

# Rodmarton Primary School

From 17<sup>th</sup> May 2021

## Safety, Health and Environment (SHE)

### GCC COVID-19 RISK ASSESSMENT PROCESS FOR SCHOOLS



## COVID-19 Risk Assessment for Full Reopening of Schools

### ASSESS

Decide appropriate control measures for managers and employees to implement under a 'Plan', 'Do', 'Review' cycle.

\*The preventative measures in this risk assessment are not mandatory but are provided as guidance on reducing the risk of transmission and comply with DfE 'system of control' requirements. Each school/setting must consider their own situation and adapt the assessment by editing the measures where appropriate. Remove any measures that are not relevant or will not be applied in your setting and add any additional local measures that you are implementing. This format does not have to be used but your local risk assessment must be suitable and sufficient.

**Who may be at risk:** Employees, pupils and young people, families (parents, carers and siblings), visitors, contractors, members of public.  
**Vulnerable groups:** Where schools apply the full measures in this guidance the risks to all staff will be mitigated significantly, including those who are extremely clinically vulnerable and clinically vulnerable. Some people with particular characteristics may be at comparatively increased risk from COVID-19 (due to age, deprivation, ethnicity, etc.). An individual risk assessment may be appropriate for those who are very anxious about returning to their workplace.

PLAN		DO			REVIEW
Prepare Building, timetables and lessons, policies and procedures	Prepare Employees, Parents and pupils and other site users	Control Access and Visitors	Minimise contacts and social distancing	Infection Control Measures	Communicate and Review Arrangements
<p><b>Buildings</b></p> <ul style="list-style-type: none"> <li>Ensure that all health and safety compliance checks have been undertaken. (e.g. fire alarm, emergency lighting, water hygiene, lifts, etc.).</li> <li>Reviewing emergency and evacuation procedures (e.g. fire wardens, escape routes, roll-call, assembly areas, etc.).</li> <li>Make provision for children who display COVID-19 symptoms/ become ill during the day to be isolated. Space should be identified in</li> </ul>	<p><b>Employees</b></p> <ul style="list-style-type: none"> <li>Involve employees in plans to return to school and listen to any suggestions on preventative measures that can be taken.</li> <li>Consider personal risk factors: age, pregnancy, existing health conditions and ethnicity and where necessary conduct individual risk assessments.</li> </ul>	<p><b>Access</b></p> <ul style="list-style-type: none"> <li>Entry points to school controlled (including deliveries).</li> <li>Building access rules clearly communicated through signage on entrances.</li> <li>School start times staggered so bubbles arrive at different times.</li> <li>Floor markings outside school to indicate distancing rules (if queuing</li> </ul>	<p>Minimising contacts and mixing between people reduces transmission of COVID-19 and the school will consider how to implement this.</p> <p><b>'Bubbles'</b></p> <ul style="list-style-type: none"> <li>Small, consistent groups of pupils split into bubbles.</li> <li>Bubbles kept as small as possible.</li> <li>Class groups will be kept together in separate 'bubbles' throughout the day</li> </ul>	<p><b>Minimise contact with individuals who are unwell:</b></p> <ul style="list-style-type: none"> <li>Refer to PHE guidance.</li> <li>Anyone with COVID-19 symptoms, or who have someone in their household who does, not to attend school.</li> <li>If anyone becomes unwell at school they will be isolated, sent home and provided with</li> </ul>	<ul style="list-style-type: none"> <li>Consultation with employees and trades union Safety Reps on risk assessments.</li> <li>Risk assessment published on school intranet and website.</li> <li>All employees tasked with monitoring protection measures.</li> <li>Nominated Governor tasked to monitoring</li> </ul>

<p>addition to the usual medical room.</p> <ul style="list-style-type: none"> <li>• Ensure school has sufficient supplies of PPE including cleaning materials and hand washing/sanitising liquids that meet DfE/PHE requirements.</li> <li>• Provide suitable and sufficient bins to support pupils and staff to follow the ‘catch it, bin it, kill it’ approach.</li> <li>• Provide sufficient tissues in all rooms.</li> <li>• Distancing and other measures in place throughout the building.</li> <li>• Separate facilities be provided for meals and refreshments in different zones (e.g. pods, kiosks, cafes).</li> <li>• Evaluate the capacity of rooms and shared areas.</li> <li>• Plan for staggered lunches with more sittings to avoid mixing, allowing time for cleaning, devise seating plans, safe capacity etc.</li> <li>• Door signs identify max number in room / toilets at one time.</li> <li>• COVID-19 posters/ signage displayed.</li> <li>• Identify ‘crunch points’ (e.g. entrances/ exits/ corridors/ shared space and consider how</li> </ul>	<ul style="list-style-type: none"> <li>• Employees fully briefed about the plans and protective measures identified in the risk assessment.</li> <li>• Regular staff briefings.</li> <li>• Keeping in touch with off-site workers on their working arrangements including their welfare, mental and physical health and personal security.</li> <li>• Regular communications that those who have coronavirus symptoms, or who have someone in their household who does, are not to attend school.</li> <li>• Information shared about testing available for those with symptoms.</li> <li>• Where there are appropriate sources of guidance (e.g. CLEAPSS, afPE, CILIP, etc.) Heads of Departments/ teachers should</li> </ul>	<p>during peak times).</p> <ul style="list-style-type: none"> <li>• Signs to remind parents to avoid congregating, social distancing rules etc.</li> <li>• Staff on duty to monitor pupil and parent behaviour before and after school.</li> <li>• Screens installed to protect employees in reception.</li> <li>• Shared pens removed from reception.</li> <li>• Touch screen signing in devices in reception cleaned regularly.</li> <li>• Hand sanitiser provided at all entrances.</li> <li>• Bins provided on entrances to dispose of temporary face coverings.</li> </ul> <p><b>Visitors</b></p> <ul style="list-style-type: none"> <li>• Wherever possible keep meetings on a virtual platform.</li> <li>• Parents/carers and visitors coming onto the site without an</li> </ul>	<p>and do not mix with other groups.</p> <ul style="list-style-type: none"> <li>• Where pupil numbers are lower, implement key stage bubbles.</li> <li>• Where class size groups are not appropriate (e.g. KS4 &amp; KS5), look to implement year group sized bubbles.</li> <li>• If the design of the school means class bubbles cannot be kept apart, split the building into ‘zones’ and implement zonal bubbles.</li> <li>• Very small schools or APS unable to prevent mixing to adopt whole school bubbles as part of their system of control.</li> <li>• Keep a record of pupils and staff in each bubble, lesson or close contact group.</li> <li>• School before and after-school clubs to keep to the bubbles used during the school day where possible.</li> </ul>	<p>information on what to do next.</p> <ul style="list-style-type: none"> <li>• An unwell child awaiting collection will be isolated in a suitable room with or without adult supervision (depending on age and needs of the child).</li> <li>• Staff caring for a child awaiting collection to keep a distance of 2 metres.</li> <li>• PPE to be worn by staff caring for the child, including: <ul style="list-style-type: none"> <li>○ a face mask worn if a distance of 2 metres cannot be maintained.</li> <li>○ if contact is necessary, then gloves, an apron and a face mask should be worn</li> <li>○ eye protection where there is a risk of fluids entering the eye, for example, from coughing, spitting or vomiting.</li> </ul> </li> <li>• Staff to wash their hands after caring</li> </ul>	<p>protection measures.</p> <ul style="list-style-type: none"> <li>• Members of staff are on duty at breaks to ensure compliance with rules.</li> <li>• Staff encouraged to report any non compliance.</li> <li>• The effectiveness of prevention measures will be monitored by school leaders.</li> <li>• This risk assessment will be reviewed if the risk level changes (e.g. following local/national lockdown or cases or an outbreak) and in light of updated guidance.</li> </ul>
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<p>movement can be staggered.</p> <ul style="list-style-type: none"> <li>• In areas where queues may form, put down floor markings to indicate distancing.</li> <li>• Identify doors that can be propped open (to limit use of door handles and aid ventilation) taking account of fire safety and safeguarding. Seek advice from SHE if necessary.</li> <li>• Identify rooms that can be accessed directly from outside (to avoid shared use of corridors).</li> <li>• Organise classrooms for maintaining space between seats and desks.</li> <li>• Arrange desks seating pupils side by side and facing forwards (apart from EYFS).</li> <li>• Inspect classrooms and remove unnecessary items and furniture to make more space.</li> <li>• Arrangements in place an enhanced cleaning schedule that includes frequent cleaning of rooms, shared areas that are used by different groups and frequently touched surfaces.</li> </ul> <p><b>Timetabling and lessons</b></p> <ul style="list-style-type: none"> <li>• Staggered starts or adjusting start and finish times to keep groups</li> </ul>	<p>refer to curriculum specific guidance.</p> <ul style="list-style-type: none"> <li>• Subject leaders/ teachers to identify shared resources and how to prevent mixed contact (e.g. cleaning between bubbles or rotas for equipment use).</li> <li>• Identify and plan lessons that could take place outdoors.</li> <li>• Consider how online resources can be used to shape remote learning.</li> <li>• Plan for remote education for pupils, alongside classroom teaching in case of a lockdown or pupils having to isolate.</li> </ul> <p><b>Parents/pupils</b></p> <ul style="list-style-type: none"> <li>• Review EHCPs where required.</li> <li>• Educate pupils before they return about the need to stay apart from others and expectations around hygiene.</li> <li>• Communicate to parents on the preventative</li> </ul>	<p>appointment is not to be permitted.</p> <ul style="list-style-type: none"> <li>• Supply staff and other temporary or peripatetic staff and volunteers follow the school’s arrangements for managing and minimising risk.</li> <li>• Site guidance on physical distancing and hygiene is explained to all visitors on or before arrival.</li> <li>• Where possible visits (e.g. service contractors) arranged outside of school hours.</li> <li>• A record kept of all visitors to assist NHS Test and Trace, including: <ul style="list-style-type: none"> <li>○ the name;</li> <li>○ a contact phone number;</li> <li>○ date of visit;</li> <li>○ arrival and departure time;</li> <li>○ the name of the assigned staff member.</li> </ul> </li> <li>• NHS COVID-19 QR Poster displayed for visitors to check in using the NHS</li> </ul>	<p><b>Minimise mixing (pupils)</b></p> <ul style="list-style-type: none"> <li>• Whatever the size of the bubble, they are to be kept apart from other groups where possible.</li> <li>• Groups use the same classroom or area of a setting throughout the day.</li> <li>• Mixing between bubbles kept to a minimum during arrival, lunchtime, breaks and departure.</li> <li>• Pupil movements around the school site, either in groups or individuals is controlled to limit contact and mixing.</li> <li>• Groups will stay within a specific “zone” of the site to minimise mixing.</li> <li>• The number of pupils in shared spaces (e.g. halls, dining areas and internal and external sports facilities) for lunch and exercise is limited to specific bubbles.</li> </ul>	<p>for a child with symptoms.</p> <ul style="list-style-type: none"> <li>• All areas where a person with symptoms has been to be cleaned after they have left.</li> <li>• Should staff have close hands-on contact they should monitor themselves for symptoms of possible COVID-19 over the following 14 days.</li> </ul> <p><b>Hand washing</b></p> <ul style="list-style-type: none"> <li>• Frequent hand washing encouraged for adults and pupils (following guidance on hand cleaning).</li> <li>• Sufficient handwashing facilities are available.</li> <li>• Where there is no sink, hand sanitiser provided in classrooms.</li> <li>• Skin friendly skin cleaning wipes used as an alternative to hand washing or sanitiser.</li> <li>• Pupils to clean their hands when</li> </ul>	
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<p>apart as they arrive and leave school.</p> <ul style="list-style-type: none"> <li>• Stagger break times and lunch times to avoid mixing and time for cleaning surfaces in the dining hall between groups.</li> <li>• When timetabling, groups should be kept apart and movement around the school site kept to a minimum to avoid creating busy corridors, entrances and exits.</li> <li>• Prepare arrangements to allow remote learning to take place should a partial or full closure of the school be required, at any point in the next academic year.</li> </ul> <p><b>Policies and procedures</b></p> <ul style="list-style-type: none"> <li>• Update policies to reflect changes brought about by COVID-19, including: <ul style="list-style-type: none"> <li>○ Safeguarding/child protection</li> <li>○ Behaviour</li> <li>○ Curriculum</li> <li>○ NQTs</li> <li>○ Special educational needs</li> <li>○ Visitors to school</li> </ul> </li> <li>• Ensure website is compliant with regards to the publishing of policies.</li> <li>• Establish a visitors' protocol so that parents, contactors, professionals</li> </ul>	<p>measures being taken.</p> <ul style="list-style-type: none"> <li>• Post the risk assessment or details of measures on school website.</li> <li>• Parents and pupils informed about the process that has been agreed for drop off and collection.</li> <li>• Ensure parents have a point of contact for reassurance as to the plans put in place.</li> <li>• Limit the equipment pupils bring into school each day to essentials such as lunch boxes, hats, coats, books, stationery and mobile phones.</li> <li>• Bags are allowed.</li> <li>• All pupils told to not share resources in class but keep their own equipment in their tray.</li> <li>• Parents informed, whenever possible, only one parent to accompany child to school.</li> <li>• Clear messages to pupils about</li> </ul>	<p>Covid Test and Trace App.</p> <p><b>Open Days/ Parents Evenings</b></p> <ul style="list-style-type: none"> <li>• Where possible events will be held on a virtual platform to avoid gatherings in school.</li> </ul> <p>Where such events do take place:</p> <ul style="list-style-type: none"> <li>• Arrange parent visits outside school hours.</li> <li>• Measures taken to ensure the strict adherence to social distancing of 2 metres.</li> <li>• Staff assisting in the event to keep social distancing at all times and wear face coverings at all times.</li> <li>• The size and circumstance of the rooms/ spaces will determine the maximum number of people that can be accommodated while also facilitating social distancing. In determining the number of people that can</li> </ul>	<ul style="list-style-type: none"> <li>• Large gatherings such as assemblies or collective worship with more than one group to be avoided.</li> <li>• Separate spaces for each group clearly indicated.</li> <li>• Multiple groups do not use outdoor equipment simultaneously.</li> <li>• Limiting the number of pupils who use the toilet facilities at one time.</li> <li>• Allow pupils to have access to toilets at all times during the day to prevent queues developing at social times.</li> <li>• During breakfast or after-school clubs keep children in small consistent groups.</li> </ul> <p><b>Minimising mixing (staff)</b></p> <ul style="list-style-type: none"> <li>• The same teacher(s) and other staff are assigned to each bubble and, as far as possible, these stay the same.</li> </ul>	<p>they arrive at school, when they return from breaks, when they change rooms and before and after eating.</p> <ul style="list-style-type: none"> <li>• Staff help is available for pupils who have trouble cleaning their hands independently (e.g. small children and pupils with complex needs).</li> <li>• Use resources such as “e-bug” to teach effective hand hygiene etc.</li> </ul> <p><b>Respiratory hygiene</b></p> <ul style="list-style-type: none"> <li>• Adults and pupils are encouraged not to touch their mouth, eyes and nose.</li> <li>• Adults and pupils encouraged to use a tissue to cough or sneeze and use bins for tissue waste (‘catch it, bin it, kill it’)</li> <li>• Tissues to be provided.</li> <li>• Bins for tissues provided and are emptied</li> </ul>	
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<p>working with individual children are clear about the infection control measures that you have in place.</p> <ul style="list-style-type: none"> <li>Governing boards and school leaders to have regard to staff (including the headteacher) work-life balance and wellbeing. Information shared about the extra mental health support for pupils and teachers is available.</li> </ul> <p><b>Response to any infection</b></p> <ul style="list-style-type: none"> <li>Leadership understands the NHS Test and Trace process and how to contact their local Public Health England health protection team.</li> <li>Plan how to inform staff members and parents/carers that they will need to be ready and willing to <ul style="list-style-type: none"> <li>book a test if they are displaying symptoms;</li> <li>inform the school immediately of the results of a test;</li> <li>provide details of anyone they have been in close contact with;</li> <li>self-isolate if necessary.</li> </ul> </li> </ul>	<p>minimising the use of public transport and how to reduce the risks of transmission outside of school.</p> <ul style="list-style-type: none"> <li>Staggered drop-off and collection times planned and communicated to parents.</li> <li>Made clear to parents that they cannot gather at entrance gates or doors.</li> <li>Encourage parents to phone school and make telephone appointments if they wish to discuss their child (to avoid face to face meetings).</li> <li>Communications to parents (and young people) includes advice on transport.</li> </ul> <p><b>Others</b></p> <ul style="list-style-type: none"> <li>Communication with contractors and suppliers that will need to prepare to support plans for full opening (e.g. cleaning, catering,</li> </ul>	<p>reasonably follow 2 metres distancing the total floorspace as well as likely pinch points and busy areas needs to be taken into account (e.g. entrances, exits).</p> <ul style="list-style-type: none"> <li>Set a limit on the number of people that may visit (e.g. one parent/carer per child).</li> <li>Attendees should be pre-bookings only to manage numbers and will help with the Test and Trace.</li> <li>Have staggered start times to limit numbers on site or in a space at any one time and reduce the pressure at exits and entrances.</li> <li>Encourage attendees to leave promptly and not to hang around unnecessarily.</li> <li>Weather permitting, conduct as much of the event outside as possible where the risk of</li> </ul>	<ul style="list-style-type: none"> <li>Staff that move between classes and year groups, to keep their distance from pupils and other staff.</li> <li>Supply teachers, peripatetic teachers and/or other temporary staff to minimise contact and maintain as much distance as possible from pupils and other staff.</li> <li>Arrangements to avoid sharing staffroom and equipment.</li> <li>The occupancy of staff rooms and offices limited.</li> <li>Use of staff rooms to be minimised.</li> <li>Furniture in offices, PPA work rooms and staffrooms where staff may work or meet together, spaced 2 metres apart.</li> <li>Furniture that cannot be moved 2 metres apart taken out of use and removed or signs used to say do not use.</li> </ul>	<p>throughout the day.</p> <p><b>Ventilation</b></p> <ul style="list-style-type: none"> <li>Increase the supply of fresh air by opening windows and doors (where safe to do so).</li> <li>Use ceiling fans or desk fans for good air circulation.</li> <li>Ventilations system that removes and recirculates air to different rooms is turned off.</li> <li>Ventilation system remains on at all times, even when the building is unoccupied. The system set to operate at lower ventilation rates during evenings and weekends.</li> </ul> <p><b>Music</b></p> <ul style="list-style-type: none"> <li>Singing, wind and brass playing should not take place in larger groups such as school choirs and ensembles, or school assemblies.</li> <li>Measures to be taken when playing</li> </ul>	
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	<p>food supplies, hygiene suppliers).</p> <ul style="list-style-type: none"> <li>Assurances that caterers comply with the guidance for food businesses on COVID-19.</li> <li>Discussion with caterers to agree arrangements for staggered lunches (e.g. seating capacity, holding hot food, cleaning between sittings, distancing and minimising contacts).</li> <li>Liaison with transport providers to cater for any changes to start and finish times and confirm protective measures during journeys.</li> <li>Communication with other building users (e.g. lettings, extended school provision, regular visitors, etc.)</li> <li>Limit visitors by exception (e.g. for priority contractors, emergencies etc.).</li> </ul> <p><b>Lettings and non-school users</b></p>	<p>transmission is lower.</p> <ul style="list-style-type: none"> <li>Control the flow in and out of the school carefully to reduce the risk of congestion with a socially distanced queuing systems.</li> <li>Ensure frequently touched surfaces cleaned regularly during the event.</li> <li>On entering and leaving everyone to wash their hands. Provide sufficient wash stations.</li> <li>Consider the mandatory wearing of face coverings.</li> <li>Toilets kept open and carefully managed e.g. avoid overcrowding, ensure distancing, regular cleaning.</li> <li>To support Test and Trace a temporary record of attendees to be kept for 21 days, in a way that is manageable. This will include name and contact number.</li> <li>Evacuation procedures reviewed,</li> </ul>	<ul style="list-style-type: none"> <li>Staff sharing rooms do not work facing each other.</li> <li>Desks moved so staff are back to back or side on, but still 2 metres apart, or if this is not possible screens used as a barrier between staff.</li> <li>Reducing use of lifts to only those that need to use them.</li> <li>Lifts are single occupation only (if 2 metres not achievable).</li> </ul> <p><b>Distancing</b></p> <ul style="list-style-type: none"> <li>Staff to keep 2 metres from other adults as much as possible.</li> <li>Where possible staff to maintain distance from their pupils, staying at the front of the class.</li> <li>Staff to avoid close face to face contact and minimise time spent within 1 metre of anyone.</li> <li>Use a simple 'no touching' approach for young children to understand the</li> </ul>	<p>instruments or singing in small groups such as in music lessons include:</p> <ul style="list-style-type: none"> <li>physical distancing;</li> <li>playing outside wherever possible;</li> <li>limiting group sizes to no more than 15;</li> <li>positioning pupils back-to-back or side-to-side;</li> <li>avoiding sharing of instruments;</li> <li>ensuring good ventilation.</li> </ul> <p><b>Cleaning</b></p> <ul style="list-style-type: none"> <li>Sanitising spray and paper towels to be provided in classrooms for use by members of staff.</li> <li>Thorough cleaning of rooms at the end of the day.</li> <li>Shared materials and surfaces to be cleaned frequently (e.g. toys, books, desks, chairs, doors, sinks, toilets, light switches, handrails, etc.).</li> </ul>	
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	<ul style="list-style-type: none"> <li>Hire to external providers permitted for before and after-school educational activities and wraparound childcare for your pupils permitted (for vulnerable children and to support parents to work, attend education or access medical care).</li> <li>No other lettings at this stage.</li> </ul> <p><b>Testing</b></p> <ul style="list-style-type: none"> <li>Standard Operating Procedures (SOP) understood and followed.</li> <li>Testing registration arrangements made and details shared with all participants.</li> <li>Adequate staff available to support testing.</li> <li>Testing staff are appropriately trained and provided with sufficient information to</li> </ul>	<p>particularly if normal fire exits are changed or inaccessible.</p> <p><b>Events with an audience</b></p> <ul style="list-style-type: none"> <li>Keep all events separate in their bubbles where possible. This will mean groups do not mix and will help limit the attendance size.</li> <li>Limit numbers (e.g. 1 parent/carer) and manage capacity to allow for social distancing.</li> <li>Keep records of all attendees for track and trace purposes.</li> <li>Where weather and facilities allow, conduct activities outside if possible where the risk of transmission is lower.</li> <li>For events, arrange seating in line with social distancing guidance. Social distancing should be maintained at 2m as far as possible, but this can be reduced to a</li> </ul>	<p>need to maintain distance.</p> <ul style="list-style-type: none"> <li>Older children to be encouraged to keep their distance within bubbles.</li> </ul> <p><b>Minimising contact</b></p> <ul style="list-style-type: none"> <li>Doors propped open, where safe to do so to limit use of door handles. Ensure closed when premises unoccupied.</li> <li>Taking books and other shared resources home limited, although unnecessary sharing avoided.</li> <li>Staff and pupils to have their own individual and very frequently used equipment, such as pencils and pens.</li> </ul> <p><b>PE and School Sport</b></p> <ul style="list-style-type: none"> <li>Pupils kept in same consistent bubbles where possible during PE and sport.</li> <li>Sports equipment thoroughly cleaned between each use.</li> <li>Outdoor sports should be</li> </ul>	<ul style="list-style-type: none"> <li>Resources that are shared between bubbles (e.g. sports, art and science equipment) to be cleaned frequently and meticulously and always between bubbles.</li> <li>Outdoor equipment appropriately cleaned frequently.</li> <li>Toilets to be cleaned regularly.</li> <li>Hand sanitiser provided for the operation of lifts.</li> <li>Staff providing close hands-on contact with pupils need to increase their level of self-protection, such as minimising close contact and having more frequent hand-washing and other hygiene measures, and regular cleaning of surfaces.</li> </ul> <p><b>PPE</b></p> <p>The majority of staff in education settings will not require PPE beyond what they would normally need for their work. PPE is</p>	
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	<p>understand their duties and adhere to SOP.</p> <ul style="list-style-type: none"> <li>• Written consent obtained for each participant before test is performed.</li> <li>• Strict hygiene, social distancing and cleaning measures followed and reinforced.</li> <li>• Testing staggered and timetabled to avoid overcrowding.</li> <li>• Pupils/staff tested from the same bubble to avoid mixing.</li> <li>• Procedures for participants with positive test results to be isolated and sent home.</li> <li>•</li> </ul>	<p>minimum of 1m where 2m is unviable, and where other mitigations are in place (such as face coverings or outdoor events). Social distancing should always be observed side-to-side and be applied nose-to-nose i.e. maintaining 1m between seats in front and behind.</p> <ul style="list-style-type: none"> <li>• No one should attend events if they are required to self-isolate, either because they have coronavirus symptoms or live with someone who does, has tested positive or been in close contact with someone else who has tested positive. Parents/carers must be informed of this prior to the event.</li> <li>• Turn people with coronavirus symptoms away.</li> <li>• Manage the scheduling so that attendees for different groups are not entering and leaving at the</li> </ul>	<p>prioritised where possible.</p> <ul style="list-style-type: none"> <li>• Large indoor spaces used where it is not.</li> <li>• Adequate ventilation through opening windows and doors or using air conditioning systems.</li> <li>• Sporting activities delivered by external coaches, clubs and organisations will only go ahead if they can satisfy the above requirements.</li> <li>• Staff fully aware of COVID-19 guidance issued by the relevant sports governing bodies for team sports and the required actions for each sport.</li> <li>• Competition between different schools takes place following guidance and the COVID-secure measures issued by relevant sports governing bodies. Including participants not mixing other than</li> </ul>	<p>only needed in a very small number of cases, including:</p> <ul style="list-style-type: none"> <li>• where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at schools, and only then if a distance of 2 metres cannot be maintained</li> <li>• where a child or young person already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used.</li> </ul> <p><b>Face coverings</b></p> <ul style="list-style-type: none"> <li>• Face coverings to be worn by staff or visitors (unless exempt), outside classrooms and when moving around the premises.</li> <li>• A supply of face coverings will be available for anybody that does not have one due to having forgotten it or it has become soiled or unsafe.</li> </ul>	
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		<p>same time and to allow for adequate cleaning.</p> <ul style="list-style-type: none"> <li>• Ask parents/carers to wear face coverings.</li> <li>• Provide adequate ventilation – either natural ventilation (opening windows, doors and vents), mechanical ventilation (fans and ducts) where installed, or a combination of both.</li> <li>• Limit parent/carer contact with the performers, school staff and other children to prevent mixing.</li> <li>• Parents/carers should be encouraged to leave promptly and discourage photographs with performers.</li> <li>• Make use of multiple exit and entry points to introduce a one-way flow in and out.</li> <li>• Maintain the enhanced cleaning and ensure the premises are cleaned before and</li> </ul>	<p>when involved in competitive matches.</p> <p><b>Sports Days</b></p> <ul style="list-style-type: none"> <li>• Allow sufficient time and planning to ensure the sports day events, layout, equipment etc. can be adapted to implement measures.</li> <li>• Pupils should remain in their class ‘bubble’ for as much of the sports day event as possible.</li> <li>• Pupils should avoid mixing and keep to social distancing when not actively participating in a race or event.</li> <li>• It would be recommended that ‘bubbles’ are allocated a zone in which they remain. The zones should allow each bubble to keep safe distance for another (at least 1 metre separation).</li> <li>• If participants are handling sports equipment, it would be</li> </ul>	<ul style="list-style-type: none"> <li>• Cleaning of hands before and after removing or putting on face covering.</li> <li>• Face coverings placed in sealable plastic bags between use. Face visors or shields only used after assessing the specific situation in addition to a face covering and not to be worn as an alternative to face coverings.</li> </ul> <p><b>First Aid</b></p> <ul style="list-style-type: none"> <li>• Check if qualifications run out. Consider enrolling more staff on training.</li> <li>• Employees providing first aid to pupils will not be expected to maintain 2 metres distance. The following measures will be adopted:</li> <li>• washing hands or using hand sanitiser, before and after treating injured person;</li> <li>• wear gloves or cover hands when dealing with open wounds;</li> </ul>	
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		<p>after performances.</p>	<p>recommended that each bubble has its own equipment that is not shared with other bubbles.</p> <ul style="list-style-type: none"> <li>• Provide sanitisers so pupils can sanitise their hands between events to limit the risk of fomite transmission.</li> <li>• Sanitise equipment between each use.</li> <li>• Water bottles or other refreshment containers should not be shared.</li> <li>• Injuries should be treated following the existing first aid protocols for schools.</li> </ul> <p><b>Educational Visits</b></p> <ul style="list-style-type: none"> <li>• All educational visits and off-site activities to be appropriately risk assessed by visit leaders to include COVID measures.</li> <li>• Visit leaders to liaise with activity providers, venues, transport operators etc. to ensure COVID-secure measures in place.</li> </ul>	<ul style="list-style-type: none"> <li>• if CPR is required on an adult, attempt compression only CPR and early defibrillation until the ambulance arrives;</li> <li>• if CPR is required on a child, use a resuscitation face shield if available to perform mouth-to-mouth ventilation in asphyxial arrest.</li> <li>• dispose of all waste safely.</li> </ul>	
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<ul style="list-style-type: none"> <li><a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools">https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools</a></li> <li><a href="https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak/protective-measures-for-out-of-school-settings-during-the-coronavirus-covid-19-outbreak">https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak/protective-measures-for-out-of-school-settings-during-the-coronavirus-covid-19-outbreak</a></li> <li><a href="https://www.gov.uk/guidance/maintaining-records-of-staff-customers-and-visitors-to-support-nhs-test-and-trace">https://www.gov.uk/guidance/maintaining-records-of-staff-customers-and-visitors-to-support-nhs-test-and-trace</a></li> </ul>					