

This document is integral to the schools Covid-19 Initial Planning Framework. The content of this document was produced in consultation with partnering bodies and is now final. It will be kept under review and may change, refer to the change control table on page 3. Version 16th July 2020 (3). HT and SBM in regular contact with local Health Protection team for prevention and in the event of any confirmed cases.

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Covid-19 Generic risk assessment template for the full opening of schools and childcare settings

The purpose of this template is to help schools decide which actions to take. They should undertake an appropriate COVID-19 risk assessment, just as for other health and safety related hazards. This risk assessment must be done in consultation with staff and union representatives.

Guidance for Ealing schools completing risk assessment templates

The government has announced that all children should be back in school in September. The prevalence of coronavirus (COVID-19) has decreased, the NHS Test and Trace system is up and running, and it is clearer what measures need to be in place to create safer environments within schools.

Returning to school is vital for children's education and for their wellbeing. Time out of school is detrimental for children's cognitive and academic development, particularly for disadvantaged children. This impact can affect both current levels of learning and children's future ability to learn, and therefore it is necessary to ensure all pupils can return to school sooner rather than later.

Most people who become infected with COVID-19 will experience mild symptoms, such as fever and cough and are unlikely to become severely unwell. The risk to children themselves of becoming severely ill from coronavirus (COVID-19) is very low and there are negative health impacts of being out of school. School is also a vital point of contact for public health and safeguarding services that are critical to the wellbeing of children and families. Lower academic achievement also translates into long-term economic costs due to having a less well-qualified workforce. This affects the standard of living that today's pupils will have over the course of their entire life.

In relation to working in schools, whilst it is not possible to ensure a totally risk-free environment, the Office of National Statistics analysis on [coronavirus \(COVID-19\) related deaths linked to occupations](#) suggest that staff in educational settings tend not to be at any greater risk from the disease than many other occupations. There is no evidence that children transmit the disease any more than adults.

Given the improved position, the balance of risk is now overwhelmingly in favour of children returning to school. For the vast majority of children, the benefits of being back in school far outweigh the very low risk from coronavirus (COVID-19).

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While coronavirus (COVID-19) remains in the community, this means making judgments at a school level about how to balance and minimise any risks from coronavirus (COVID-19) with providing a full educational experience for children and young people. Schools will also need to plan for the possibility of school closure as a last resort and how they will ensure continuity of education should the situation change.

The following actions for staff and pupils contribute to reducing the likelihood of COVID-19 transmission:

- Ensuring that if staff, pupils (or anyone in their household) develop symptoms of COVID-19, they stay at home, get [tested](#) and follow guidance on [household isolation](#), and ensuring that if staff or pupils are identified as a close contact of someone who has tested positive for COVID-19 by NHS Test and Trace, they stay at home and follow guidance for [people of contacts with confirmed coronavirus](#).
- [Washing hands](#) frequently for at least 20 seconds, using soap and water, or hand sanitiser where soap and water are not immediately available;
- Coughing or sneezing into tissues before binning them;
- Avoiding touching the eyes, nose or face;
- [Cleaning](#) and disinfecting regularly touched objects and surfaces using regular cleaning products;
- Minimising contact between individuals and maintaining social distancing wherever possible;
- Following government advice and guidance [on actions for the full opening of schools](#)

If the above advice is followed carefully, any risk of transmission in schools will be greatly reduced.

Further government guidance can be found at: <https://www.gov.uk/government/collections/guidance-for-schools-coronavirus-covid-19> and on coronavirus information on [Ealing Grid for Learning](#)

This Risk Assessment should be completed in conjunction with the guidance above and with schools Initial Planning Framework

Further advice can be sought by contacting either [Raj Chowdhury](#) (Children's Services) or [Steve Dunham](#) (Children's Services)

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Document Changes	Date
Original document published	22 nd May 2020
References made to EHCP children with 1-2-1 support. Hierarchy of controls added for all settings. Note added about virtual assemblies. Note added about seeking advice if required around propping of doors. Note added about cleaning of lunch areas. Note added on external providers of OT/physiotherapy and hydrotherapy sessions.	26 th May 2020
First page text amended to reflect the updated guidance on those clinically vulnerable and those clinically extremely vulnerable (shielding).	4 th June 2020
Text added about the 'Test and Trace' system and what schools should do in the event of a suspected or confirmed case.	19 th June 2020
Text added to clarify that staff members do not need to self-isolate as a precaution if they need to change 'bubbles'.	22 nd June 2020
Front page updated to reflect changes to government guidance for schools bringing back all children. Risk assessment rewrite based on amended government guidance	3 rd July 2020
As a result of trade union consultation, a reminder added for schools to adequately record details of pupils, staff and visitors on site.	8 th July 2020
In line with updated guidance, the need for strict social distancing on dedicated transport removed and schools to provide immunisation programmes as normal added.	31 st July 2020
Updated to reflect the fact that the local authority now only needs to be informed about any positive cases (not suspected cases). In line with updated government guidance, the potential use of face coverings in secondary schools added.	26 th August 2020

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School:		School address:		Review Date: (This is a dynamic document and should be reviewed and updated if there are any changes)				
Assessment Date:		What/who is being assessed? Biological hazard- Covid-19 within educational settings (This is a generic risk assessment for schools with signposts to the relevant Government guidance. Schools will need to include any specific controls they have in place to this document).						
Name of Assessor:		Amanda Hancock/ Helen Rai/ Simon Prebble (C of GB)		Responsible Person for Actions: Senior staff				
Task / Activity Area	Hazard	Who might be harmed and how?	What are your existing controls? SLT's to write what is being done now and then refer to Recommended controls: • Possible controls for consideration to be adapted or deleted as necessary	Recommended Control Measures SLT's to move Recommended Controls into Existing Controls once they have been implemented:	Action by who/when?	Likelihood of occurrence after recommend ed-controls added (L) 1-Very Unlikely 2-Unlikely 3- Possible 4- Likely 5- Very Likely	Impact (I) 1-Negligible 2- Minor 3- Moderate 4- Major 5- Extreme Impact = Estimate of harm based on specific activity	Overall Risk (L X I) + I <10 = Low 10-19 = Medium 20-30 = High

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						Likelihood = Probability of occurrence based on specific activity being assessed	being assessed	
Task / Activity Area	Hazard	Who might be harmed and how?	What are your existing controls?	Recommended Control Measures	Action by who/when?	Likelihood of occurrence after recommended controls (L)	Impact (I)	Overall Risk (L X I) + I
			RA completed and agreed with staff following consultation and published on school website		HT 20-7-20			
Entering the school	Biological hazard- Covid-19	Staff, parents and pupils could become infected with COVID-19. If so, they are likely to experience mild symptoms such as fever or cough. In severe cases, this could lead to severe illness and	Stagger drop-off and collection times Senior staff on duty at key points to check children and parents are following guidance Due to tight arrival and leaving times, children must be dropped off and collected	Parents are aware to stay at home when a child or household member develops coronavirus symptoms and access testing. Schools communicates this regularly to parents signage is around school. The school house will be used as an isolation room with PPE and screens	All Staff HT to write to parents setting out expectation and entrance and exit	2	3	(2X3) +3 = 9 (Low)

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		hospitalisation, and, in rare cases, even death	<p>promptly to avoid congestion and wider mixing.</p> <p>Parents of children from year 2 upwards not to enter school grounds or be permitted into the school building</p> <p>Cornwall Ave Gate A</p> <p>Parents may accompany children to their designated entrance but will not be permitted in the school. Once children have been dropped off they will leave the site via gate B on Lady Margaret Rd</p> <ul style="list-style-type: none"> - Nursery 8:20/3:25 - Reception 8:40/3:05 - Year 1 8:50/3:15 <p>Lady Margaret Rd Gate C</p> <ul style="list-style-type: none"> - Parents must drop their children off at the school gate and may not accompany their children on site - Year 5 8:30/2:55 - Year 4 8:40/3:05 	<p>On entry to school, staff and pupils to wash their hands with soap and water for at least 20 seconds and hands dried or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered. Skin friendly cleaning wipes can be used as an alternative.</p> <p>Visitors to be kept to a minimum and should be managed so that social distancing and protective measures are explained on or before arrival. A record should be kept of all visitors.</p> <p>Protective screening installed Guidance for school offices can be found here</p> <p>Staff can use own PPE when not teaching.</p>	<p>points/timing s</p> <p>SBM to update the school website</p> <p>Teachers to speak with children on return in relation to expectations in and around school and when entering and exiting the building-</p> <p>include guidance on safe use of sanitising products</p>			
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			<p>Windermere Rd Gate D</p> <ul style="list-style-type: none"> - Parents must drop their children off at the school gate and may not accompany their children on site - Year 6 8:30/2:55 - Year3 8:40/3:05 - Year 2 8:50/3:15 - Any staff or children displaying symptoms will be directly advised to go for a test and will not be allowed on site. - Staff working in separate bubbles should not travel in private transport together. - SLT on duty at all entry and exit times to ensure no adults come on site and maintain social distancing between pupils and pupils and teachers - Staff will not hold conversations with parents at drop off and collection, the parent must 					
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			<p>request a telephone conversation via the school office (email or phone request)</p> <ul style="list-style-type: none"> - Entry into school should be direct into classrooms where possible, where this is not possible via the shortest route available. - Pupil to be accompanied by only one parent - Visitors by appointment only - Staff to avoid using ‘Inventry’ touch screen where possible scanning bar code on badges - Staff to avoid congregating in corridors - Hand sanitiser available for use before and after signing in if needed and wipes for the screen - Movement round the school restricted- pupils and staff will be allocated spaces and should remain there. - 2 metre markers are present on floors 					
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			<ul style="list-style-type: none"> - Outdoor routes to be used where possible. - Parents must wait off site for their child to be handed over to them by the staff. - Parents encouraged to exercise social distancing - Signage in place - Only one class or year group to move around the school at any time. - <u>Government guidance</u> to be followed. 					
Vulnerable groups/ individuals	Biological hazard- Covid-19	Individuals – higher risk	<ul style="list-style-type: none"> - Individual risk assessments completed and discussed with colleagues - Arrangements will be made, by SENCo, for any pupil needing additional assistance to move around the school - Staff who need to use positive handling will be told to wash their hands afterwards. If it is possible to apply PPE before handling the child then do so. A report must be written after every 	Follow current government guidance	SLT	3	4	<p>(3 x4) +4 =16</p> <p>medium</p>

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			<p>incident and given to the HT and SENCO</p> <ul style="list-style-type: none"> - Any pupil who is vulnerable will have individual assessment with parent which will include guidance on safe use of sanitising products - Additional pastoral support from SLT provided to support families - Letters and FAQ information to be provided 					
Cleaning and Hygiene	Biological hazard- Covid-19	Staff, parents and pupils could become infected with COVID-19. If so, they are likely to experience mild symptoms such as fever or cough. In severe cases, this could lead to acute respiratory syndrome respiratory symptoms, and in rare cases, even death.	<p>All staff responsible for keeping their work areas and break areas clean and tidy</p> <p>Frequent hand cleaning and good respiratory hygiene practices</p> <p>Daily cleaning of classrooms and equipment</p> <p>Remove unnecessary items from classrooms and other learning environments where there is space to store it elsewhere</p>	<p>Follow the COVID-19: cleaning of non-healthcare settings guidance</p> <ul style="list-style-type: none"> • Clean surfaces that children and young people are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters, etc. more regularly than normal • Site manager to update COSHH assessment for sanitising products 	<p>All staff are responsible for maintaining a hygienic working environment</p> <p>SBM/Site Manager to regularly review the cleaning schedule</p>	2	3	<p>(2X3) +3 = 9 (Low)</p>

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			<p>Keep spaces well ventilated using natural ventilation (opening windows) or ventilation units</p> <p>Display hand washing poster at all entrances</p> <p>Regular site checks for hazards</p> <p>Additional cleaning throughout the day</p> <p>Lidded bins are provided in every classroom</p> <p>Bins must not be overloaded and disposed in correct bags</p> <p>Soap provided and hand sanitiser around the school with clear guidance</p> <p>Year 6 children - Mobile phones must:</p> <ul style="list-style-type: none"> - be clearly labelled - stored in a lidded box in school office- collected by Rikki <p>turned off when on school site</p>					
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			<p>Tissues provided for ‘catch it, bin it’</p> <p>PPE available for first aid and personal care and training will be given</p> <p>High contact surfaces such as door handles, walls, banisters etc cleaned throughout the day</p>					
<p>Reducing exposure and transmission of Coronavirus</p> <p>School lessons/ activities</p>	<p>Biological hazard- Covid-19</p>	<p>Staff, parents and pupils could become infected with COVID-19. If so, they are likely to experience mild symptoms such as fever or cough. In severe cases, this could lead to severe illness and hospitalisation, and, in rare cases, even death</p>	<p>Consider which lessons or classroom activities could take place outdoors</p> <p>Use the timetable and selection of classroom or other learning environment to reduce movement around the school or buildings</p> <p>No large gatherings in the halls- maximum one class of 30 for music for example- all front facing</p> <p>The library will be used by one year group then not used for 72 hours</p> <p>virtual assemblies</p>	<ul style="list-style-type: none"> Refresh the school timetable, decide which lessons or activities will be delivered. <p>Government guidance to be followed.</p> <p>Prevention:</p> <p>1) Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school</p> <ul style="list-style-type: none"> Refer to dealing with suspected and confirmed cases below 	Teachers	2	3	<p>(2X3) +3</p> <p>=</p> <p>9</p> <p>(Low)</p>

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			<p>Amended behaviour policy</p> <p>Visits from any specialist such as therapist will take place in the hub or training room with social distancing</p> <p>Any child needing to be withdrawn from the classroom will be placed in the training room with a senior member of staff supervising</p> <p>Remote learning will only continue in the event of school closure or for pupils who are advised by medical staff to not attend school</p> <p>Children are expected to wear uniform and staff must wear smart clothing but are advised to select clothing that can be frequently washed.</p> <p>The curriculum has been reviewed and staff have been trained on the importance of closing learning gaps and the recovery curriculum. Whilst some reduction of subject time will be inevitable in order to make time for catch up for core skills, we aim for the curriculum to remain broad, including creative.</p>	<p>2) Clean hands thoroughly more often than usual</p> <ul style="list-style-type: none"> • Hand washing when arriving at school, when returning from breaks, when changing rooms, before and after eating. Small children and pupils with complex needs should be helped to clean their hands properly. Skin friendly cleaning wipes can be used as an alternative. • Embed this as part of the new school culture <p>3) Ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach</p> <ul style="list-style-type: none"> • Ensure that sufficient number of tissues and bins are available • Ensure that younger children and those with complex needs are helped to get this right • Embed this as part of the new school culture 				
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			<p>Additional time in timetables allocated for PHSE and the school will promote opportunities for oracy. Y1 transition from EYFS to include increased opportunities for outdoor learning in the autumn term. Daily fitness and outdoor learning is planned for all year groups</p> <p>Additional support is allocated to each phase to allow for extra support for those children who need it most</p> <p>Behaviour policy has been reviewed in light of the DfE advice.</p> <p>We have held handover meetings btw teachers and will use this information when starting back in the autumn term. We will not conduct baseline at the start of the term and instead will allow pupils to settle and teachers to focus on TA.</p> <p>Assessment calendar is being reviewed and will be shared with staff by assessment lead.</p>	<p>4) Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach</p> <ul style="list-style-type: none"> ● Put in place a cleaning schedule that includes: <ul style="list-style-type: none"> ○ More frequent cleaning of rooms/shared areas that are used by different groups ○ Frequently touched surfaces being cleaned more than normal ○ Different groups do not 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 				
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			<p>We will use our learning regarding use of J2e for remote learning to set meaningful home learning opportunities for pupils</p>	<p>5) Minimise contact between individuals where possible</p> <ul style="list-style-type: none"> • Children and staff will no longer need to be arranged in small, consistent groups as of the 20th July 2020. • Consideration still required on how mixing can be minimised, for example, where different room are used by different age groups, keeping those groups apart as much as possible. • Until 20th July, providers to ensure that there are no more than 16 children in a single group in an early year setting. Until the end of the summer term, reception class sizes should be no more than 15. • Parents and carers should be encouraged to limit the number of settings their child attends, ideally ensuring their child only attends the same setting consistently. The same applies for staff. 				
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				<ul style="list-style-type: none"> • Where possible, settings are encouraged to avoid visitors entering the premises. Where professionals such as social workers, speech and language therapists or counselors are required, virtual appointments should be considered in the first instance. If they do need to attend in person, they need to closely follow the protective measures of the setting. The number of attendees should be kept to a minimum and social distancing should be maintained where possible. • Make use of partition screens or similar as required <p>6) The majority of staff in early years settings will not require PPE beyond what they would normally need for their work. PPE is only needed for a very small number of cases, including:</p> <ul style="list-style-type: none"> • Where an individual child becomes ill with coronavirus (COVID-19) symptoms while 				
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				<p>at a setting, and only then if a distance of 2 metres cannot be maintained</p> <ul style="list-style-type: none"> Where a child already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used See use of PPE below also <p>Response to any infection</p> <p>7) Engage with the NHS Test and Trace process:</p> <ul style="list-style-type: none"> Refer to the specific guidance available on EGfL Keep attendance records (staff, pupils and visitors) <p>8) Manage confirmed cases of coronavirus (COVID-19) amongst the school community- Use the flow chart produced by Ealing Public Health</p>				
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				<p>9) Contain any outbreak by following local health protection team advice</p> <p>Numbers 7 to 9 must be followed in every case where they are relevant</p>				
<p>Reducing exposure and transmission of Coronavirus</p> <p>(KS1 and KS2)</p>	<p>Biological hazard- Covid-19</p>	<p>Staff, parents and pupils could become infected with COVID-19. If so, they are likely to experience mild symptoms such as fever or cough. In severe cases, this could lead to severe illness and hospitalisation, and, in rare cases, even death</p>	<p>Staff will be encouraged to wear gloves when handling books and resources used by pupils.</p> <p>Avoiding contact with anyone with symptoms</p> <p>Where possible teachers should maintain 2m distancing at the front of the class.</p> <p>Face visors have been provided for teaching staff who want to wear them</p> <p>Minimising contact and mixing of 'bubbles'. Pupils will be taught in class bubbles but when in outdoor areas will be in bubbles of 90. Staff will move between bubbles for cover and specialist teaching although this will be kept to a</p>	<p>Government guidance to be followed by schools.</p> <p>As normal, schools should provide immunisation programmes on site, ensuring these will be delivered in keeping with the school's control measures</p> <p>Prevention:</p> <p>1) Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone</p>	<p>SLT</p> <p>To ensure that parents/carers are aware of action they need to take if they or any member of their family show signs of COVID-19</p> <p>Teachers</p> <p>to ensure that children know how to</p>	<p>2</p>	<p>3</p>	<p>(2X3) +3</p> <p>=</p> <p>9</p> <p>(Low)</p>

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			<p>minimum and also they will wash hands before entering</p> <p>Additional staffrooms have been designated</p> <p>Desks should be spaced as far apart as possible.</p> <p>Pupils should all be seated facing the teacher.</p> <p>Children will not sit opposite each other except in EYFS</p> <p>Children must remain in their designated seat each day</p> <p>Pupils and staff are always in the same bubble each day, and different groups are not mixed during the day, or on subsequent days. In the event of staff absence HLTAs and to a lesser degree, cover supervisors will be used to cover classes. We will aim to use staff linked to a phase but this may not always be possible.</p> <p>Those children with EHCplans will have a consistent allocated support worker except if they are absent when another adult may be allocated</p> <p>Wherever possible, staff must minimise mixing with</p>	<p>in their household who does, do not attend school</p> <ul style="list-style-type: none"> Refer to dealing with suspected and confirmed cases below <p>2) Clean hands thoroughly more often than usual</p> <ul style="list-style-type: none"> Hand washing when arriving at school, when returning from breaks, when changing rooms, before and after eating. Small children and pupils with complex needs should be helped to clean their hands properly. Skin friendly cleaning wipes can be used as an alternative. Embed this as part of the new school culture <p>3) Ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach</p> <ul style="list-style-type: none"> Ensure that sufficient number of tissues and bins are available 	<p>wash their hands properly.</p> <p>To reinforce “catch it! Bin it! Kill it!” protocols</p>			
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			<p>colleagues from other ‘bubbles’ or teams and instead should contact via zoom calls or in rooms where effective social distancing can be maintained.</p> <p>Display social distancing poster at all entrances</p> <p>No use of carpet areas</p> <p>2 metre markers are present on floors around the school.</p> <p>Children will be given their own pack of equipment</p> <p>Specific timetables for breaks, toilet visits, lunches and handwashing</p> <p>Only one class or ‘bubble’ to move around the school at any time.</p> <p>Children and staff are not permitted to enter any corridors or classrooms that are not linked to their ‘bubble’ with the exception of SLT who will remain in designated spaces</p> <p>Classrooms will be well ventilated with windows and doors left open. This may result in the rooms being colder than is usual or</p>	<ul style="list-style-type: none"> • Ensure that younger children and those with complex needs are helped to get this right • Embed this as part of the new school culture • Some pupils with complex needs will struggle to maintain as good respiratory hygiene as their peers, for example those who spit uncontrollably or those who use saliva as a sensory stimulant. This should be considered in the pupil risk assessments. <p>4) Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach</p> <ul style="list-style-type: none"> • Put in place a cleaning schedule that includes: • More frequent cleaning of rooms/shared areas that are used by different groups • Frequently touched surfaces being cleaned more than normal 				
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			<p>comfortable. Staff and pupils advised to dress appropriately and no additional heaters to be used.</p> <p>All classroom doors must be kept open.</p> <p>Air conditioning not to be used in the library. It is in the server room but no staff sit in there.</p> <p>Azteq to be relocated.</p> <p>Policies updated to provide relevant guidance to staff and parents</p> <p>Regular access to the outside</p> <p>Staggered break times and allocated outdoor play zones</p> <p>No contact sports or games</p> <p>Increased cleaning and regular checks by site staff for hazards</p> <p>Some children will eat their lunches in the classrooms</p>	<ul style="list-style-type: none"> • Different groups do not 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 • Individual and frequently used equipment such as pens and pencils should not be shared. Classroom based resources such as books and games and be shared but these should be cleaned regularly. • Pupils to limit the amount of equipment they bring in each day to essentials such as; lunch boxes, hats, coats, books, stationery and mobile phones. Bags are allowed. • Books and other shared resources can be taken home, although unnecessary sharing should be avoided. Similar rules on hand cleaning, cleaning of the resources and rotation apply to these resources. 				
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				<ul style="list-style-type: none"> Resources that are shared between classes and ‘bubbles’ such as sports, arts and science equipment should be cleaned frequently and meticulously, and always between bubbles, or rotated to allow them to be left unused for a period of 48 hours (72 hours for plastics) between use by different bubbles. An assessment of the cleanability of equipment used in the delivery of therapies (for example, physiotherapy equipment and sensory equipment), to determine whether this equipment can withstand cleaning and disinfection between each use (and how easy or practical it would be to do so) before it is put back into general use. Where cleaning or disinfection is not possible or practical, resources will have to be restricted to one user, or be left unused for a period of 48 hours (72 hours for plastics) 				
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				<p>between use by different individuals.</p> <p>5) Minimise contact between individuals and maintain social distancing wherever possible (this must be properly considered and measures put in place by schools that suit their particular circumstances)</p> <ul style="list-style-type: none"> • Use of staff rooms should be minimised, although staff must still have breaks during the day • Maintaining consistent groups remains important but the ‘bubble’ sizes can be increased as of September 2020: • KS1 and KS2 are likely to implement groups the size of a full class • Schools to assess their individual circumstances and if class-sized groups are not feasible, they can look to implement year group sized ‘bubbles’. • ‘Bubbles’ should be kept apart from other groups 				
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				<p>where possible and older children should be encouraged to keep their distance within groups.</p> <ul style="list-style-type: none"> • Limit interaction, sharing of rooms and social spaces between groups as much as possible • All teachers and other staff can operate across different classes year groups, and schools whilst maintaining social distancing (ideally 2m) as much as they can where possible. In particular, staff should avoid close face to face contact and minimise time spent within 1 metre of anyone. • Small adaptations to classrooms to be made to support social distancing where possible. This includes seating pupils side by side and facing forwards. • For children old enough, they should be supported and encouraged to maintain distance and not to touch staff or their peers where possible 				
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				<ul style="list-style-type: none"> • Large gatherings such as assemblies or collective worship should be avoided • Groups should be kept apart and movement around the school kept to a minimum. Avoid creating busy areas such as corridors and stairs. • Consider staggering break and lunch times • Where pupils are singing, chanting, playing wind/brass instruments or are shouting in music lessons, schools should consider how to reduce the risk, including physical distancing, playing outside where possible, limiting group sizes to no more than 15, positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation. Singing, wind and brass playing should not take place in larger groups such as school choirs and ensembles, or school assemblies • Some pupils with SEND will need specific help and 				
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				<p>preparation for the changes to the old routine. This will involve planning and the use of social stories in some cases, for example.</p> <ul style="list-style-type: none"> • Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual • Where a pupil routinely attends more than one setting on a part time basis, for example they are registered at a mainstream school and an alternative provision for example, schools should work through the systems of controls collaboratively • Visitors should be limited and managed so that social distancing and personal hygiene expectations are explained on or before arrival. A record should be kept of all visitors. <p>6) See use of PPE in the section below</p>				
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				<p>Numbers 1 to 4 must be in place in all schools, all the time</p> <p>Response to any infection</p> <p>7) Engage with the NHS Test and Trace process:</p> <ul style="list-style-type: none"> Refer to the specific guidance available on EGfL Keep attendance records (staff, pupils and visitors) <p>8) Manage confirmed cases of coronavirus (COVID-19) amongst the school community- Use the flow chart produced by Ealing Public Health</p> <p>9) Contain any outbreak by following local health protection team advice</p> <p>Numbers 7 to 9 must be followed in every case where they are relevant</p>				
Reducing exposure and transmissio	Biological hazard-	Staff, parents and pupils could become infected with COVID-19. If so, they are likely to experience	<ul style="list-style-type: none"> Avoiding contact with anyone with symptoms Staggering start and finish times 	Government guidance to be followed.	EYFS lead	3	3	(3X3) +3 = 12

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<p>n of Coronavirus (Early Years and Reception)</p>	<p>Covid-19</p>	<p>mild symptoms such as fever or cough. In severe cases, this could lead to severe illness and hospitalisation, and, in rare cases, even death</p>	<ul style="list-style-type: none"> - Minimising contact and mixing of groups - Bubbles will be year groups - Pupils and staff are in the same groups each day, and different groups are not mixed during the day, or on subsequent days (staff members do not need to self-isolate as a precaution if they need to change ‘bubbles’) - Government guidance to be followed. <p>Sand is not to be used. Equipment to be regularly washed</p> <p>Individual playdough for doe Disco is in labelled pots for individual use</p> <p>Playdough to be made and used within bubble and then discarded at the end of the day</p> <p>No tooth brushing activities to take place currently</p>	<p>As normal, schools should provide immunisation programmes on site, ensuring these will be delivered in keeping with the school’s control measures</p> <p>The early years foundation stage (EYFS) statutory framework still applies.</p> <p>Prevention:</p> <p>1) Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school</p> <ul style="list-style-type: none"> • Refer to dealing with suspected and confirmed cases below <p>2) Clean hands thoroughly more often than usual</p> <ul style="list-style-type: none"> • Hand washing when arriving at school, when returning 				<p>(medium)</p>
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			<p>PPE and training provided for all personal care</p> <p>For children who need changing in R – a staff member will bring them to the disabled toilet and will be joined by a member of the admin team for safeguarding purposes (who will not need PPE)</p>	<p>from breaks, when changing rooms, before and after eating. Small children and pupils with complex needs should be helped to clean their hands properly. Skin friendly cleaning wipes can be used as an alternative.</p> <ul style="list-style-type: none"> • Embed this as part of the new school culture <p>3) Ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach</p> <ul style="list-style-type: none"> • Ensure that sufficient number of tissues and bins are available • Ensure that younger children and those with complex needs are helped to get this right • Embed this as part of the new school culture <p>4) Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach</p>				
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				<ul style="list-style-type: none"> • Put in place a cleaning schedule that includes: • More frequent cleaning of rooms/shared areas that are used by different groups • Frequently touched surfaces being cleaned more than normal • Different groups do not 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 <p>5) Minimise contact between individuals where possible</p> <ul style="list-style-type: none"> • Children and staff will no longer need to be arranged in small, consistent groups as of the 20th July 2020. • Consideration still required on how mixing can be minimised, for example, where different room are used by different age groups, keeping those groups apart as much as possible. 				
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				<ul style="list-style-type: none"> • Until 20th July, providers to ensure that there are no more than 16 children in a single group in an early year setting. Until the end of the summer term, reception class sizes should be no more than 15. • Parents and carers should be encouraged to limit the number of settings their child attends, ideally ensuring their child only attends the same setting consistently. The same applies for staff. • Where possible, settings are encouraged to avoid visitors entering the premises. Where professionals such as social workers, speech and language therapists or counselors are required, virtual appointments should be considered in the first instance. If they do need to attend in person, they need to closely follow the protective measures of the setting. The number of attendees should be kept to 				
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				<p>a minimum and social distancing should be maintained where possible.</p> <ul style="list-style-type: none"> • Make use of partition screens or similar as required <p>6) The majority of staff in early years settings will not require PPE beyond what they would normally need for their work. PPE is only needed for a very small number of cases, including:</p> <ul style="list-style-type: none"> • Where an individual child becomes ill with coronavirus (COVID-19) symptoms while at a setting, and only then if a distance of 2 metres cannot be maintained • Where a child already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used • See use of PPE below also <p>Response to any infection</p>				
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				<p>7) Engage with the NHS Test and Trace process:</p> <ul style="list-style-type: none"> Refer to the specific guidance available on EGfL Keep attendance records (staff, pupils and visitors) <p>8) Manage confirmed cases of coronavirus (COVID-19) amongst the school community- Use the flow chart produced by Ealing Public Health</p> <p>9) Contain any outbreak by following local health protection team advice</p> <p>Numbers 7 to 9 must be followed in every case where they are relevant</p>				
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<p>Reducing exposure and transmission of Coronavirus</p> <p>Extra-Curricular provisions (boosters and after-school clubs)</p>	<p>Biological hazard-Covid-19</p>	<p>Staff, parents and pupils could become infected with COVID-19. If so, they are likely to experience mild symptoms such as fever or cough. In severe cases, this could lead to severe illness and hospitalisation, and, in rare cases, even death</p>	<p>- Provision previously closed (can resume in Sept 2020)</p>	<ul style="list-style-type: none"> • Consideration to be given on how such provisions can work alongside schools’ wider protective measures, including keeping children within their ‘bubbles’ where possible. • If keeping pupils within their bubbles during the school day not possible, then small consistent groups should be formed. • Schools to follow specific guidance on protective measures for out of school settings. This includes the consideration of group sizes. • Keep attendance records (staff, pupils and visitors) 	<p>SLT</p>	<p>2</p>	<p>3</p>	<p>(2X3) +3 = 9 (Low)</p>
<p>Outdoor activities including use of playgrounds</p>	<p>Biological hazard-Covid-19</p>	<p>Staff, parents and pupils could become infected with COVID-19. If so, they are likely to experience mild symptoms such as fever or cough. In severe cases, this could lead to severe illness and hospitalisation, and, in rare cases, even death</p>	<p>- Stagger breaks and lunches</p> <p>- Keep pupils in ‘bubbles’</p> <p>- Outdoor playground equipment will not be in use initially</p> <p>- Bubble kits of play equipment will be provided.</p>	<ul style="list-style-type: none"> • Outdoor playground equipment should be more frequently cleaned. This would also apply to resources used inside and outside by wraparound care providers. • Outdoor activities to be prioritised where possible, and large indoor spaces used where it is not, maximising 	<p>SLT</p>	<p>2</p>	<p>3</p>	<p>(2X3) +3 = 9 (Low)</p>

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				<p>distancing between pupils and paying special attention to cleaning and hygiene.</p> <ul style="list-style-type: none"> Schools are able to work with external coaches, clubs and organisations for curricular and extra-curricular activities where safe to do so. Schools to follow specific Government advice on the phased return of sport and recreation. Keep attendance records (staff, pupils and visitors) 				
Educational visits	Biological hazard-Covid-19	Staff, parents and pupils could become infected with COVID-19. If so, they are likely to experience mild symptoms such as fever or cough. In severe cases, this could lead to severe illness and hospitalisation, and, in rare cases, even death	<ul style="list-style-type: none"> No overnight trips Local trips only for the first term if restrictions are still in place in spring will be reviewed. 	<ul style="list-style-type: none"> Keep pupils with consistent groups Following the Covid-19 secure measures at the destination Make use of the local outdoor spaces. Early years providers can take small groups of children to outdoor public spaces, provided that they can demonstrate that they can stay 2 meters away from other people at all times. 	SBM	2	3	<p>(2X3) +3 = 9 (Low)</p>

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				<ul style="list-style-type: none"> To carry out a risk assessment of all educational visits as per the Ealing Council ‘There and Back Again’ policy. Keep attendance records (staff, pupils and any contacts) 				
Lunch	Biological hazard-Covid-19	Staff, parents and pupils could become infected with COVID-19. If so, they are likely to experience mild symptoms such as fever or cough. In severe cases, this could lead to severe illness and hospitalisation, and, in rare cases, even death	<ul style="list-style-type: none"> Stagger lunch times, so that all children are not moving around the school at the same time. To reduce congestion in the dining hall older children will eat their lunch in their classrooms. Lunches delivered to classroom door only. Lunch in the groups pupils are already in, groups should be kept apart as much as possible and tables should be cleaned between each group School lunches provided in disposable containers. 	<ul style="list-style-type: none"> School kitchens to continue to operate but must comply to the guidance for food businesses on Coronavirus PPE is available visors 	AHT (TB)	2	3	(2X3) +3 = 9 (Low)

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			<ul style="list-style-type: none"> - Younger children dining in the lunch hall can sit next to each other but must not be seated facing each other. - SMSAs to regularly wipe down tables during and between sittings - Timings must be adhered to in order to reduce the risk of mixing. - Before eating, Pupils to wash their hands with soap and water for at least 20 seconds and hands dried or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered - Pupils are encouraged not to touch their mouth, eyes and nose - Use halls, dining areas and internal and external sports facilities for lunch and exercise at half capacity. 					
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			<ul style="list-style-type: none"> - Consider one-way circulation or place a divider down the middle of the corridor to keep groups apart as they move through the setting where spaces are accessed by corridors. - Where possible, all spaces should be well ventilated using natural ventilation (opening windows) or ventilation units. - Prop doors open, where safe to do so (bearing in mind fire safety and safeguarding- schools will need to make a decision on this and seek advice where needed), to limit use of door handles and aid ventilation - Dining hall activities (including cleaning of the lunch area) to be managed, ultimately by the school and supported by the catering provider. 						
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Transport Arrangements	Biological hazard-Covid-19	Staff, parents and pupils could become infected with COVID-19. If so, they are likely to experience mild symptoms such as fever or cough. In severe cases, this could lead to severe illness and hospitalisation, and, in rare cases, even death	Staff parents and students are encouraged to walk or cycle to their education setting where possible, or use private vehicles Any staff travelling on public transport are advised to avoid travel at peak time and wear PPE.	<ul style="list-style-type: none"> Schools, parents and students should follow the Coronavirus (COVID-19): safer travel guidance for passengers Pupils on dedicated school services do not mix with the general public on those journeys and tend to be consistent. This means that the advice for passengers on public transport to adopt a social distance of two metres from people outside their household or support bubble, or a ‘one metre plus’ approach where this is not possible, will not apply from the autumn term on dedicated transport. Dedicated transport providers to consider: How pupils are grouped together on transport (reflect bubbles that are adopted within schools) 	SLT	2	3	(2X3) +3 = 9 (Low)
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				<ul style="list-style-type: none"> • use of hand sanitiser upon boarding and/or disembarking • additional cleaning of vehicles • organised queuing and boarding where possible • distancing within vehicles wherever possible • the use of face coverings for children over the age of 11, where appropriate, for example, if they are likely to come into very close contact with people outside of their group or who they do not normally meet • Public transport: • Use by pupils to be kept to a minimum, especially during peak times • Face coverings to be used by children over the age of 11 • Childminders and other early years settings to work with parents to agree how best to 				
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				manage any necessary journeys, for example pick-ups and drop-offs at school, to reduce the need for a provider to travel with groups of children. If a pick up or drop off is required, walking is preferable. If not practicable, then a private vehicle is preferable to public transport.				
Dealing with suspected and confirmed cases of Covid-19	Biological hazard-Covid-19	Staff, parents and pupils could become infected with COVID-19. If so, they are likely to experience mild symptoms such as fever or cough. In severe cases, this could lead to severe illness and hospitalisation, and, in rare cases, even death	- Where the child, young person or staff member tests negative, they can return to their setting and the fellow household members can end their self-isolation.	<p>Suspected cases:</p> <p>If a child, young person or staff member develops symptoms compatible with coronavirus, they should be sent home and the stay at home guidance followed. They should also get a test as soon as possible. All schools will be provided with a small number of home testing kits that they can give directly to parents/carers collecting a child who has developed symptoms at school, or staff who have developed symptoms at school, where they think providing one</p>	HT/SBM	2	3	(2X3) +3 = 9 (Low)

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				<p>will significantly increase the likelihood of them getting tested. Advice will be provided alongside these kits.</p> <p>If a child is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age of the child and with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people. If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom should be cleaned and disinfected using standard cleaning products before being used by anyone else.</p> <p>Additional actions include:</p> <ul style="list-style-type: none"> • Follow guidance on cleaning • Consider informing parents of students in the relevant 				
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				<p>‘bubble’ that a student or staff member has developed symptoms of COVID-19 (if was at school during the ‘infectious period’ 48 hours before and whilst symptomatic), but they are not required to self-isolate.</p> <ul style="list-style-type: none"> • Ensure stock of PPE in case further symptomatic cases on site • Await test results (48-72 hours) <p>Confirmed cases: If a child, young person or staff member tests positive the school should:</p> <ul style="list-style-type: none"> • Contact Public Health England London Coronavirus Response Cell (LCRC) on 0300 303 0450 • Inform Steve Dunham DunhamS@ealing.gov.uk or 07940 546 263) or Raj Chowdhury (ChowdhuryR@ealing.gov.uk or 07568 130165) and the Council’s public health team (publichealth@ealing.gov.uk) 				
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				<p>Public Health England should work with the school to:</p> <ul style="list-style-type: none"> • Undertake a risk assessment • Identify and notify close contacts (e.g. students and staff within the relevant ‘bubble’) of the need to follow guidance for contacts of people with possible or confirmed coronavirus who do not live with the person including isolation for 14 days • Identify any further actions needed <p>Local outbreaks</p> <ul style="list-style-type: none"> • If a local area sees a spike in infection rates that is resulting in localised community spread, it will be decided which measures to implement to help contain the spread. The Department for Education will be involved in decisions at a local and national level affecting a geographical area, and will support appropriate authorities and individual 				
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				<p>settings to follow the health advice.</p> <ul style="list-style-type: none"> Public Health England may advise a school or a number of schools to close temporarily to help control transmission. Schools will also need a contingency plan for this eventuality. This may involve a return to remaining open only for vulnerable children and the children of critical workers, and providing remote education for all other pupils. 				
Use of PPE	Biological hazard-Covid-19	Staff, parents and pupils could become infected with COVID-19. If so, they are likely to experience mild symptoms such as fever or cough. In severe cases, this could lead to severe illness and hospitalisation, and, in rare cases, even death	Individual pupil risk assessment and/or behavioural support plan to be reviewed and updated. Staff related risk assessments to be updated for those that are vulnerable, such as those who are pregnant	In line with updated government guidance on face coverings in education, the use of face coverings for staff and pupils over the age of 12 in communal areas (such as corridors) is left at the discretion of the school. In areas of local intervention (lockdown), face covering should be worn by staff and pupils over the age of 12 in communal areas (such as corridors). Guidance on making a	HT/SBM	2	3	(2X3) +3 = 9 (Low)

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			<p>Any staff member who has to administer first aid or personal care will be provided with PPE</p> <p>LMPS have prepared a limited amount of PPE</p> <ul style="list-style-type: none"> - Disposable gloves; - Disposable apron; - Fluid resistant (type IIR) surgical mask; - Eye protection where there is a risk of splashing of bodily fluids. <p>PPE will also be provided in the following cases:</p> <p>Children, young people and students whose care routinely already involves the use of PPE due to their intimate care needs.</p> <p>If a child, young person or other learner becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home, and a</p>	<p>simple face covering can be found here.</p> <p>For staff looking after children with complex special educational needs and providing direct personal care (at a distance of less than 2 metres), the following PPE should be available for use by school staff:</p> <ul style="list-style-type: none"> • Disposable gloves; • Disposable apron; • Fluid resistant (type IIR) surgical mask; • Eye protection where there is a risk of splashing of bodily fluids. <p>PPE should also be provided in the following cases:</p> <ul style="list-style-type: none"> • Children, young people and students whose care routinely already involves the use of PPE due to their intimate care needs. • If a child, young person or other learner becomes unwell with symptoms of coronavirus while in their 				
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			<p>distance of 2 metres cannot be maintained</p>	<p>setting and needs direct personal care until they can return home, and a distance of 2 metres cannot be maintained.</p> <ul style="list-style-type: none"> External providers of OT/ physiotherapy/ hydrotherapy sessions should provide their own PPE. School staff will be provided with PPE as required. <p>The Family Information Service can arrange for this PPE to be delivered to schools via the Family Information Service – children@ealing.gov.uk tel. 0208 825 5588</p> <p>The following Government video shows how PPE should be put on and taken off.</p> <p>PPE should be disposed of in line with Government guidance on cleaning in non-healthcare settings.</p> <p>Government guidance on PPE to be followed.</p>					
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Administering First aid/ Medication	Biological hazard-Covid-19	Staff, parents and pupils could become infected with COVID-19. If so, they are likely to experience mild symptoms such as fever or cough. In severe cases, this could lead to severe illness and hospitalisation, and, in rare cases, even death	Schools have a suitable number of staff on duty Any staff member who has to administer first aid or personal care will be provided with PPE Supporting Pupils with Medical Conditions Policy has been updated. Schools have a first aid risk assessment and medication policy in place	<ul style="list-style-type: none"> • St John's Ambulance advice followed by first aiders during the Covid-19 pandemic. • Guidance on the number of first aiders required provided here • Administering first aid and medication risk assessments to be amended by schools • Government PPE guidance followed. 	SENCo/ SBM	2	3	(2X3) +3 = 9 (Low)
Leaving the school	Biological hazard-Covid-19	Staff, parents and pupils could become infected with COVID-19. If so, they are likely to experience mild symptoms such as fever or cough. In severe cases, this could lead to severe illness and hospitalisation, and, in rare cases, even death	Stagger drop-off and collection times Parents not to enter school grounds Staff, parents and pupils are encouraged to walk or use private vehicles where possible Those staff who use public transport are offered showering facilities Anyone travelling on public transport must wear a face mask and gloves and dispose of	<ul style="list-style-type: none"> • Staff and pupils to wash their hands with soap and water for at least 20 seconds and hands dried or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered. Skin friendly cleaning wipes can be used as an alternative. 	SLT	2	3	(2X3) +3 = 9 (Low)

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			<p>them on entry to school site. (The school will not provide these face coverings)</p> <p>Parents required to provide suitable wipes for children to wipe down bicycles or scooters before use at the end of the day</p> <p>Pupils are expected to attend school. Allowances re timing will be given for those on public transport so they can avoid peak times. No allowance will be made for non- attendance unless there is medical evidence</p>					
Staff and pupil well-being during this period			<p>Staff will be entitled to work at home when it is agreed by the HT</p> <p>We do not anticipate any additional workload, for teachers and teaching assistants, as a result of the measures but will review workload through our teams at regular intervals. Staff will have a timetable with clearly</p>		SLT	2	2	4

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			<p>organised PPA, NQT and leadership time allocated</p> <p>Senior leaders continuing to update staff as situations develop and through teams.</p> <p>All staff will be kept informed of any staff or child who tests positive for COVID and any such information will be treated as urgent and local health advisors will be informed and advise followed</p> <p>Staff are responsible for ensuring that they have read and understood any guidance/ instruction in relation to COVID-19.</p> <p>Staff who have been advised to shield are able to return to work on 2nd September</p> <p>All staff should be fully aware of their own responsibilities for maintaining a safe and healthy environment.</p>					
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			<p>All staff to use common sense at all times to take reasonable care for their own safety and that of others.</p> <p>All Staff to report any identified hazards to the Head Teacher/SBM without delay.</p> <p>Staff to be reminded at all times to ensure they are following social distancing guidance</p> <p>All staff training will be organised in small groups up to a maximum of 12 people, utilising Zoom where appropriate or in a well ventilated room, large enough to maintain social distancing</p> <p>Absence managed within the bubbles and SLT to support allocated bubbles</p> <p>It may be necessary to close groups if staff absence is too high</p>					
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			<p>Individual risk assessments with members of staff completed</p> <p>Senior leaders to keep a check that staff are feeling ok</p> <p>Use of counselling service for staff</p> <p>Regular hand washing must be observed. All staff must social distance in shared areas</p> <p>Information provided to all parents and carers</p> <p>Work with counselling service to establish needs on arrival back at school</p> <p>Regular time for PHSE planned in the bubbles and through assembly themes</p> <p>Regular updates for online safety for all parents and pupils.</p> <p>Survey to be administered and risk assessments for stress as</p>					
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			<p>required and referrals made to OHU.</p> <p>All staff have been informed that holidays booked prior to the quarantine announcement, which result in time at home, will be able to work from home and be paid. Any colleague who now books a holiday or has booked one since the announcement and is unable to return due to lockdown or quarantine will not be paid. All staff given clear notice.</p> <p>All staff have been informed that the appraisal process has been suspended and this has not affected their pay review.</p>						
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Education interruption	Children not having access to learning in school		<p>Plans have been made regarding remote learning via J2E. Microsoft 365 is being implemented to allow for use of Teams as well as Zoom for group work.</p> <p>Paper packs to be distributed</p> <p>Key worker and vulnerable children group established</p> <p>Data collated on vulnerable families and access to IT</p>	Public Health England may advise a school or a number of schools to close temporarily to help control transmission. Schools will also need a contingency plan for this eventuality. This may involve a return to remaining open only for vulnerable children and the children of critical workers, and providing remote education for all other pupils.	HT	3	4	<p>3 x 4 = 12 = 4 16 (medium)</p>
Managing contractors and external services	Additional transmission possible		<p>All risk assessment reviewed by SBM in line with LA guidance</p> <p>Managing contractors policy is in place</p> <p>SBM will share risk assessment with external parties</p> <p>Safeguarding leaflet to be updated for September to include guidance re COVID</p> <p>Azteq will be allocated areas/bubble to work on at each visit by SBM</p>		SBM/HT	2	3	<p>(2X3) +3 = 9 (Low)</p>

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Likelihood:						
Very Likely	5	6	12	18	24	30
Likely	4	5	10	15	20	25
Possible	3	4	8	12	16	20
Unlikely	2	3	6	9	12	15
Very Unlikely	1	2	4	6	8	10
		1	2	3	4	5
Impact:	Negligible	Minor	Moderate	Major	Extreme	

This document will be reviewed again prior to opening in September as it is a dynamic document and changes may be required in light of DfE guidance.

Individual risk assessments are used alongside this document to protect vulnerable staff. We will write risk assessments for anyone who has health issues and anyone who has previously been shielding