

## Coronavirus (COVID-19) Risk Assessment Tool

<b>Academy: Ecton Village Primary Academy</b>				Location(s)/Site(s); Ecton Village Primary Academy			
Carried out by: Kate Cleaver				Date: 24.07.20			
Review Dates:	7.9.20	16.9.20	2.10.20	2.11.20	3.1.21	26.2.21	

Travelling to and From the Workplace		
Persons at Risk	Possible Precautions	Actions Taken
<p><i>School Staff</i> <i>Students and families</i></p>	<p>Discourage staff and students from using public transport where possible. Encourage staff to cycle or walk to work where practical and safe to do so. Encourage students/families and children to time their journey to and from school to avoid congregating at entrance or exit points into school. Provide guidance to staff who have no option other than using public transport:</p> <ul style="list-style-type: none"> <li>• Check with transport provider for latest travel advice</li> <li>• Allow sufficient time for the journey – some routes may have reduced capacity</li> <li>• Purchase e-tickets or use contactless methods where possible,</li> <li>• Wear face coverings in enclosed public spaces,</li> <li>• Carry anti-bac wipes and/or hand sanitiser,</li> <li>• Maintain social distancing of 2 metres where possible,</li> <li>• Wipe tables or trays when finding a seat,</li> <li>• Maintain good levels of ventilation e.g. open windows if possible,</li> <li>• Avoid eating, drinking or touching the face while travelling,</li> <li>• Wash your hand for 20 seconds on entry into workplace.</li> </ul> <p>If two or more staff need to travel together in vehicles:</p> <ul style="list-style-type: none"> <li>• Encourage them to remain in teams and avoid crossover with other groups,</li> <li>• Travel with windows open where possible,</li> <li>• Do not face each other,</li> <li>• Clean the inside of the vehicle regularly, particularly regular touch points (handles etc),</li> <li>• Wear disposable gloves when refuelling,</li> <li>• Wash your hands for 20 seconds on entry into the work place.</li> </ul> <p>Consider measures to accommodate staff whose journey times might be increased, such as adjusting shifts or rotas.</p>	<ul style="list-style-type: none"> <li>• No staff or children travel by bus to EVPA and the vast majority of children are brought to school by car.</li> <li>• One member of staff comes by taxi. She carries hand sanitizer and sanitizes her hands in the taxi and as she leaves. Taxi company sanitize door handles, seatbelts and seats between passengers and the drivers wear masks. The member of staff wears a face mask in the taxi. No money is exchanged as the taxi is funded through a scheme to support visually impaired adults who work.</li> <li>• Staggered start and end of the day times will allow to extra travel times.</li> <li>• Staff and children to wash hands on entry and exit to site.</li> <li>• High windows in classrooms will be opened to ensure natural ventilation but to minimise a draught</li> <li>• Internal doors will be propped open to aid the flow of air. The external door to the mobile classroom may also be propped open</li> <li>• Families will be reminded that children should wear their school uniform including the uniform jumper plus an additional layer (skins or fleece) to ensure children can maintain a comfortable level of warmth throughout the day Heating levels will be reviewed by KC and JJ to ensure comfortable temperatures are maintained whilst ventilation is increased, particularly during colder weather</li> <li>• Letter sent to parents on 3.1.21 for 1 adult per family to bring children onto site and face coverings worn by all adults whilst on site.</li> <li>• Update on Government guidance sent to staff via email and parents via letter on 3.1.21 .</li> </ul>

		<ul style="list-style-type: none"> <li>• <a href="https://www.gov.uk/government/publications/schools-and-childcare-settings-return-in-january-2021/schools-and-childcare-settings-return-in-january-2021">https://www.gov.uk/government/publications/schools-and-childcare-settings-return-in-january-2021/schools-and-childcare-settings-return-in-january-2021</a></li> <li>• Letter to parents reminding them of drop off expectations and asking that they wear a mask when they drop off / collect sent 3.1.21</li> <li>• Staff to wear face coverings when manning the gate at drop off and collection.</li> <li>• Letter to parents advising of opening plans for 8.3.21 sent 26.2.21</li> </ul>
Arriving at, Moving around and Departing the Workplace		
Persons at Risk	Possible Precautions	Actions Taken
<p><i>All Staff</i> <i>Students and families</i> <i>Visitors</i> <i>Contractors</i></p>	<p>Consider arrangements for storage of additional cycles, clothing, helmets and accessories used by staff.</p> <p>Consider staggering arrival and departure times to minimise congestion at entrances and exits.</p> <p>Provide clear signage and guidance for students/families to follow when social distancing at the start and end of the school day.</p> <p>Provide additional/mobile hand washing facilities or sanitising stations at entry / exit points.</p> <p>Instruct staff, students and visitors to wash their hands on arrival and on departure.</p> <p>Review signing in procedures, including the use of pens, registers and other touch points (e.g. Reception complete sign in book for visitor).</p> <p>Review the need for touch pads or keypads at entry points. If unavoidable, arrange frequent cleaning, provide anti bac wipes and provide facilities for users to wash or sanitise their hands after use.</p> <p>Consider one-way systems of travel, particularly where there are narrow routes around school. Include clear instructions about walking single file, being distanced and using the LHS.</p> <p>Identify pinch points and hotspots where people could pass within 1 metre of each other – Rearrange and/or remove furniture as necessary. Furniture, where possible should be organised in rows facing the front.</p> <p>If necessary, provide floor-markings, external and internal signage and distancing markers.</p> <p>Review the use and capacity of lifts – Reduce the maximum number of users if necessary.</p> <p>Review induction arrangements for any new/temporary staff. This must include reading and signing for the Child Protection Policy and Staff Code of Conduct.</p>	<ul style="list-style-type: none"> <li>• There is no on-site parking at EVPA. Staff and families will continue to park on the streets around the school. All will be advised to adhere to social distancing measures.</li> <li>• Staggered starts will minimise congestion at the gate. Parents have been asked to queue 2m apart and this will be supervised by a member of staff. Tape has been placed on the pavement outside the school to ensure the 2m distancing expectation is clear. Parents have used this when queuing. After the child has been handed over to the adult on the gate, parents follow a one-way system to avoid walking back along the line of the queue. <b>We now use the double gate as the entry point for children in the morning. This gives more room on the pavement and allows for easier social distancing. The tape on the pavement has been extended into this area.</b></li> <li>• Siblings in KS2 that leave at the same time as those in the KS1 bubble are collected by the KS1 class teacher. They file out behind the KS1 class; keeping a 2m distance.</li> <li>• When inside the school building children will walk in single file (this is normal for the children at EVPA).</li> <li>• The main gate will be propped open and staffed during staggered arrival times and locked at all other times.</li> <li>• 2 additional handwashing stations to be situated around the school site. Staff wear gloves, an apron and a face covering when emptying and filling the water containers.</li> <li>• JJ will create a list of staff on site. There are no sign in touch points.</li> </ul>

		<ul style="list-style-type: none"> <li>• Teachers to use SIMS registers from September in line with usual attendance recording</li> <li>• Paper register to be used for visitors.</li> <li>• All visitors to complete a health declaration.</li> </ul>
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Visitors, Contractors and Receipt of Deliveries		
Persons at Risk	Possible Precautions	Actions Taken
<p>Staff</p> <p>Visitors</p> <p>Contractors</p> <p>Cleaners</p>	<p>Postpone or reschedule visitors and contractors where practical.</p> <p>Review arrangements scheduled contractor visits. Consider rescheduling if practical.</p> <p>Review maintenance and testing regimes.</p> <p>Where possible, schedule maintenance work and contractors outside normal working hours to reduce contact with staff.</p> <p>Ensure that staff are aware of how to spot any symptoms of COVID-19.</p> <p>Send out communications to visitors and contractors in advance where practical.</p> <p>Review signing in and induction procedures for visitors and contractors.</p> <p>Introduce a health questionnaires and self-declaration form for visitors and contractors.</p> <p>Ensure that visitors and contractors are aware of current hygiene requirements. Consider using signage or leaflets in entrance area.</p> <p>Provide hand sanitiser at signing in and/or require visitors and contractors to wash their hands on arrival.</p> <p>Review reception area layouts, remove unnecessary furniture and displays to create additional space.</p> <p>Remove magazines and other items from reception areas, which might be touched by visitors.</p> <p>Regularly clean down surfaces which visitors or contractors may have touched.</p> <p>Consolidate deliveries where possible. Consider wiping down external packaging before handling.</p> <p>Review delivery/goods in points to minimise contact. Arrange drop-offs where possible.</p> <p>Erect screens for reception personnel, and methods of reducing contact.</p> <p>Minimise contact by requiring drivers to remain within their vehicles where possible and safe to do so.</p>	<ul style="list-style-type: none"> <li>• Any visitors to follow the school's procedures and routines for hygiene and handwashing.</li> <li>• Parental tours for prospective families will begin at the end of September. Families are toured by KC and only one family at a time will be toured. Children cannot accompany parents on the tour. Parents will be required to sign a health declaration form thus allowing Tests and Trace procedures to be followed if necessary. Parents will be required to sanitize their hands on entry; wear a face covering for the duration of the visit and to maintain social distancing at all times.</li> <li>• We have agreed to allow the older sibling of one of our children to volunteer in the school for her D of E award. She will arrive at 3.30; sign in and sanitize as per all visitors. She will work in the library sorting and cataloguing books. She will maintain a 2m distance from adults in school and will not be in contact with children in after school club.</li> <li>• No non-essential contractors to be on site or in the buildings.</li> <li>• Essential workers to be escorted around site, following 2m social distancing.</li> <li>• Adults to be signed in by JJ. Paper register to be kept and to be used in the event of an evacuation</li> <li>• A notice on the gate will ask that any visitors displaying symptoms of Covid-19 to not enter the school grounds or building.</li> <li>• All visitors to sanitize hands on entry and on exit to the school building.</li> </ul>

		<ul style="list-style-type: none"> <li>• Contractors to use hand sanitiser stations on site when moving between spaces.</li> <li>• Classroom layouts changed to cater for the needs and age of the children. Most classrooms have rows of desks facing forwards</li> </ul>
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General Workplace Precautions		
Persons at Risk	Possible Precautions	Actions Taken
<p><i>Staff</i></p> <p><i>Visitors</i></p> <p><i>Contractors</i></p>	<p>Nominate key staff with specific responsibilities and duties.</p> <p>Regularly monitor Government guidance, and issue regular bulletins and updates to staff.</p> <p>Ensure that only staff who cannot work from home attend the premises.</p> <p>If staff must attend the work premises, review work patterns, rotas and shifts to minimise the number of people who come into contact with each other. Review procedures for job-sharing and handovers – Arrange remote or virtual handovers where possible.</p> <p>Implement an “Essential Meetings only” Policy.</p> <p>Postpone or cancel meetings or gatherings which could create unnecessary contact or manage remotely.</p> <p>If face to face meetings are unavoidable, ensure 2-metre distancing throughout.</p> <p>Instruct staff to follow good hygiene practices (Hand washing etc), and issue regular reminders.</p> <p>Display instructions, posters and notices about the ‘system of controls’ around school.</p> <p>Provide information on websites/intranet sites.</p> <p>Ensure plentiful supplies of hand soap etc within wash rooms. Review stocks and procurement arrangements in anticipation of increased demand and reduced supply.</p> <p>Introduce additional hand washing/sanitising units or stations at entrance and exit points.</p> <p>Ensure that waste bins etc are emptied regularly.</p> <p>Consider non-touch bins (pedal bins etc.).</p> <p>Review cleaning regimes. Introduce additional cleaning of access control points, door handles, handrails, taps, toilets, telephone handsets, keyboards, and other frequently-touched surfaces. Utilise existing cleaning staff or employ contract cleaners.</p> <p>Provide facilities for potentially contaminated waste to be double-bagged and quarantined for 72 hours before disposal.</p> <p>Encourage good housekeeping and clear desks so that surfaces can be cleaned.</p>	<ul style="list-style-type: none"> <li>• KC to lead staff training 1.9.20 to ensure all staff are clear on new processes and procedures.</li> <li>• HAT and KC share most up to date guidance.</li> <li>• ‘Bubbles’ created and all staff aware of which adults and children are in their bubbles.</li> <li>• When meeting in school, all surfaces to be cleaned on entry and exit in rooms where meeting has taken place.</li> <li>• Expectations about handwashing and hand sanitising to be shared. Poster reminders to be displayed around school in shared areas, hand sanitising stations, toilets and staff room.</li> <li>• JJ to complete weekly audit of cleaning products and order top up when necessary.</li> <li>• Cleaners to empty all bins, at the end of each day.</li> <li>• If anyone in the academy becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they must be sent home and advised to follow ‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’, which sets out that they must self-isolate for at least <b>10 days</b> and should arrange to have a test to see if they have coronavirus (COVID-19). Other members of their household (including any siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms.</li> <li>• If a child in the setting becomes unwell, they will be removed to KC’s office where they can be monitored and supported until they are collected by their parents or carers.</li> <li>• They will be taken there by KC or JJ staff wearing PPE and they will be supported by the same person until the parent arrives</li> <li>• A fluid-resistant surgical face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young</li> </ul>

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<p>Review procedures for cleaning and estates staff. Provide additional gloves and PPE if necessary.</p> <p>Encourage staff to discuss any concerns with their line manager, particularly if they have any underlying health issues or concerns regarding at-risk family, relatives and cohabiters.</p> <p>Consider risks to any staff who might be at increased risk due to weakened immune systems or other health issues.</p> <p>Follow procedures for responding to a member of staff reporting that they have developed coronavirus symptoms at work, and ensure that they communicated to all necessary staff.</p> <p>Implement policy for those with symptoms to be tested asap.</p> <p>Review emergency and evacuation procedures to check that they are not compromised by COVID-19 adjustments and arrangements.</p> <p>Consider other areas where there is greater level of pupil adult interaction that may need screens. This could include canteen areas or pastoral areas.</p>	<p>person is necessary, then disposable gloves, a disposable apron and a fluid-resistant surgical face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then face visor should also be worn.</p> <ul style="list-style-type: none"> <li>• The member of staff supporting the symptomatic child does not need to go home to self-isolate unless they develop symptoms themselves or if the symptomatic child subsequently tests positive or they have been requested to do so by NHS Test and Trace.</li> <li>• The isolation room will receive a deep clean</li> <li>• Hygiene waste of suspected or confirmed cases to be double bagged and kept in lidded bins. Appropriate PPE, gloves, aprons and sanitising wipes to be used. Separate external bin for hygiene waste, black lidded bin, not currently in use to be used and not collected until 72 hours have passed.</li> <li>• The rest of the class will be moved into an empty space (the hall) until their room can have a deep clean by a member of staff in PPE, disposable gloves, a disposable apron and a fluid-resistant surgical face mask JJ and KC know how to silence and reset alarm. Assembly point is the field for all adults and children. Adults to sign in with JJ who will keep a record, this will be printed in event of evacuation. KC to share register with JJ once complete. If children signed out early, complete usual sign out book. Evacuation and lockdown routine is explained to children once a week.</li> <li>• KC and JJ know how to silence and reset alarm. Assembly point is the field for all adults and children.</li> <li>• If children signed out early, complete usual sign out book, kept in the office.</li> <li>• Evacuation and lockdown routine will be explained to children and practised in the first week back</li> <li>• Radios to be held in the office, each class room and KC's office.</li> <li>• BAME, extremely clinically vulnerable staff and pregnant members of staff have 1:1 conversations with KC and risk assessment completed to mitigate any additional risk for these members of staff. <b>These are to be reviewed w/c 4.1.21 in line with updated Government guidelines on 30.12.20.</b> <a href="https://www.gov.uk/government/publications/schools-and-childcare-settings-return-in-january-2021/schools-and-childcare-settings-return-in-january-2021">https://www.gov.uk/government/publications/schools-and-childcare-settings-return-in-january-2021/schools-and-childcare-settings-return-in-january-2021</a></li> </ul>
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Office and Teaching Areas		
Persons at Risk	Possible Precautions	Actions Taken
<p>Staff Visitors</p>	<p>Review room layouts and rearrange desks and workstations to enable children to face towards the front. Where possible desks should help keep at least 1m distance.</p>	<ul style="list-style-type: none"> <li>• Classroom layouts changed to cater for the needs and age of the children. Most classrooms now have forward facing desks, positioned in rows. EY areas do not have desks, but large rugs. Carpet spots will be used to help the children to</li> </ul>

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<p><b>Contractors</b></p>	<p>Implement back-to-back or side-to-side working (rather than face-to-face) wherever possible.</p> <p>Staff should try and keep their distance from students and stay at least 2metres from other adults.</p> <p>If necessary, introduce screens or physical separation between staff and/or visitors.</p> <p>Staff to ensure children have their own supply of basic stationary.</p> <p>Educational equipment used by students with the group should be cleaned regularly.</p> <p>Where equipment is used between groups is must be cleaned every time before its use with a new group.</p> <p>Review use of copiers, printers, trollies and other shared office equipment. Restrict use and instruct staff to wipe down before and after use.</p> <p>Consider arrangements for storage, collection and distribution of stationery and supplies.</p> <p>Review post-handling – Avoid repeated and cross- touching.</p> <p>If necessary, introduce additional sanitising stations at key locations.</p> <p>Encourage good housekeeping and clear desks so that surfaces can be cleaned.</p> <p>Provide additional tissues and soap/sanitiser in each area.</p> <p>Avoid the use of hot-desks e.g. in staffrooms or PPA rooms. If not possible, then provide wipes and other cleaning materials for IT or furniture.</p> <p>Provide additional equipment (screen, docking station, keyboard, mouse etc.) where necessary to avoid sharing.</p>	<p>distance as far as possible in an arrangement where they are side by side or in rows facing forwards.</p> <ul style="list-style-type: none"> <li>• There are two bubbles – EYFS and KS1 make up one bubble and KS2 make up the second bubble. The majority of adults will work solely within their bubble, however, a few adults such as specialist intervention staff and PPA teachers will also work across bubbles but maintained strict social distancing and hygiene measures to mitigate the risk of cross contamination</li> <li>• Staff to wear the face visors when walking around the corridors and in communal areas and when on duty at break and lunch times.</li> <li>• Staff training 4.1.21 to reiterate the message that adults do not mix between bubbles unless necessary for the education of children.</li> <li>• In KS1 and KS2 each child has their own pencil case filled with the equipment frequently used in class.</li> <li>• Laptops, photocopiers etc to be wiped with antibacterial wipes before and after use.</li> <li>• Classrooms and all hard surfaces to be deep cleaned at the end of each day.</li> <li>• Each bubble to be allocated a box of toys to be used in their outdoor space and/or in classroom which are to be cleaned daily with soap the teachers and the children.</li> <li>• Hand sanitising stations around site to be used</li> <li>• Classrooms and all hard surfaces to be deep cleaned at the end of each day.</li> <li>• Teaching spaces and offices to have access to antibacterial spray and cloths for regular wiping of tables and hard surfaces throughout the day as required</li> <li>• All tables and hard surfaces to by wiped with provided antibacterial spray and cloths before and after transition</li> <li>• ‘sniffle stations’ in each classroom, office space and shared area</li> <li>• Surfaces to be cleaned on entry and exit in rooms where meeting has taken place. 2m rules to apply when carrying out PPA sessions.</li> <li>• All adults to use their own technology which they are responsible for cleaning and not sharing.</li> <li>• All staff to maintain a ‘clean desk’ approach in order that their workstations can receive a daily deep clean</li> <li>• Children in year 3 and 4 leave and enter the building via the main office at the start and end of each break to avoid meeting children in the other bubble during this time of transition.</li> <li>• Children in the KS2 bubble will use both classrooms once a week in order to facilitate a computing lesson. The tables and chairs will be sprayed with antibacterial spray between sessions and the computers will be wiped. Children will take their own pencil cases with them.</li> </ul>
<p><b>Using Company Vehicles (Van and Minibuses)</b></p>		
<p><b>Persons at Risk</b></p>	<p><b>Possible Precautions</b></p>	<p><b>Actions Taken</b></p>

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<p><i>Staff driving van or minibuses</i></p>	<p>Review requirements for staff to use company vehicles – Consider remote contact where practical.</p> <p>Provide staff with sanitisers and wipes to carry within their vehicle.</p> <p>Where vehicles are shared, require staff to wipe down steering wheels and controls etc before and after use, travel with the windows open where possible, and avoid face to face.</p> <p>Encourage staff to wear disposable gloves when refuelling vehicles.</p> <p>If staff have genuine concerns about travelling with colleagues / pupils, discuss these with them and consider reasonable, practical alternatives.</p> <p>Children travelling on a minibus should sit with their own year group whenever possible.</p>	<p>N/A</p>
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Welfare and Rest Areas		
Persons at Risk	Possible Precautions	Actions Taken
<p><i>Staff</i> <i>Visitors</i> <i>Contractors</i> <i>Cleaners</i></p>	<p>Rearrange adult seating and tables to maintain 2-metre distancing. Isolate tables and seating if necessary. Consider setting up a second staffroom area if necessary.</p> <p>Limit the number of people using kitchen/welfare areas to maintain 2-metre distancing.</p> <p>Stagger breaks if necessary.</p> <p>Wherever applicable, provide a takeaway service at canteens providing pre-prepared and wrapped food only.</p> <p>Provide bottled drinking water to reduce use of drinking points.</p> <p>Provide additional waste bins.</p> <p>Introduce additional cleaning of kitchen/welfare areas.</p> <p>Encourage staff to bring pre-prepared meals and drinks where practical.</p> <p>Review facilities for storing additional meals and snacks (fridge etc.)</p> <p>Encourage staff to stay on site and take breaks/eat outside where practical.</p> <p>Review equipment provided within kitchen/tea-making areas (Kettles, microwave ovens etc.) – Remove if not necessary.</p> <p>Provide anti-bac wipes or sanitiser and instruct staff to wipe down any remaining equipment before and after use.</p> <p>Instruct staff to avoid sharing cups, utensils etc.</p> <p>Consider the use of reusable cups, or ask staff to bring their own cups, plates and cutlery etc to work.</p> <p>Avoid the use of portable toilets where possible.</p> <p>Review layouts and use of changing/locker rooms to maintain 2-metre distancing.</p> <p>Avoid sharing of lockers and other facilities.</p> <p>Review arrangements for the use of showers to avoid congestion.</p>	<ul style="list-style-type: none"> <li>• Wherever possible staff use own/same cup and utensils. Use dishwasher hot wash for all wash cycles. Avoid using sink for washing utensils and cups.</li> <li>• Exercise social distancing during break times.</li> <li>• Hand wash in staff toilet area for all staff and handtowels to dry hands.</li> <li>• Staggered breaks and lunchtimes set, staff from different bubbles will not have shared breaks.</li> <li>• SCHA to provide grab bags for all children and lunches</li> <li>• Hot dinners will be provided by SCHA and SY will be on site to serve these.</li> <li>• CD has arranged for a Perspex screen to be fitted to the serving area. We are awaiting a progress update on this.</li> <li>• Children in bubble 1 (EY and KS1) will continue to eat in a classroom. This has been very successful since Sept 2020. Children in KS2 will eat in the hall.</li> <li>• SY will clean chairs and tables with antibacterial cleaner at the end of each lunch sitting.</li> <li>• The possibility of children having more time outside through the use of zoned play areas (rather than 30 minutes each) will be explored as the weather improves and we have use of the school field.</li> <li>• SCHA to share own risk assessment and procedures for preparing meals when schools reopen. Some children to bring their own lunches.</li> </ul>



		<ul style="list-style-type: none"> <li>All children to bring in own bottles of water, children to take home every day. Staff to support children washing and refilling of bottles.</li> <li>Food and small waste bins provided in each classroom.</li> <li>Staff to bring own lunch which can be stored in bubble classroom or in the fridge. Access to these to follow hygiene guidance.</li> <li>Staff to be encouraged to eat either with the children in their bubble or (weather permitting) outside on picnic benches or the field, observing social distancing.</li> <li>Anti-bacteria spray and cloths available for all staff in bubbles, to use as and when needed.</li> </ul>
<b>Attending Meetings, Visiting Clients, Attending Sites etc.</b>		
<b>Persons at Risk</b>	<b>Possible Precautions</b>	<b>Actions Taken</b>
<p><i>Staff</i></p> <p><i>Visitors</i></p> <p><i>Contractors</i></p>	<p>Ensure that staff only attend essential meetings and visits only.</p> <p>Offer the option of video conference calls or meetings where practical.</p> <p>Encourage staff to hold meetings via conference calls etc where practical.</p> <p>Consider rescheduling service/maintenance/site visits where practical.</p> <p>Issue regular information sheets or bulletins to staff.</p> <p>Provide information to visitors and contractors in advance.</p> <p>Establish prior to visit if any occupants are suffering from coronavirus symptoms or are vulnerable/shielding.</p> <p>Review end-of-job procedures and arrangements for handing over items. E.g. cleaning surfaces.</p> <p>Encourage staff to follow official guidance relating to good hygiene procedures and limiting contact with other people.</p> <p>Provide sanitiser, wipes etc to staff visiting other sites/premises.</p> <p>Review storage and issue of any PPE required. Check that PPE is not being shared or transferred between users.</p> <p>Encourage staff to raise any concerns regarding site welfare facilities.</p> <p>Encourage and empower staff to take sensible decisions if they suspect they might come into contact with infected persons during their work.</p> <p>Review requirements for staff in other buildings to visit the main premises/offices – minimise staff movements around site</p>	<ul style="list-style-type: none"> <li>Staff meetings or any other essential meetings to be carried out online where possible. If meeting in school, all surfaces to be cleaned on entry and exit in rooms where meeting has taken place. 2m social distancing rules to apply.</li> <li>Weekly e-mail to be sent out to inform staff of updates / key information.</li> <li>Deep cleaning of all classrooms to happen at the end of each day.</li> <li>All staff to use anti bac spray and cloths to wipe down surfaces throughout the day when required.</li> <li>First Aid/ PPE supplies to be provided to each bubble to prevent cross contamination.</li> <li>Report any shortages to JJ who will replenish stock in bubble classrooms.</li> <li>Email any site concerns to KC and JJ. KC to check concerns have been actioned.</li> <li>External agency workers must also provide a risk assessment from their organisation around their safer working practices. This must be checked by KC for suitability and compatibility with the academy procedures prior to entry into the building.</li> <li>All visitors will sign a health declaration on entry to confirm they or members of their households are not displaying any COVID 19 symptoms</li> <li>Where contractors can attend outside of school hours they should. If that is not possible, they should follow all measure in place at the academy to maintain a safe working environment as detailed in the leaflet they will be provided</li> <li>A record of all visitors must be kept to support NHS Test and Trace.</li> </ul>



Sanitary and Toilet facilities		
Persons at Risk	Possible Precautions	Actions Taken
<p>Staff Students Visitors</p>	<p>Instruct students and staff to use the toilet facilities one at a time to ensure that a distance of at least 1m can be maintained.</p> <p>Remind staff and students to queue at least 1m intervals if queuing.</p> <p>Provide additional soap/sanitiser and paper towels as required.</p> <p>Arrange for enhanced cleaning of toilet facilities, with particular attention to door handles, door locks, toilet flush and taps.</p>	<ul style="list-style-type: none"> <li>• Due to limited toilet facilities at EVPA, bubbles will have to share the toilets. However, they will be cleaned after each bubble has had a break and a deep clean will be carried out at the end of each day. Signage will encourage thorough handwashing.</li> <li>• Staff have their own toilet facilities which will be cleaned three times during the day and deep cleaned at the end of each day.</li> <li>• Hand washing and sanitising stations located around site.</li> </ul>

Incident Management and Business Continuity		
Persons at Risk	Possible Precautions	Actions Taken
<p>Staff First Aiders</p>	<p>Ensure the COVID-19 Emergency Procedures are communicated to all necessary staff and allow for follow up questions – see below.</p> <p>Consult with First Aiders and review procedures and instructions for First Aiders or other staff who could be more likely to come into close contact with staff.</p> <p>Arrange for all first aiders who are dealing with potential Covid-19 cases to be wearing a disposable apron, gloves, and a mask.</p> <p>Provide COVID-19 CPR guidance to First Aiders.</p> <p>Develop procedures for any staff who become unwell at work, and identify designated facilities or rooms for assessment.</p> <p>Consider arrangements for how those taken ill whilst at work would get home.</p> <p>Ensure that staff contact numbers and emergency details are up to date.</p> <p>Review HR, absence and sickness procedures.</p> <p>Identify key roles whose absence would have a significant impact on the safe operation of business.</p> <p>Develop contingency and business continuity plans for increased staff absence and potential closure or partial closure of business premises.</p> <p><b>Covid-19 Emergency Procedures</b></p> <p>The current stated symptoms (as set out by the Government) are:</p> <ul style="list-style-type: none"> <li>- A high temperature (above 37.8 degrees);</li> <li>- A new, continuous cough (coughing for more than an hour, or 3 or more coughing episodes in 24 hours (for those with a usual cough, it may be worse than usual);</li> </ul>	<ul style="list-style-type: none"> <li>• Whole school medical list printed and stored in folder in the Front Office.</li> <li>• First aid packs provided for each class which contain any medical information. Eg allergies, inhalers, epi pens etc</li> <li>• Each bubble to have own first aid kit which contains, basic first aid equipment. Completed incident slips to be put into outside in door pocket. SM will collect and store as per normal school system. Adults within bubble responsible for getting ice packs. Replenishment of first aid stock to be carried out by JJ.</li> <li>• If a child is reported to have symptoms, the child will be taken to KC's office. They will be kept in this room until their parents arrive and collect them. Child will need to leave school and isolate for <b>10 days</b> or until a negative test has been reported and evidenced.</li> <li>• The rooms will be deep cleaned by site member of staff wearing appropriate PPE.</li> <li>• Government guidance has been shared around Test and Trace: <a href="https://www.gov.uk/guidance/nhs-test-">https://www.gov.uk/guidance/nhs-test-</a></li> </ul>

## Coronavirus (COVID-19) Risk Assessment Tool

	<p>- A loss of the sense of smell or taste (also called anosmia).</p> <p>If an adult develops symptoms of Covid-19 on site:</p> <ul style="list-style-type: none"> <li>• Ensure senior leader or line manager and first aider is informed as soon as possible;</li> <li>• Go home immediately;</li> <li>• Avoid touching any doors, handles, surfaces or work equipment;</li> <li>• Cough or sneeze into a tissue and place it in the bin, or into the crook of the elbow if tissues are not available;</li> <li>• Follow the latest Government guidance surrounding self-isolation and not return to work until the recommended period of self-isolation is completed.</li> <li>• Engage in Government Test and Trace processes</li> </ul> <p>If a student develops symptoms of Covid-19 on site:</p> <ul style="list-style-type: none"> <li>• Ensure a senior leader and first aider is confirmed as soon as possible;</li> <li>• Informs parent(s)/carer(s) and isolate the student until they can be collected and taken off site;</li> <li>• Avoid them touching any doors, handles, surfaces or work equipment;</li> <li>• Cough or sneeze into a tissue and place it in the bin, or into the crook of the elbow if tissues are not available;</li> <li>• Follow the latest Government guidance surrounding self-isolation and not return to school until the recommended period of self-isolation is completed.</li> </ul>	<p><a href="#">and-trace-how-it-works</a> with staff via email and families via Parentmail and using social media</p> <ul style="list-style-type: none"> <li>• Should the academy become aware that someone who has attended has tested positive for coronavirus (COVID-19) Leaders would contact Rob or Colin in the Trust in the first instance: <ul style="list-style-type: none"> <li>- Rob – 07795684033</li> <li>- Colin - 07545102390</li> </ul> </li> <li>• Trust leaders should contact the local health protection team.</li> <li>• PHE East Midlands Health Protection Team,</li> <li>• Public Health England, Seaton House City Link,</li> <li>• Nottingham,</li> <li>• NG2 4LA</li> <li>• tel:03442254524 option 1</li> <li>• This team will also contact schools directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school – as identified by NHS Test and Trace.</li> </ul> <p>The health protection team will carry out a rapid risk assessment to confirm who has been in close contact with the person during the period that they were inTrust leaders will contact the PHE Helpline for advice on the action to take in response to a positive case. If, following triage, further expert advice is required the adviser will escalate the academy's call to the local health protection team:</p> <ul style="list-style-type: none"> <li>• Public Health England: 0344 225 4524</li> </ul> <p>If unable to contact PHE, contact DfE</p> <ul style="list-style-type: none"> <li>• DfE Helpline details: 0800 046 8687 Monday-Friday 8am to 6pm Saturdays and Sundays 10am-4pm Select option 1 for advice on the action to take in response to a positive case</li> <li>• HAT will notify the Local Authority at the following email addresses: <ul style="list-style-type: none"> <li>• <a href="mailto:NCC.CovidSchools@northamptonshire.gov.uk">NCC.CovidSchools@northamptonshire.gov.uk</a></li> <li>• <a href="mailto:nccg.covid.intelligence@nhs.net">nccg.covid.intelligence@nhs.net</a></li> </ul> </li> </ul> <p>School follows advice given by PHE or DfE</p>
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Remote Education		
Persons at Risk	Possible Precautions	Actions Taken
<p>Any pupils who cannot attend school</p>	<p><b>DfE expectations for remote education:</b> <i>In developing these contingency plans, we expect schools to:</i></p> <ul style="list-style-type: none"> <li>use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations</li> <li>give access to high quality remote education resources</li> <li>select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use</li> <li>provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access</li> <li>recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum</li> </ul> <p><i>When teaching pupils remotely, we expect schools to:</i></p> <ul style="list-style-type: none"> <li>set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects</li> <li>teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject</li> </ul>	<ul style="list-style-type: none"> <li>A training session took place at the beginning of the autumn term 2020</li> <li>The Class Dojo system continues to be used as a platform for parent/teacher communication, general home learning and remote learning for children in KS1 and KS2. Children in EY will continue to use the Tapestry platform. This allows the teacher to continue to build a bank of evidence, track their learning journey and assess them.</li> <li>Pupils who have had to self isolate have already been set remote education using this system</li> <li>Class Dojo is a whole school communications platform. Parents can message teachers and receive replies, teachers can message parents as a group/class or individually. Information about learning in school and at home can be shared with the parents on Class Dojo. For children in EY, Tapestry will be used in the same way – two way communication between the school and the family.</li> <li>Pupils are awarded Class Dojo reward points on Class Dojo, these can be seen by the parent of each individual child</li> <li>Photographs of children learning in school are posted on school story – anyone with access to each class site can comment on these</li> <li>Home learning (home work) has been set on Class Dojo since the beginning of the term. This is to enable staff, pupils and parents to become familiar with the system ready for needed in the event of remote education being in place</li> </ul>

## Coronavirus (COVID-19) Risk Assessment Tool

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|  | <ul style="list-style-type: none"> <li>• <i>provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos</i></li> <li>• <i>gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work</i></li> <li>• <i>enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers</i></li> </ul> | <ul style="list-style-type: none"> <li>• Pupils have their own portfolio area where learning is set by the teacher, pupils can then upload their learning to the platform for marking by the teacher</li> <li>• Teachers can give next steps for pupils in their portfolio</li> <li>• Learning can be completed directly on the platform, videos can be uploaded by parents. Where there is no access to printers at home, work is completed in a home learning exercise book and a photograph is uploaded into the pupil portfolio</li> <li>• IT resources for vulnerable pupils have been claimed via the LA. We have loaned one school laptop to a vulnerable child who does not meet the LA criteria. There are four families who will require paper copies of resources delivered as and when needed; these are from the GRT community where parental literacy is poor and access to IT is limited.</li> <li>• Curriculum sequence for remote learning will closely mirror the learning in school. Children who have already needed individual remote learning have been enabled to complete learning very similar to their peers in school</li> <li>• A variety of resources are used to remote education, staff have been directed towards which resources to use. These include: White Rose videos, Oak Academy and RWInc videos</li> <li>• Work set for younger children takes into account their age and stage</li> <li>• Pupils with SEND can be set individual learning if needed</li> <li>• Teachers are able to have constant and live (during school hours) contact with parents, they are able to step in and support with any issues related to remote education</li> <li>• Key aspects of our remote education system are a regular daily routine, achievable and engaging tasks that cover a broad and balanced curriculum, daily feedback, follow up on low engagement and teaching videos that are personalised and feature EVPA teachers</li> <li>• Teachers can record themselves recording on whiteboards and demonstrating using equipment and manipulatives etc</li> <li>• Narrated PowerPoints recorded by the teacher can be uploaded to support pupil learning</li> <li>• When remote education is needed in the event of whole bubble or school isolation, the daily expectations are:             <ul style="list-style-type: none"> <li>○ Post a good morning video on class story telling the children about the day and asking them to say good morning in the comments</li> <li>○ Set the English and Maths tasks with instructions. One of these should have a video or a narrated power point</li> <li>○ Start a class story post for each of the lessons with some basic information. This is where parents and children can ask for support</li> <li>○ Share good examples on class story and give out Class Dojo points</li> <li>○ Feed back on completed tasks</li> <li>○ After lunch, post the afternoon tasks</li> </ul> </li> </ul> |
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		<ul style="list-style-type: none"> <li>○ Post a video of the class teacher reading the class book or another story</li> <li>○ At the end of the day, post on class story, summarising the day and giving praise.</li> <li>• Remote learning set on Class Dojo can be dynamically changed and adapted to suit the needs of the learners</li> </ul>
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### Coronavirus (COVID-19) Risk Assessment Action Plan

Ref	Action	By Whom	By When	Status
1	Site walk in September to check signage remains clear and visible to staff, families and visitors. Increase prominence should this be required	KC	2.9.20	
2	Ensure full stocks of PPE and hygiene supplies are fully replenished and well stocked prior to the start of the new academic year	KC	30.7.20	
3	Purchase items required for all additional sniffles stations required for the new spaces which will be in use from September – including tissues and antibacterial gel	KC	30.7.20	
4	Purchase visors that cover only half the face and are clear at the bottom	KC	10.11.20	
5	Perspex screen to be fitted to the serving trolley in the hall	CD	8.3.21	
6	Review of outdoor space to be zoned in light of access to the field	KC	12.4.21	
7				
8				



## What to do when a pupil develops COVID-19 symptoms at school?

### COVID—19 symptom reported

#### Cough

(a new, continuous cough - coughing a lot for more than an hour or 3 or more coughing episodes in 24 hours)

#### Fever

(hot to touch on chest or back - no need to measure temperature)

#### Loss of, or change in normal sense of taste or smell (anosmia)

(cannot smell/taste anything or things smell/ taste different to normal)

### Call SLT or Site Team on radios or phones

SLT or Site Team will take to isolation room, if a two metre distance can not be maintained PPE should be worn  
Clean area that pupil has been in

### At Isolation Room

- Isolate pupil in a room behind a closed door or at least 2 meters apart from others
  - Keep the room ventilated (open any windows)
  - Staff tending to pupil must wear appropriate PPE
- Pupils to use designated bathroom (this will be cleaned and disinfected before use by another person)

- Contact parent/carer to come and collect this pupil and their siblings immediately
  - SLT must collect any siblings

- All cases must be logged on SIMS and COVID spreadsheet

- Follow the *Test and Trace Protocol*





