Merton Council Covid-19 – Risk Assessment Tool for the September Opening of Schools – updated for 20th January 2022

Introduction

Government guidance stipulated that, to prepare for wider opening from 1 June 2020, every setting must carry out a risk assessment before opening. Following the government guidance that schools should open to all pupils from September 2020 it was outlined that schools should revisit and update their risk assessments (building on the learning to date and the practices they have already developed) to consider the additional risks and control measures to enable a return to full capacity in the autumn term and in line with the government's 'Guidance for full opening: schools' published on 2 July 2020. The government guidance clarifies that this is to inform school decisions and control measures - a risk assessment is not about creating huge amounts of paperwork, but rather about identifying sensible measures to control the risks in the workplace, and the role of others in supporting that. The risk assessment will help school leaders and employers decide whether they have done everything they need to.

Schools should also review and update their wider risk assessments and consider the need for relevant revised controls in respect of their conventional risk profile considering the implications of coronavirus (COVID-19).

The original Merton Council Risk Assessment Tool was designed to meet this requirement, referencing the specific government guidance; it has now been updated to reflect the government requirements and updated guidance up to 8 July 2020.

Due to the need to provide this quickly to schools we cannot guarantee that it is exhaustive and is not a substitute for reading the latest government guidance and in particular 'Guidance for full opening: schools' Published 2 July 2020, but also some previously published guidance that provides some more details.

Guidance for full opening: schools Published 2 July 2020, 7th September 2020, 17th September 2020, 21st September 2020, 20th October 2020, 5th November 2020, 26th November 2020, 14th December 2020, 14th January 2021, 10th May 2021, 1st September 2021
https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak?utm_source=572d62e4-ce85-4056-8338-e87b1cbaf0c5&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate

Education and childcare settings:
Coronavirus (COVID-19): Education and childcare - GOV.UK (www.gov.uk)

Find out the coronavirus restrictions in your local area:
Find out the coronavirus restrictions in your local area - GOV.UK (www.gov.uk)

Preventing and controlling infection, including the use of PPE, in education, childcare and children's social care settings during the coronavirus outbreak 14 May 2020, 16 June 2020, 21 July 2020, 13 November 2020, 1st September 2021
https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care?utm_source=44bd7d85-a51f-49e1-9c45-34955547f19d&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediatehttps://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care?utm_source=44bd7d85-a51f-49e1-9c45-34955547f19d&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate

What parents and carers need to know about early years' providers, schools and colleges in the autumn term, updated 1 September 2020, 27 November

https://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-in-the-autumn-term

Coronavirus (COVID-19): safer travel guidance for passengers updated 14 September 2020, 2 December 2020, 1st September 2021,
https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers

The 'Implementing protective measures' document clarifies that there are important actions that children and young people, their parents and those who work with them can take during the coronavirus outbreak, to help prevent the spread of the virus, dealing with direct transmission (for instance, when in close contact with those sneezing and coughing) and indirect transmission (via touching contaminated surfaces). A range of approaches and actions should be employed to do this. These can be seen as a hierarchy of controls that, when implemented, creates an inherently safer system, where the risk of transmission of infection is substantially reduced. These include:

1. MINIMISE CONTACT WITH UNWELL INDIVIDUALS - minimising contact with individuals who are unwell by ensuring that those who have coronavirus symptoms, or who have someone in their household who does, do not attend childcare settings, schools or colleges
2. CLEANING HANDS - cleaning hands more often than usual - wash hands thoroughly for 20 seconds with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered
3. RESPIRATORY HYGIENE - ensuring good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach
4. CLEANING REGIME - cleaning frequently touched surfaces often using standard products, such as detergents and bleach
5. ALTERING THE ENVIRONMENT AND ORGANISATION TO MINIMISE CONTACT - minimising contact and mixing by altering, as much as possible, the environment (such as classroom layout) and timetables (such as staggered break times). The 'Guidance for full opening' places more emphasis on organisation of the school to minimise contact between groups.

This risk assessment tool therefore retains these measures, and then "other" measures such as staff and pupil wellbeing, and staff levels to provide a safe environment, but also updates to reflect the Schools Covid-19 Operational Guidance, August 2021. This summarises the important requirements within the context of providing for the resumption of the full range of curriculum subjects and vulnerable children including those with special educational needs.

"The government continues to manage the risk of serious illness from the spread of the virus. Step 4 marked a new phase in the government's response to the pandemic, moving away from stringent restrictions on everyone's day-to-day lives, towards advising people on how to protect themselves and others, alongside targeted interventions to reduce risk. As COVID-19 becomes a virus that we learn to live with, there is now an imperative to reduce the disruption to children and young people's education - particularly given that the direct clinical risks to children are extremely low, and every adult has been offered a first vaccine and the opportunity for 2 doses by mid-September.

Our priority is for you to deliver face-to-face, high-quality education to all pupils. The evidence is clear that being out of education causes significant harm to educational attainment, life chances, mental and physical health.

We have worked closely with the Department of Health and Social Care (DHSC) and Public Health England (PHE) to revise this guidance."

Control measures include:
- Ensure good hygiene for everyone.
- Maintain appropriate cleaning regimes.
- Keep occupied spaces well ventilated.
- Follow public health advice on testing, self-isolation and managing confirmed cases of COVID-19.

Please note with regards to the 'hazards and issues' many of these are taken directly from government guidance, but **all must be considered in the context of individual schools**.

It should be noted that the tool does not provide for the standard 'Likelihood x Severity' risk assessment process. The expectation is that the addressing government prescribed control measures will control the risk, but where this cannot be met there would be the need for a further more formal risk assessment.

Risk Assessment Tool

No	Theme ('Hierarchy of Controls')	Hazards and issues as per government guidance	Control measures – in existence or to be actioned	Action Complete		Further Risk Assessment Required	
				Y	N	Y	N
	Staff and students should stay at home and not attend if they have symptoms, have tested positive, even if asymptomatic. No person with Covid-19 symptoms will attend school. Testing is available. The school and all members must follow Government and NHS guidance on testing, track and trace. The school will also follow advice from PHE and the Local Authority.						
1	**Individuals vulnerable to serious infection attending school**	We are expecting everyone to be able to return to school: Staff and parents should follow government guidance. • Clinically extremely vulnerable and clinically vulnerable people are now advised that they can return to work from 1 August as long as they maintain social distancing where possible. • If deemed clinically extremely vulnerable due to pre-existing medical conditions, a risk assessment will be in place. • The government has indicated that people of the BAME (Black and Asian minority ethnic groups) are at greater risk of covid-19, a risk assessment will be carried if requested.	1. Risk assessments will be carried out for staff members that require one, these will be reviewed by their line manager and SLT. 2. All staff that were previously deemed extremely clinically vulnerable will need to update the individual risk assessment when there is a change in government guidance. PPE will the discussed and additional precautions you may wish to take. 3. Clinically extremely vulnerable staff and students was paused on Thursday 1st April 2021. Unless advised by GP or clinician. CEV staff and students are no longer advised to shield and to follow the same guidance as everyone else. CEV must continue to follow the national restrictions that are in place for everyone. 4. The employer should complete a workplace risk assessment for pregnant staff, if the school is unable to put the necessary control measures in place or adjustments to the job, they should work from home. https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19	Y Y Y Y		Y Indivi duals staff or stude nt R/A	

				Y			
				Y			
2	**Unwell/ suspected unwell individuals, taking swift action to contact the local health protection team, and use of NHS Test and Trace**	Minimise contact with individuals who are unwell by ensuring that those who have coronavirus symptoms, or who have someone in their household who does, or have tested positive in the last 7 days, do not attend school, and ensuring anyone developing those symptoms during the school day is sent home. • Plan the school level response should someone fall ill on site (following 'Implementing Protective Measures' additional questions guidance). • All pupils who show symptoms to be isolated as soon as they appear in a specific space. • All staff who show symptoms to be supported to return home as soon as possible. • All symptomatic staff and pupils to be guided towards testing opportunities. • Set aside space for symptomatic people to isolate before they go home. • Staff supporting any symptomatic child should wear PPE. **Swift action to report and work with local health protection team and NHS Test and Trace** Schools must take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19), as per the Local Authority's flow chart. Schools must ensure they understand the flowchart and the NHS Test and Trace process. Schools must ensure that staff members and parents/carers understand that they will need to be ready and willing to: • book a test if they are displaying symptoms. • provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test & Trace • self-isolate if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19)	1. First aid treatment will continue in line with existing school guidance 2. If person has covid-19 symptoms – must be sent to MH first aid room and alert first aid staff by radio or phone. 3. PPE for first aiders, gloves, apron, masks for suspected covid-19 cases. 4. Non-contact thermometers can be found in MH, Innes reception and PE office. To be used if suspected covid-19 symptoms. 5. Person will remain in MH first aid room whilst waiting to be collected. 6. NHS test, track and trace guidance will be followed when necessary. 7. 999 will be called if they are seriously ill or injured or their life is at risk. 8. A deep clean will take place in the areas that the symptomatic person has been in, and PPE will be disposed of properly. 9. To reduce the risk LFD rapid weekly testing is available to all staff and students that have consented. 10. All Staff and students are asked to take part in twice weekly testing at home. Results must be recorded to the NHS Track and Trace and the school directly. 11. If a student or staff member tests positive following a LFD test at home or at school. They should follow the latest government guidance on confirmatory PCR tests in Stay at Home Guidance. 12. Follow the stay at home guidance Stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection - GOV.UK (www.gov.uk) It is now possible to reduce self-isolation after 5 full days, following 2 negative LFD tests taken 24 hours apart on the 5th day 6th day.	Y Y Y Y Y Y Y Y Y Y Y Y			N

		Manage confirmed cases of coronavirus (COVID-19) amongst the school community.	All test results should be reported to NHS test and trace and the school. 13. If the PCR test is negative, it overrides the LFD test and the staff member, student can return to school. 14. Individuals are not required to self-isolate if they live in the same household as someone with COVID-19, or are a close contact of someone with COVID-19, and any of the following apply: • They are full vaccinated • They are below 18 years and 6 months • They have taken part in or are currently part of an approved COVId-19 vaccine trial • They are not able to get vaccinated for medical reasons Instead, they will be contacted by NHS Test and Trace. 15. Anyone aged 5 years and over, who has been identified as a contract of someone with COVID-19 and who is not legally required to self- isolate, is now strongly advised to take a rapid lateral flow device test every day for 7 days or until 10 days since their last contact with the person who tested positive for COVID-19 if this is earlier. If any of these LFD tests are positive they should self-insolate in order to protect other people. The public health advice for people with symptoms of, or a positive test result for COVID-19 remains the same for everyone. 16. If your LFD test result is negative, it is likely that you were not infectious at the time when the test was taken. To further reduce the chance of passing COVID-19 on to others, you are strongly advised to: • limit close contact with people outside your household, especially in crowded, enclosed or poorly ventilated spaces • work from home if you are able to • wear a face covering in crowded, enclosed or poorly ventilated spaces and where you are in close contact with other people	Y Y Y Y			

				• limit contact with anyone who is at higher risk of severe illness if infected with COVID- 19 • follow the guidance on how to stay safe and help prevent the spread 17. If you believe that you are a contact of someone with COVID-19 but have not yet been notified by NHS Test and Trace, you should carefully follow the guidance on how to stay safe and prevent the spread of COVID-19 18. Follow this advice for the 10 days after your most recent contact with the person who has tested positive for COVID-19. 19. School will ensure classrooms are cleaned before reused. 20. If other cases are detected at school, contact Merton and DfE Helpline who will triage the information to local Public Health England team will be in touch to advise on appropriate action, such as asking more people to self-isolate. The school will support the identification of proximity and close contacts. 21. To manage local or school outbreak of COVID-19 an increase of asymptomatic testing for staff and student will be advised. https://www.merton.gov.uk/assets/Documents/Outbreak%20Control%20LBM%20Outbreak%20Control%20Plan%20for%20publication%20with%20forward%2020290620%20%28003%29%20%28002%29.pdf https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools https://www.nhs.uk/conditions/coronavirus-covid-19/				
3	Cleaning Hands	Regime for pupils and staff to clean hands more often than usual – wash hands thoroughly for 20 seconds with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hand are covered	1. All persons advised to wash/sanitise their hands regularly (on arrival, beginning of a lesson, during break and lunch) to follow good hygiene practice.	Y Y				N

		(Latest government guidance: "It is essential that everyone washes their hands more often, using soap and water for at least 20 seconds. Hand washing with soap employs mechanical action that loosens bacteria and viruses from the skin, rinsing them into the drain. Drying hands afterwards makes the skin less hospitable to the virus. Hand sanitiser can be effective if soap is not available or the situation makes using soap less feasible (i.e. when outside) but using hand sanitiser provides none of the virus-destroying friction that rubbing your hands together and rinsing with water provides") • Secure proportionate supplies of soap and hand sanitiser. • Prioritise hand washing over use of sanitiser. • Pupils to wash hands on arrival; end of lessons and playtimes; before and after eating, after using shared equipment such as bikes etc. • Sanitisers at key points around the school where there is not a sink nearby. • Reminders to children in assemblies, through games and songs, and other fora about how to wash hands thoroughly and to not touch mouth, eyes and nose. Consider use of e-bug and PHE schools resources. So that this becomes 'part of the school culture'. • Plan how to help children and young people who have trouble cleaning their hands independently. • Encourage parents to consider washing pupils clothes where possible at the end of a school day – uniform that can't be regularly washed should be avoided • Teachers should wash their hands before and after handling children's books	2. Hand sanitiser at entrances and locations around the school. 3. Wash your hands with soap and water often for at least 20 seconds, following NHS guidance. 4. Wash your hands when you get home. 5. JR cleaners will supply hand wash soap 6. School will supply hand sanitiser 7. Signage for hand washing placed in all toilets and other locations around the school (i.e. entrances, classrooms and staff rooms) 8. Students reminded of the hygiene, clean clothes and washing hands during Registration and lessons	Y Y Y Y Y Y			
4	**Respiratory Hygiene and PPE**	Make arrangements for the very small number of cases where personal protective equipment (PPE) supplies will be needed: • if your staff provide intimate care for any children or young people; and • for cases where a child becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care (where a distance of 2 metres cannot be maintained) until they can return home.	1. PPE will be available for first aid staff dealing with a person with covid-19 symptoms. 2. Gloves, masks, aprons available for first aid staff who are dealing with other medical incidents and may be used when deemed appropriate. 3. Medical bin in Manor House first aid room. https://www.youtube.com/watch?v=9Tv2BVN_WTk&feature=youtu.be	Y Y Y Y			N

					Y				
		Dispose of PPE in a double bag.	https://www.gov.uk/government/publications/face-coverings-in-education/face-coverings-in-education	Y				
		Ensure good respiratory hygiene – promote the 'catch it, bin it, kill it' approach • Reminders to pupils in assemblies about use of tissues, or use of elbow, to cough or sneeze. • Bins • Tissues in all classrooms and spaces where staff work. • Regular emptying and securing of bin waste (double bagging, at least daily, waste to be kept separate for 72 hours). • Windows to be open in classrooms during daytime. • Prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation. • Carry out risk assessments for some children with complex needs (eg those who spit or use saliva as a sensory stimulant) and those who work with them, but this should not be a reason to deny face to face education.	1. Signage for 'catch it, bin it, kill it'. 2. Box of tissues in each classroom. 3. Where possible windows will be opened to help ventilation. To utilize natural ventilation. 4. Where possible classroom doors will be kept open if safe to do so. Do not wedge door open. If the fire alarm sounds, these doors must be closed on exiting the building by the nearest member of staff. 5. Rubbish bins will be emptied each day. If a bin needs emptying during the day, the member of staff will inform the site team to do so. 6. Air Conditioning units can be used as the ventilation system circulates air to each room separately. Risk of transmission is also low through use of ceiling and desk fans providing there is good ventilation by fresh air. https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm	Y Y Y Y Y Y Y				N
4a	**Face coverings**	For schools with pupils in year 7 and above: • Consider requiring use of face coverings for pupils, staff and visitors in areas outside the classroom where social distancing cannot easily be maintained, such as corridors and communal areas and it has been deemed appropriate in those circumstances. • Plan for use of face coverings in the case of a local restrictions and above scenario (local or national restrictions), and how this will be communicated with the school community. • Where a school requires the use of face coverings, establish a small supply to be shared with students/staff who are struggling to access a face covering, or where they have forgotten their own. • Ensure pupils are clear about how to remove face masks safely, and how to store them if they are reusable	1. Face coverings are no longer advised. 2. Face coverings may continue to be worn by staff, students and visitors if they choose. (example, when moving around in corridors and communal areas, meeting rooms.) 3. Staff may choose to wear a visor in lesson or close contact with a student, but they are not an equivalent alternative to a face covering when required to wear one, unless exempt from wearing a face covering 4. Students and staff who are unable to do so due to SEN or medical conditions are exempt. 5. Storage and removal of masks information given to students and staff through meetings, assemblies and PowerPoint presentations. 6. Access to face coverings: it is reasonable to assume that staff and students will use their own. If	Y Y Y Y				N

			a person has forgotten their face covering, the school has a very small contingency supply.				
			7. <mark>When a local COVID Alert Level: high or very high face covering should be worn by adults and pupils when moving around the premises, outside of classrooms, such as corridors and communal areas where social distancing cannot easily be maintained.</mark>				
5	**Cleaning the Environment**	Decide what an enhanced cleaning schedule looks like and how it will be implemented in your school (for example, how often, when/if an additional clean is necessary) and how you will ensure sufficiency of supplies. This should include a thorough clean at the end of each day. Follow the COVID-19: cleaning of non-healthcare settings guidance. • Revise cleaning protocols for cleaning contractors and premises staff that ensures cleaning is generally enhanced, including considering how equipment will be cleaned (eg desks / chairs / keyboards / photocopiers / musical instruments / kitchens / specialist equipment). • Identify common touch areas in the school (eg desks, chairs, doors, sinks, toilets, light switches, bannisters etc). • Clean frequently touched surfaces more often than normal, using standard products. • Consider use of anti-bacterial wipes for staff to use themselves at key points. • During the day (when contracted cleaners are not on site) arrange for cleaning of frequently touched objects as appropriate and according to timetable children are in school. • Establish routine for cleaning of resources shared between more than one group, and for more regular cleaning of outside resources.	1. Cleaning contractor will continue to clean the school as normal with enhanced sanitising throughout the day of door handles, bannisters, light switches, toilets, tables, chairs, telephones, keyboards and mice. 2. Staff will be allocated buildings for spot cleaning during the day. Additional cleaning has been deployed. 3. The school will be using long lasting antibacterial spray (30 days) in all rooms across the school. 4. Music, DT, Art and ICT rooms may be also wiped down at the end of a session. 5. PE equipment to be cleaned at the end of each session. 6. Classroom desks to be kept clear throughout the day.	Y Y Y Y Y Y			N
		Decide on policy related to usually shared items (for example, books, toys, practical equipment). • Remove unnecessary items from classrooms and other learning environments where there is space to store it elsewhere. • Remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts, and malleable toys like play dough).	1. Students will bring and use their own writing equipment and books. 2. Where possible store all unnecessary items in cupboards. 3. All staff should ensure tables and teacher desks are clear at the end of each day so these can be cleaned.	Y Y Y Y			

		- Keep all surfaces clear for ease of wiping down. - Reduce the amount of toys in one box. - Daily rota for cleaning toys, especially those that have the potential to be mouthed e.g. plastic home corner cups, forks, pretend fruit and vegetables etc. - Wash resources in Milton sterilising fluid. (Used generally to sterilise baby's feeding accessories, rattles etc. in only 15 minutes- there is no need to rinse toys/sides afterwards as it is completely safe for children). - If using outdoor equipment, organize cleaning between groups, otherwise consider not using.	4. All practical equipment will be cleaned after use in Science, DT, Art, Music, PE, Media.				
6	Altering the environment and organization to minimise contact	**Overall organization of the school:** Decide the physical and organisational structures needed to limit risks and keep groupings while recognizing the need for the resumption of the full range of curriculum subjects and government expectations for teaching and learning. Whatever the size of the group, they should be kept apart from other groups where possible and older children should be encouraged to keep their distance within groups. - Maintain records of who is in what group (to support Track and Trace) - In secondary schools, especially KS4 and 5, the groups are likely to need to be the size of a year group. If this can be achieved with small groups, they are recommended. - At primary school, and in the younger years at secondary (key stage 3), schools may be able to implement smaller groups the size of a full class. If that can be achieved, it is recommended, as this will help to reduce the number of people who could be asked to isolate should someone in group become ill with coronavirus (COVID-19) - Consider how you may keep children in their class groups for the majority of the classroom time, but also allow mixing into wider groups for specialist teaching, wraparound care and transport, Endeavour to keep these groups at least partially separate and minimising contacts between children will still offer public health benefits.	1. In the event to manage local or school outbreak of COVID-19 the reintroduction of restrictions may be put in place for a period of time. 2. Assembles will be done on MS Teams or in the Main Hall. 3. Students will be in a seating plan. 4. Students with SEND will have LSAs to support them, LSAs will work within the group where possible. 5. Fire evacuation procedures will continue as normal. Staff will assist their own class to exit the building. Other staff on site will exit safely. Muster points will remain on the field but people will line up at distanced intervals where possible.	Y Y Y Y Y			N

		• Ensure that appropriate support is made available for pupils with SEND, for example by deploying teaching assistants and enabling specialist staff from both within and outside the school to work with pupils in different classes or year groups) • Avoid large gatherings such as assemblies or collective worship with more than one group. • Consider staggered break times and lunch times (and time for cleaning surfaces in the dining hall between groups). Use outside space for breaks. • Plan for appropriate lessons or classroom activities to take place outdoors. • Look at fire drill in light of new organisation and practice,					
	Measures within the classroom	• Put in place measures so that adults are where possible able to maintain 2 metre distance from each other, and from children when circumstances allow, especially if they are moving between groups. • Avoid close face to face contact and minimise time spent within 1 metre of anyone (educational and care support should be provided as normal for pupils who have complex needs or who need close contact care) • Support older children to keep distance between each other, where possible; not necessarily possible for younger pupils, or where space does not allow. • Seat pupils side by side and facing forwards, rather than face to face or side on • Move unnecessary furniture out of classrooms to make more space • Plan for resources (eg pencils, pens) to not be shared. • Pupils only bring in what is necessary (though books can be taken home)					N
	Specialist subjects	**PE:** 1. Only provide team sports on the list available at return to recreational team sport framework, following the guidance provided by each sport's national governing body 2. Keep pupils in consistent groups. 3. Ensure equipment is cleaned between use by different groups	1. Practical equipment used in any lesson such as Science, Art, DT, PE or Music will be cleaned by the student after use. 2. Where possible, changing rooms be ventilated with windows open. 3. PE lessons will be outside if the weather permits.	Y Y Y			N

		4. Prioritise outside sports; where indoors should take place in large well ventilated spaces, trying to maintain distances between pupils.
		5. Ensure pupils maintain scrupulous hygiene.
		6. Consider allowing pupils to arrive in school wearing sports kit on PE days, to avoid the need for changing on site.
		7. Where changing rooms need to be used, encourage pupils to use them as quickly as possible.
		8. Ensure following guidance is followed:
		    • guidance on the phased return of sport and recreation and guidance from Sport England for grass root sport
		    • advice from organisations such as the Association for Physical Education and the Youth Sport Trust
		    • guidance from Swim England on school swimming and water safety lessons available at returning to pools guidance documents.
		• Work with any external coaches and clubs to ensure they operate within guidance and the school's protective measures.
		DT and science: Follow CLEAPSS guidance
		
		Music
		
		1. Ensure that the broad curriculum is delivered.
		2. Minimise contact between those in these lessons: ensure they are undertaken within groups, and social distancing is established within lessons. Both measures will help, but the balance between them will change depending on the age of pupils, the layout of the building, and the feasibility of keeping groups separate from each other while offering a broad curriculum.
		3. Consider whether group size should be limited for these activities.
		4. Keep any background or accompanying music to levels which do not encourage teachers or other performers to raise their voices unduly.
		
		Performances:
		5. Follow the latest advice in the DCMS performing arts guidance.
			4. Sporting activities will follow their Sport National governing body for grassroots sport for public and sport providers, safe provision.
			5. Ensure good ventilation in music rooms.
			6. Peripatetic teachers will comply with the school arrangements to minimise risk, including hand hygiene and other safety controls.
				Y
				
				Y
				
				Y			

		Peripatetic teachers: 6. Ensure peripatetic teachers comply with arrangements to minimise risk, including maintaining social distancing. 7. Consider longer assignments for peripatetic teachers Ensure they: 8. Maintain distancing requirements with each group they teach, where appropriate. 9. Avoid situations where distancing requirements are broken; for an example demonstrating partnering work in dancing. 10. Make efforts to reduce the number of groups taught and locations worked in, to reduce the number of contacts made. **Music lessons:** 11. Play instruments and sing outside where possible. 12. If inside, consider limiting numbers in relation to space; use a room with as much space as possible, including those with high ceilings; and ensure it is well ventilated. 13. Larger group sessions for singing and brass and wind instrument playing can only take place if there is significant space, natural airflow, and strict social distancing between participants can be maintained. 14. Position pupils back to back or side to side when playing or singing. 15. Use microphones to encourage lower volume. **Handling equipment and instruments:** 16. Ensure pupils wash hands before and afterwards 17. Avoid sharing instruments; if this can't be avoided disinfect regularly and always between users. 18. Limit handling of scores etc and do not pass from hand to hand.						
	Staff communal areas	• Minimise use of staff rooms while recognizing staff need a break • Rearrange staff room to facilitate social distancing. • Agree use of staff room, minimizing time staff congregate in there. • Agree protocols for use of staff toilets (again to minimize contact).	1. In the event to manage local or school outbreak of COVID-19 the reintroduction of restrictions may be put in place for a period of time. 2. Though social distancing guidance no longer applies and there are no limits on contact between people it is still advised follow guidance below.	Y Y Y				N

			3. Staff will mainly work in their subject areas and use the area staff rooms which will help reduce the risk of transmission.	Y			
			4. Staff using shared offices and staff rooms will space furniture where possible and use screens if necessary.	Y			
			5. Staff meetings will be done in the hall or via MS Teams. Any face to face meeting will be held in a room large enough to accommodate the number of staff attending or held outside.	Y			
			6. All staff kitchen areas will have cleaning products available. Staff to wipe areas and equipment after use.	Y			
			7. Staff advised to bring and use own cup, utensils and crockery.				
	Reception area	• Consider screen or physical spacing (e.g. an extra table) to protect visitors and staff in the reception area.	1. All visitors are encouraged to LFD test before entering the school.	Y			N
			2. Contractors will sign in at Reception areas away from reception desk.	Y			
			3. An additional table placed in front of reception desk to assist with social distancing.	Y			
			4. Deliveries will be left at entrance of Manor House; larger item will be delivered to the garage.	Y			
			5. Hand sanitiser available at each reception area (Manor House, Innes, RR6).	Y			
			6. All visitors to wear a face covering while on school premises				
	Dining room	Kitchens will be fully open from the start of the autumn term and normal legal requirements will apply about provision of food to all pupils who want it, shared areas such as dining halls can be shared as long as different groups keep their social distance between the groups and adequate cleaning between groups is in place. • Stagger lunchtimes to cater for different groups. • Work with contractor to ensure meals are able to be prepared and served safely. • Consider screens or a physical barrier to ensure distance at servery. • Place 2m markers on floor to support queuing at lunchtime. • Clean tables between sittings	1. Catering contractor will adhere to COVID-19 guidance.	Y			
			2. Food will be wrapped, in bags or disposable boxes. Cutlery will be wrapped in a napkin. Allergen information can be found on the packaging label.	Y			
			3. Finger scanners will be wiped between purchases	Y			
			4. Students will be outside for lunch and breaks unless inclement weather.	Y			

				Y			N
	• Consider lunch in classrooms if not possible to use dining hall, while considering the requirement for a hot nutritional meal						
Safety messaging	• Agree how safety measures and messages will be displayed around school – in every classroom, toilets, at main entrance and staff room.	1. Hygiene signage will be displayed in corridors and inside the rooms. Advice on Covid-19, Catch it, Bin it, Kill it and hand washing. 2. Staff, governors and parents/carers' letters are sent with regular updates. These can also be found on the school website.	Y Y			N
Transport to school	• Schools should work with partners to consider staggered start times where possible to enable more journeys to take place outside of peak hours. • Schools should encourage parents, staff and pupils to walk or cycle to school if at all possible (e.g. use of 'walking buses')	1. Students and staff encouraged to walk or cycle where possible. Students and staff have been advised against the use of public transport if alternative travel is possible. 2. For anyone who needs to take public transport, they'll be referred to government guidance. 3. The government has removed the requirement to wear face coverings in law but expects and recommends that they are worn in enclosed and crowded spaces where you may come into contract with people you don't normally meet. E.g. travelling on transport.	Y Y Y			N
Beginnings and ends of days	• Stagger start times for groups of pupils. • Identify exit/entry points for children, minimizing contact with other children and families; if possible these points should be through an outside door directly to classrooms. • Consider markings at entry points to support social distancing on arrival. • Tell parents that if their child needs to be accompanied to the education or childcare setting, only one parent should attend. • Tell parents and young people their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use). • Make clear to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely). • Communicate with parents and young people so they are aware of recommendations on transport to and from education	1. Normal school day 8.30 am to 2.50 pm; students may arrive on site from 8.00 am. 2. Parents should not to drop off or collect students by car at the Watery Lane entrances unless they have a vulnerable child. 3. Students cycling should lock bikes on both sides of the site 4. Staff students should lock bikes behind Manor House. 5. John Innes path will be closed during the school day.	Y Y Y Y Y			N

				Y				N
		or childcare setting (including avoiding peak times). Guidance will shortly be published on safe travel. • Establish process for removing face coverings when pupils and staff who use them arrive at school and communicate it clearly to them						
	Contractors and other visitors	• Clear guidance required for visitors regarding school's processes for social distancing and hygiene • Minimise visitors coming into school where possible but therapists, supply staff and other temporary workers can move between schools though longer assignments may be considered; ITT trainees encouraged. • Organise visits out of school hours where possible. • Keep a record of visitors • Plan arrangements with your suppliers and check they are following appropriate social distancing and hygiene measures (for example, food suppliers, grounds maintenance, transport providers), including when in school. • Agree approach to any scheduled or ongoing building works, and how to organise social distancing measures.	1. <mark>All visitors are encouraged to LFD test before entering the school.</mark> 2. Contractors will sign in at Reception areas away from reception desk. 3. Visitors by appointment only. 4. After any visitor in meetings rooms the area will be cleaned. 5. Deliveries to be left on the desk or at front entrance of Manor House, larger items taken to the garage. 6. Contractors, where possible, to work out of school day hours. 7. Visitors should wear a face covering while on school site. 8. To manage a local or school outbreak of COVID-19 visitors, open days, transition or taster days, parents attending the school for meetings may be limited.	Y Y Y Y Y Y Y Y Y			N
	Corridors	• 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.	1. One-way system in the Innes building: Enter from each end of the building. Stairs at each end will be up only. Stairs in middle of Innes will be down only. 2. One-way system in the Centenary rooms can use external doors to enter and exit. Rooms C3, C4, C5, C6 and C8 will enter from central doors. C3, C4 and C5 will exit from the side. C6 and C8 will exit near Mostyn Rd. 3. Main building stairs have been sectioned for different departments: Maths and LRC will use stairs by canteen, Science will use doors near site office to enter the building. 4. Stairs near G11 will be used for exit only as this is a narrow staircase. 5. Entrance to Inclusion and Progress Centre will be from the Quad.	Y Y Y Y Y			N

			6. Signage on floors and walls showing direction of flow.	Y			
			7. One-way system in RR6 entry by the main entrance stairs to the right and corridor. Exit back stair to the side by the cage.	Y			
	Toilets	Different groups don't need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet • Agree rules for pupils on use of toilets, limiting access at any given time.	1. Toilets have a maximum occupancy signage.	Y			N
	Breakfast and after school club	• Agree when breakfast clubs and after-school clubs can start to operate. • Plan for pupils to stay in groups they are normally in, otherwise keep groups small and consistent.	1. Before and after school activities will need a risk assessment in place.	Y		Y for each activity	
	School visits	Plan for non-overnight domestic educational visits, subject to a risk assessment and consider protective measures (no overnight visits).	1. Educational day visits must be conducted in line with relevant Covid-19 secure guidelines and regulations in place at that time. 2. Residential educational visits must met the conditions set out in Annex C and should consider the principles set out in the systems of controls. 3. Check that insurance for Covid-19 cancellation. 4. International visits are not recommended this academic year. 5. To manage a local or school outbreak of COVID-19 trips and visits will be limited and possibly cancelled. Consideration not to travel to areas where there are outbreaks of COVID19 6. To manage a local or school outbreak of COVID-19 sporting fixtures will not go ahead, this will also include attending fixtures in area where there are outbreaks of COVID-19. 7. A full risk assessment in relation to all educational visits should be undertaken to consider what control measures are needed and follow wider advice on the venues.	Y Y Y Y Y Y		Y for individual visits and trips	
7	**Staff workload and wellbeing**	Following the reduction in the prevalence of coronavirus (COVID-19) and relaxation of shielding measures from 1 August, the	1. Staff continue to inform school HR coordinator if unable to attend work.	Y			N

	(teachers, support staff and non-teaching staff)	government expect that most staff will attend school. Advice for those who are extremely clinically vulnerable, clinically-vulnerable, including pregnant women, is available. • Establish through staff audit any individuals where medical advice would indicate they are still not able to return • Consider enabling previously shielded staff to work remotely where possible (administration roles) or in roles in school where it is possible to maintain social distancing. • Identify staff who, because of particular characteristics which may make them at comparatively increased risk from coronavirus, might need individual risk assessments to support return.	2. HR coordinator will continue to update staff medical needs and covid-19 information. 3. SLT line manager will complete individual risk assessment with any staff who require this. 4. Staff capacity will be monitored by HR coordinator and HT.	Y Y Y			
		• Agree any flexible working arrangements needed to support any changes to your usual patterns (for example, staggered start/end times).	1. Flexible working arrangement will follow the LBM policy. 2. Staff briefing and meeting documents shared.	Y Y			N
		• Agree staff workload expectations (including for leaders) in line with government guidance issues on 2 July 2020.	1. SLT line managers will support HoDs and HoYs to divide the workload across their departments and year group tutors.	Y			N
		• Decide what staff training (either delivered remotely or in school) is needed to implement any changes the school plans to make (for example, risk management, curriculum, behaviour, safeguarding).	1. In the event to manage local or school outbreak of COVID-19 training may need to be delivered remotely on MS Teams to all staff. 2. Online training from IHasco. 3. Webinars	Y Y Y			N
		• Put in place measures to check on staff wellbeing (including for leaders).	1. Wellbeing SLA from HR 2. Place 2 Be 3. Government link for wellbeing https://www.educationsupport.org.uk/ 4. Individual risk assessments	Y Y Y Y			N
		• Communicate and discuss plans with staff.	1. During local restrictions the school will communicate changes and updates with staff via teams and staff bulletins on a weekly basis. 2. Risk assessment circulated	Y Y			N
8	**Pupil wellbeing and safeguarding**	• Consider updating behaviour policies to reflect the new rules and routines necessary to reduce risk in your setting and agree how to communicate this to school staff, students and parents and review expectations. Communicate clearly with pupils and parents.	1. students will be able to receive a full curriculum which will support learning progress 2. students will move around the site to specialist subject areas; the walking around the site supports their wellbeing as they will be able to 'stretch their legs' and get some fresh air.	Y Y Y		8	N

				Y			
		3. students will be taught all aspects of each subject including practical activities 4. students taught is subject areas will improve behaviour and learning engagement.		Y			
		• Plan likely mental health, pastoral or wider wellbeing support for children returning to school (for example, bereavement support) referring to LA guidance as needed.	1. Students will be contacted regularly by the pastoral team and tutors, if they are CEV, self –isolating. 2. Vulnerable students and those with SEND are contacted by the inclusion department and the progress center to ensure their wellbeing.	Y Y			
		• Consider revising child protection policy (led by their Designated Safeguarding Lead) to reflect the return of more pupils • Plan for possible additional time required by DSLs for their role in September.	1. Review the workload of the DSLs within the school and reduce other duties to enable pastoral support for students	Y			N
		• Work with local authority to secure services for additional support and early help where possible (for example, around anxiety, mental health, behaviour, social care, or changes to mobility), and consider how these might apply to pupils and students who were not previously affected.	1. Referrals for external agency support will continue 2. Meetings with external agency staff and parents/carers will continue via phone, virtual meetings and on site meetings	Y Y			N
		Attendance: • Communicate expectations re attendance to parents throughout the summer. • Identify pupils who might be anxious about returning and develop plans to engage them: especially PA children, those who haven't engaged with school during partial opening. • Use catch up funding for strategies to re-engage for attendance. • Work with relevant professionals	1. All students will be expected to attend school, 2. Testing will take place at the beginning of the term once the cohort has completed the first round of testing and students who have been tested have received one negative test result will return to school. Students whose parents have not given consent will be part of the phased return.	Y Y		Y for testing	
9	Other considerations	If your whole school site or buildings have been closed for many weeks, or if parts of the building have been out of use for a long period, then you should consider undertaking a health and safety check of the buildings concerned. Detailed DfE guidance here [managing school premises during the coronavirus outbreak](#).	1. All buildings in the school are under a PFI contract with Merton and FES. FES will follow the all government guidance, protective measures maintenance guidance for educational settings and their company guidance. a. Regular site checks, risk assessments and maintenance schedule will continue.	Y			N

					Y			

			b. Cleaning schedule has been enhanced to include more cleaning during the day and deeper cleans after school.	Y			
			2. The Pavilion and RR6. Whilst contractors are on site, they will be managed and monitored by the school and site team.				
			a. Contractors will follow the, protective measures and maintenance guidance for educational settings and their company guidance.				
10	Contingency planning for outbreaks	**Contain any outbreak by following local health protection team advice – section one part 10 of full opening guidance.** In the event of a local outbreak it may be necessary to terminate a group's or full school attendance. Plan as far as possible according to Section 5: Contingency planning for outbreaks of the 'Guidance for full opening' (focus on remote learning). Schools will also need to have regard to new guidance that would be issued in the case of a wider local outbreak. https://www.gov.uk/government/publications/how-schools-can-plan-for-tier-2-local-restrictions/how-schools-can-plan-for-tier-2-local-restrictions https://www.gov.uk/government/publications/containing-and-managing-local-coronavirus-covid-19-outbreaks/covid-19-contain-framework-a-guide-for-local-decision-makers	1. The local authority, the Department for Public Health and Merton Public Health Team may advise individual settings or a clusters to limit attendance. If attendance is restricted all vulnerable children, critical worker, students of year 10,11,12 and 13 may still be allowed to attend; if restricted further only vulnerable and critical workers should be allowed to attend school 2. In the event of a school outbreak of COVID-19 and due to staffing shortages the school will limit attendance by following attendance restriction. 3. To manage a local or school outbreak of COVID-19, staff and students should wear face coverings in communal area, and classrooms. 4. The reintroduction of Asymptomatic Testing for staff and students in schools for a limited period. 5. The school will limit visitors and events 6. Educational visits, trips and sporting fixtures will be limited or cancelled 7. The school will move to remote learning for restricted attendance. 8. Students/year groups that are CEV and self-isolating with receive remote learning via Fronter and MS Teams. 9. **Free school meals will continue to be provided for eligible students.** https://www.merton.gov.uk/assets/Documents/Outbreak%20Control%20LBM%20Outbreak%20Control%20Plan%20for%20publication%20with%20forward%2029062020%20%28003%29%20%28002%29.pdf	Y Y Y Y Y Y Y Y Y			N

				https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#res https://www.gov.uk/health-protection-team				

Risk Evaluation

Item	Hazard identified	Likelihood of increased risk of Covid-19 transmission	Severity of increased risk of Covid-19 transmission	Risk rating
		1. Unlikely (probably will not occur) 2. Low (may occur) 3. Medium (could occur) 4. High (near certain to occur) 5. Certain (will occur)	1. No symptoms (where no illness occurs) 2. Minor symptoms (first aid and medical advice) 3. Moderate symptoms (first aid, medical advice and emergency services) 4. Serious (first aid, emergency services, PHE) 5. Fatality or multiple fatalities	Scores Multiplied = Likelihood x Severity (max = 25)
1	Individuals vulnerable to serious infection attending school	2	3	6
2	Unwell/ suspected unwell individuals	2	2	4
3	Cleaning Hands	2	2	4
4	Respiratory Hygiene and PPE	2	2	4
5	Cleaning the Environment	2	2	4
6	Altering the environment and the organization to minimise contact	2	2	4
7	Staff workload and wellbeing (teachers, support staff and non-teaching staff)	2	3	6
8	Student wellbeing and safeguarding	2	2	4
9	Other considerations	2	2	4
10	Contingency planning for outbreaks	3	3	9