style="list-style-type: none"> • Playtimes to be staggered to reduce the number of children playing at the same time. Areas of the playground to be allocated to larger bubbles • To arrange lunchtimes around bubbles, either in classrooms or in dining hall. Clean tables before being used by a different bubble 	<p>Medical officer to allocate and monitor compliance</p>	<p>Phase leaders/AHTs to ensure compliance</p> <p>Monitoring throughout day by SLT</p> <p>Classteachers</p> <p>SLT/phase leaders to monitor</p>	
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	<ul style="list-style-type: none"> • Staff to ensure they maintain social distancing at all times outside of the classroom including in staffroom/at lunchtimes • Staffroom – to limit numbers allowed in staffroom to enable staff to maintain social distancing • To identify additional spaces for staff to spend their breaks linked to their bubbles to avoid mixing staff from different bubbles • Staff on duty to ensure they maintain social distance in the playground between themselves • Consideration given to holding all meetings virtually • Identify staff groups of workers who travel to work together and group them into bubble. Staff should be discouraged from sharing vehicles unless part of the same bubble. • Perspex barriers to be erected in school offices where staff cannot sit 2m apart or where they are facing each other <p>Visitors</p> <ul style="list-style-type: none"> • Visitors are by appointment only unless absolutely necessary • Record to be kept of all visitors to the school during the day e.g. specialist, therapists, SEND support, contractors (if absolutely necessary during school hours) with sufficient detail to support rapid contact tracing if required by NHS Test and Trace (including possible COVID App sign) • Visitors to wear masks in communal areas around school and to socially distance at all times • If visitors do not have a mask, the meeting can be held outside with 2m distance <ul style="list-style-type: none"> • Breakfast club and After school activities • Schools to provide Breakfast Club and After School Clubs based on their own situation. To only offer breakfast and ASC if systems can be put in place that are safe and do not mix larger bubbles unnecessarily • No ad hoc booking of breakfast club or ASC if this would mean mixing groups unnecessarily • Maintain social distancing as much as possible within the clubs and keep clear records of who has attended on which day 	<p>Reviewing staffing numbers manage clubs</p>		
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What are the hazards?	Who might be harmed and how?	What are we doing to control the risk?	What further action is needed to control the risks?	Who needs to carry out the action?	When is the action completed
<p>PREVENTION 2,6,7 Individual children with complex needs and those with behaviour issues not adhering to social distancing, bubble management, hygiene standards etc</p>	<p>Staff and children experiencing increased anxiety and potential for infection to be spread through an increase in sensory/ comfort seeking behaviours</p>	<p>Complex needs</p> <ul style="list-style-type: none"> • Risk assessments to be completed on children with EHCP/medical conditions or other identified needs if there are concerns so that they may receive an education in line with their peers – this can be flexibly managed • Follow government guidance on which children, if any, should be shielding (section 2 -Self isolation and shielding - https://www.gov.uk/guidance/education-and-childcare-settings-new-national-restrictions-from-5-november-2020) • Regular cleaning of specific physical aids to be completed or supervised by support TA • Consideration of timetabling of sensory/therapy room to ensure sufficient cleaning is carried out/ room left for 48/72 hours • Where necessary, PPE to be worn by adult as per risk assessment • Half day provision to be considered if appropriate • Ensure parents understand the provision on offer and how it will be managed for their child (in terms of EHCP provision in particular) • School to ensure named one to one staff for individual children who require this wherever possible • Consider identifying a separate space for provision (temporarily) if the child could be a health and safety risk to others • Use of sensory room to be monitored carefully, limiting the number of children using it during the day and wiping down key surfaces between each use • Environment and daily routine maintained with few changes wherever possible • Children encouraged to wash hands regularly and are supervised to do so • Staff working one to one to regularly wash hands • Surfaces to be wiped and dried when children have licked/stroked furniture wherever possible (cleaning spray and gloves will be available) 	<p>TAs have access to cleaning materials</p> <p>Access to PPE as required</p> <p>Access to cleaning materials and disposing facilities</p>	<p>SENCo/ Inclusion Manager</p> <p>SLT to ensure timetabling reduces risk</p>	

		<ul style="list-style-type: none"> • Where possible use disposable cloths, kitchen towel or wash clothes in the washing machine at 60° • Reducing the number of things touched during the day and washing of this equipment daily • Parents to be made aware that, if the linked adult is absent, they may be asked to collect the child if they show signs of distress • Social distancing to be practised wherever possible • Items that have been chewed or licked will be cleaned or disposed of if necessary • Staff supported to manage risks as they arise • Cleaners directed to clean the specific areas used on a daily basis <p>Behaviour</p> <ul style="list-style-type: none"> • Where a child's behaviour puts others at risk of infection (spitting, refusal to follow hygiene or bubble rules etc), consideration will be given to preventing this child from attending school, including if a child requires to be 'handled safely' (approach style) and therefore risks infecting staff through close contact • Where a child needs to go home, but is not necessarily excluded, home learning to be offered whilst they are not in school • Ensure process is in place for return to school as quickly as possible (1/2 days only) • See addendum to Behaviour Policy 	Remote Learning Policy to be followed	SENCo/ Inclusion Manager SLT HT/Phase leader/teacher	
What are the hazards?	Who might be harmed and how?	What are we doing to control the risk?	What further action is needed to control the risks?	Who needs to carry out the action?	When is the action completed
RESPONSE 8,9,10 Lack of proper response to an infection could result in wider spread	Staff, pupils, parents	<p>School knows Test and Trace procedures as follows: Staff and parents/carers informed that they will need to be ready to:</p> <ul style="list-style-type: none"> • Book a Test – https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested or https://www.nhs.uk/conditions/coronavirus-covid-19/testing-and-tracing/ or ring NHS 119 if no internet access. For children under 5 ring 111. • Provide details of anyone they have been in close contact with if they were to test positive or if asked by NHS test and trace 	HT to remain updated as to changes in Test and Trace Procedures	HT /SLT	On-going

		<ul style="list-style-type: none"> • Self-isolate if they have been in close contact with someone who has developed symptoms or had positive test • See attachment at end of Risk Assessment for guidance <p>School to have some home testing kits to give directly to parents for children and to staff if appropriate and they are showing symptoms</p> <p>Staff /parents to inform school immediately they know their result. If negative – stop isolating and relatives can stop isolating. Child should stay away, as normal, until well enough to be back in school If positive – follow the stay at home guidance - and continue to self-isolate for at least 10 days. Can return to school with cough/loss of smell and taste since these last longer than the infection. Family members continue to self-isolate for 14 days https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance Contact Tracing – see attachment at end of RA Management of confirmed cases within the school community Act quickly- contact DfE helpline on 0800 0468687 and select the option for reporting a positive case. Only open- 8am-6pm Monday to Friday and 10am-4pm Sat/Sun Email to inform Enfield on coronavirus@enfield.gov.uk</p> <p><i>Previous possible numbers to contact (prior to 17.09.20) were: Public Health England London Coronavirus Response Cell (LCRC – 03003030450 LCRC@phe.gov.uk) Also the Local Public Health Team (stuart.lines@enfield.gov.uk) Also – ncel.team@phe.gov.uk 0203837 7084 (option 1) out of hours advice 0207191 1860 Or – nenclhpt@nhs.net</i></p> <ul style="list-style-type: none"> • School to take advice from DfE helpline on any closure of bubbles To send home those people who have been in close contact with the person tested positive • Phone parents/carers of the children in the bubble and tell them to collect straightaway 	<p>To chase up if not delivered to school</p> <p>Staff to be kept informed as to procedures</p> <p>DHT/AHTs know procedure should HT be unavailable</p>	<p>CFOO</p> <p>HT/SLT</p> <p>HT</p>	<p>Sept</p> <p>On-going</p>
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		<ul style="list-style-type: none"> investigate if any others should go home due to close contact – see guidance for details Must isolate for 14 days Households of those sent home do not need to isolate unless person develops symptoms Parents/carers, staff asked to contact school if they/their child develops symptoms. School tell parents/carers/staff to ensure test is done and tell school the outcome – if it is positive 7day/14 days' isolation necessary <p>Contain any outbreak by following local health protection team advice: Leaders to closely monitor any outcomes from testing. If someone is showing symptoms and has taken a test, they are responsible for informing the school of the result. If the school does not hear from them, they should follow up at least daily to check outcome so that further decisions can be made. Schools to follow guidance in COVID-19 London Schools Resource Pack (publ.9th Oct)</p>		HT	
What are the hazards?	Who might be harmed and how?	What are we doing to control the risk?	What further action is needed to control the risks?	Who needs to carry out the action?	When is the action completed
Staff well-being is adversely affected	Staff	<ul style="list-style-type: none"> Updated risk assessment to be shared with staff and put on website each time it is updated Clarity on expectations particularly in terms of bubbles and details on social distancing Two INSET days at start of term to give staff opportunity to walk the school, plan and seek clarification on anything To ensure sharing of information with staff as to decisions being made, particularly if someone tests positive Staff adhere to the Social Distancing expectations – all staff to model 		CEO Headteacher	Controls in place

		<ul style="list-style-type: none"> • Staff to be made aware that H+S is everyone’s responsibility at all times • Staff know who to raise any H+S issues with if they cannot resolve them themselves • Publicise Education Support 08000 562 561 helpline counselling service • Team leaders to manage well-being checks across teams each week • Provide areas where adults from the same big bubble can have lunch break together whilst ensuring they still maintain social distancing at all times. • Offer ‘places to talk’ if available • Ensure staff are aware that they can talk to their senior leader whatever the concern • Head to keep staff updated of any issues or changes 			
What are the hazards?	Who might be harmed and how?	What are we doing to control the risk?	What further action is needed to control the risks?	Who needs to carry out the action?	When is the action completed
Pupil well-being is adversely affected	Pupils	<p>To ensure opportunities are in place for discussions in the classroom around the impact of the pandemic on them and their families, e.g using ‘Transitioning back to schools and settings as lockdown lifts 50+ practical ideas for primary schools’ (on Enfield Thrives Together website)</p> <p>To ensure teachers and TAs identify children who are finding the transition back to school hard and raise with Inclusion Manager/SENCo.</p> <p>To provide opportunities for exercise outdoors</p> <p>To focus on behaviour for learning within the classroom</p>	Teachers know how to support children and sign-post for further support within school	Inclusion Manager	
What are the hazards?	Who might be harmed and how?	What are we doing to control the risk?	What further action is needed to control the risks?	Who needs to carry out the action?	When is the action completed
Staff ratios are low due to absence	Staff and pupils	Schools will continue to follow Government guidelines regarding staff attendance. From September, all staff can return to school. However, should the situation change, any new advice will be followed.	Continue to monitor action identified as the	CEO Headteachers SLT	Controls in place

		<ul style="list-style-type: none"> • Those who are clinically extremely vulnerable are able to be in work from 2/12/20 following end of lockdown • Those who live with CEV people can work at school • Other vulnerable categories to meet with HT for individual RA to be completed if concerned • Where possible, the school will try to be flexible in allocating roles but this may not always be possible. • At times, staff may need to self-isolate and/or take tests which will mean absence from school. This will be managed in the same way as schools would usually manage, e.g. by re-allocating roles, using supply staff etc. <p>If the necessary ratios cannot be maintained due to staff absence, consider other actions such as:</p> <ul style="list-style-type: none"> ❖ ECHP pupil requiring additional support, to be asked to stay at home for a temporary period of time if their supporting adult is absent ❖ Contact other Trust Headteachers to ask if other staff would volunteer to be redeployed ❖ Reduce number of classes by keeping some children at home for a period of time until staff return from absence 	situation changes		
What are the hazards?	Who might be harmed and how?	What are we doing to control the risk?	What further action is needed to control the risks?	Who needs to carry out the action?	When is the action completed
Children will miss out on learning if part or all of the school needs to close due to an outbreak in the school or in the community	Pupils	<p>Remote Education Support</p> <p>The school will ensure initial systems for home learning are in place from September 7th.</p> <p>Remote Education Plan in place across Trust and timetabled for introduction at each school.</p> <p>Senior leader identified to lead on home learning across school and drive parental engagement in learning</p> <p>School to work with children whilst in school to ensure they are proficient to use home learning on TEAMS/Google</p>	<p>To implement Remote Learning Policy for school</p> <p>Training for staff on remote learning</p>	HT/SLT	

		<p>Schools to identify devices/resources that children have to work with at home and plan to fill gaps as necessary</p> <p>Purchasing of new workbooks/IT equipment/platforms to ensure access to learning at home</p> <p>Agreed Trust wide expectations of home learning for teachers, support staff and pupils</p> <p>Schools to contact parents regularly during any closure of bubbles to support home learning</p> <p>Improving Blended Learning and ensuring a smooth transition between home and school learning, is key target on School Improvement Plan 2020/21</p> <p>Schools to consider how best to support individual children who are self-isolating whilst classes are still in school</p>	<p>Training for parents on remote learning</p> <p>Agree remote learning platform if required</p> <p>Funding allocated to purchase books/devices as required</p>		
What are the hazards?	Who might be harmed and how?	What are we doing to control the risk?	What further action is needed to control the risks?	Who needs to carry out the action?	When is the action completed
Staff feel overloaded particularly in time of closure	Staff	<p>Remote Education Plan needs to give clarity about expectations for all should bubble closure be necessary</p> <p>Preparations in place so that remote learning can be activated immediately bubble is closed</p> <p>Systems in place for keeping in contact should bubble close</p> <p>Expectations for home learning to be manageable for teachers (taking into account their home circumstances) and shared where possible</p> <p>Staff workload is a regular agenda item on SLT meetings</p> <p>Well-being checks across teams each week</p> <p>To continue to provide PPA time for preparation for in school learning</p> <p>CEO to work with Headteachers to manage their well-being and workload</p> <p>If staff are working from home long term, they should follow guidance on display screen equipment in the HSE Protect homeworkers page https://www.hse.gov.uk/toolbox/workers/home.htm to ensure their work station is suitable and to avoid potential musculoskeletal disorders.</p> <p><i>There is no increased risk for people working at home temporarily but if this arrangement becomes long term the risks should be assessed</i></p>	<p>Introduce Remote learning policy</p> <p>Monitoring of staff workload stresses by phase leaders/AHTs</p> <p>Discussed in SLT</p>	<p>HT</p> <p>HT/SLT</p>	

		<ul style="list-style-type: none"> • Where individuals are self-isolating and are within the definition of 'vulnerable', school will put systems in place to keep in contact with them, offer pastoral support and check they are able to access remote education • Ensure DSL/s are aware of which vulnerable children are not in school • Organise for phone calls to be made regularly to these vulnerable children • SENCo maintains list of which children with EHCPs are at home and those in school • SENCo to risk assess any EHCP child who is not at school to ensure that needs are being met at home and keeps in regular contact with them • Ensure a member of staff with medical training is on school site at all times • If rotas are required, ensure a DSL, member of SLT and First Aider is If DSL cannot be on site, remote accessibility will suffice • Contact numbers for the MASH team are in the Child Protection Policy <p>Fire Safety:</p> <ul style="list-style-type: none"> • Ensure exit instructions in each classroom are correct that that staff working within the classroom are aware of them • To have practice fire drill shortly after opening to ensure all staff know the relevant muster points • To ensure that fire exits and muster points reduce the mixing of larger bubbles as much as possible 	<p>Regular fire drill practice to take place – first one within first 2 weeks</p>	<p>Inclusion Manager/SLT/SENCo</p>	
What are the hazards?	Who might be harmed and how?	What are we doing to control the risk?	What further action is needed to control the risks?	Who needs to carry out the action?	When is the action completed
Trips outside of the school could add anxieties to staff, children and parents due to virus transmission	Pupils /Staff	<p>No trips to be taken on public transport for the Autumn term. To be reviewed in the Spring term.</p> <p>Local walking trips possible in small group bubbles only</p> <p>Handwashing and hygiene procedures to be followed meticulously</p> <p>Coach trips out only in group bubbles</p>	<p>Consider trips out based on government advice at the time</p>	<p>HT/SLT</p>	

Update on reporting COVID-19 Nov 2020

Important information for nurseries, schools and colleges – new process for reporting positive confirmed cases of coronavirus (COVID-19) in your setting

DfE's [guidance for education and childcare settings](#) sets out the process for managing confirmed positive cases of coronavirus (COVID-19) when the individual is known to have been in a school, college or early years setting. We recognise that there have been some difficulties getting through to the local public health protection teams for advice on action to take on a positive case in the setting. As a result, from tomorrow (17 September), there will be a new dedicated advice service available to advise nurseries, schools and colleges who have been informed of a confirmed case(s) of coronavirus (COVID-19) in their setting (i.e. a pupil or staff member testing positive). We are updating our guidance to reflect this change.

This means that instead of calling your local health protection team when there is a confirmed case in your education setting, we will now be asking you to call the DfE's helpline and you will then be directed to the dedicated NHS advice team for nurseries, schools and colleges with confirmed cases.

From tomorrow, this new service can be reached by calling **DfE's existing helpline on 0800 046 8687** and selecting the option for reporting a positive case. The line will be open Monday to Friday from 8am to 6pm, and 10am to 4pm on Saturdays and Sundays. **Also inform Enfield through email - coronavirus@enfield.gov.uk**

Please only select this option if you have a confirmed case of coronavirus (COVID-19) within your nursery, school or college.

You will be put through to a team of advisors who will inform you what action is needed based on the latest public health advice, and work through a risk assessment to identify close contacts.

This new process will free up capacity of the Public Health England's local health protection teams to deal with more complex cases, for example special schools and universities, or outbreaks where there is more than one confirmed case. Advisors will be responsible for escalating these cases as necessary following a triaging of your circumstances during the call.

The new advice service has been set up to advise the following education settings: early years settings including nurseries; schools including primary schools, infant or junior schools, middle schools, secondary schools, boarding schools, special schools; and further education providers.

The DfE helpline also remains available for all other queries about coronavirus (COVID-19) relating to your education and childcare setting on 0800 046 8687. Please listen carefully to the available options and select the one most appropriate to your setting's current situation.

Contact Tracing

Definition of a contact is a person:

- Direct close contacts – face to face contact with a case for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact.
- Proximity contacts – extended close contact (within 1-2 metres for more than 15 minutes).
- Traveling in a small vehicle with an infected person

*During incubation period -2 days before the person was symptomatic up to 7 days from onset of symptoms.

**LCRC will advise as to who will need to be sent home based on contact tracing. A template letter will be provided to schools by LCRC.