

**Windermere School, Elleray and Browhead Campus.
COVID 19 - Operations Risk Assessment.**

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| Author: | RH from template provided by Kym Allan Associates. | | |
| Reviewed by: | Headmaster PH: 24 th August 2021 | | |
| Reviewed by: | EV | | |
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| Review date: | 29 th October 2021 | | |



WINDERMERE SCHOOL

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| Risk Assessment: | Operations procedures for running Windermere School in stage 2, Open with Caveats. | School / Location(s): | Windermere School | Assessors: | RH |
| Risk assessment Date: | 25 th August 2021 | Proposed Review Date: | 29 th October 2021 | Signed off by: | PH and EV |
| Individuals at Risk | All employees, pupils, visitors, contractors, members of the public, the people they live with and their other close contacts, in particular, vulnerable children (as classified by DfE or LA guidance or school), vulnerable adults, anyone who is Black, Asian, Minority Ethnic (BAME), young/ inexperienced workers, new/ expectant mothers, anyone experiencing ill-health or who has pre-existing medical conditions, and first aiders/nurses/intimate care providers. | | | | |
| Risks | Covid-19 or the novel coronavirus (Covid-19) is a new, highly infectious and serious respiratory illness that can cause death, critical illness, and other serious and potentially long-term health complications we are still learning about. The virus can be transmitted by contact with a bodily fluid containing it, most commonly saliva droplets dispersed into the air (aerosols) through talking, coughing, sneezing, and the performance of some healthcare tasks, which are then breathed in by other people nearby or the droplets land on surfaces that others touch, getting into their body when they then touch their face, especially their own mouth, nose and eyes. This may lead to anxiety and other wellbeing issues amongst staff, pupils and parents. Risks arising from lack of building/equipment particularly during periods of partial or full closure. The ability to effectively implement fire and other emergency procedures may be compromised due to reduced staff numbers for example. | | | | |

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| Aims/objectives of the RA: | <p>The greatest risk here is that inappropriate arrangements are made for opening the school causing infection to spread and leading to serious respiratory illness or death. The key aim is therefore to manage the ongoing 'duty of care' the School has for our whole community: Governors, Staff, Parents and Pupils. We also need to consider the wider community in which we operate.</p> <p>To ensure Windermere School complies with Government guidance as it relates to students returning to school to be taught on site rather than remotely:</p> <ul style="list-style-type: none"> • Windermere School has been open to pupils since March 2021. To ensure Windermere School complies with Government guidance as it relates to pupils, an onsite risk assessment is completed to identify localised hazards relating to Covid 19 and the required controls are put in place. <p>This Risk Assessment is for the teaching period of the Autumn Term only, and will need to be re-assessed on an ongoing basis, as Government guidance changes.</p> |
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| <p>Issues to hold in mind in relation to this risk assessment:</p> | <p>The test when considering whether a duty has been properly discharged is “what would the reasonable person have done, or not done, in the circumstances of this particular incident?”</p> <ul style="list-style-type: none"> • This risk assessment is based on current knowledge and guidance and will need up-dating in line with new guidance as it comes in. • Many of the risks will need assessing dynamically. The seriousness of likely infection will have to be assessed on a case-by-case basis, e.g. some pupils/staff have more vulnerability to COVID-19 than others. • Some of the <i>possible</i> management strategies may be impossible due to Physical constraints of the school campus, exorbitant costs or difficulties in procuring materials. <p>Clearly, we cannot expect very young children to socially distance at all times when they are in school and neither does the Government expect this, but what we can do is encourage students (using our best endeavours) to observe high standards of personal hygiene where the environment and curriculum permits. Staff should endeavour to socially distance as much as possible, but it is unreasonable to expect that they will not have some direct contact with students. All Staff have had the opportunity to be vaccinated, and anyone who has not, given the opportunity to complete a personal Risk Assessment. Lateral Flow Testing is the next line of defence for all members of the School and test kits will be provided to facilitate twice weekly testing.</p> <p>Windermere School is an International Boarding School and International Travel guidance and quarantine requirements will be monitored and delivered as required at the time of the journey.</p> |
| <p>Varying states of openness will be referred to as:</p> | <p>For the purposes of this Risk Assessment a number of stages of operation (SO) for Windermere School has been considered:</p> <ol style="list-style-type: none"> 1. Fully Open Business as usual: no travel or trip restrictions. 2. Open Business as usual: with caveats – visitors in line with protocols and trip restrictions. 3. Open T In transition: some teaching in school and some remotely. 4. Open B In transition: with boarders. 5. Open K Key staff and vulnerable children in school. All other teaching provided remotely. 6. Open R Teaching is all achieved remotely. 7. Fully Closed No one on site except residents, security and maintenance staff. <p>This Risk Assessment relates to the Open stage at BOTH Elleray and Browhead Campuses.</p> |
| <p>Management of risk,</p> | <p>Elimination of the Risk of infection with Covid 19 is not possible and so the Duty of Care owed to the School Community is fulfilled as follows.</p> <p>Reducing the risk (RR) = return to a School with a series of control measures in place to reduce the potential contact opportunities.</p> <p>Isolate the risk (IR) = keep students/staff with the infection (or symptoms of the infection) in isolation at home or, if boarders, in quarantine accommodation.</p> <p>Control the risk (CR) = use (where required) protective equipment such as facemasks, aprons, gloves and Perspex screens, and good hygiene.</p> <p>For risks that involve the on-site, contained and controlled operation of the School, residual risks have been assessed as Low.</p> <p>Where residual risk remains at a Medium level this is because of the introduction of an unknown third party or if there is a risk of non-disclosure of symptoms. For example delivery personnel, students using public transport, however all contractors and visitors are subject to separate protocols.</p> |



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| <p>In Stage 2, Open with Caveats at Windermere School, further School policies are affected by the control measures as summarised.</p> | <ol style="list-style-type: none">1) WS COVID Plan v 21.02) Appendix A of COVID Plan: Expectations letters for Pupils, Parents and Staff. |
| <p>Student, staff and parent contracts (SSPs)</p> | <p>Staff, students and parents are asked to agree to a set of Expectations prior to pupils returning. These will be based on the key aspects of these risk assessments, with the aim of encouraging all members of our community to act in the best interests of the community as a whole. Responsibility for Issuing and monitoring responses will be fulfilled by the Acting Head of Browhead Campus, EV AND Head of Elleray Campus, JD. These documents titled "Expectations" have been issued to each year group, parents and Staff. Copies can be found in Appendix A of the Plan.</p> |
| <p>KEY RISKS</p> | <ul style="list-style-type: none">• Indifference to social distancing guidelines or resorting to "old behaviours" forgetfulness or wilful disregard.• Asymptomatic entry of Covid 19 into School.• Negligent behaviour by infected persons not openly disclosing their symptoms and isolating.• Community stress/concerns – we need regular and consistent messaging and contact.• Lack of social distancing ☞ transmission of Covid19• Poor cleaning ☞ transmission of Covid19• Continued disruption of learning e.g. movement in and out of remote learning, not having entire year groups in school, etc.• Management of boarders returning in a way that maintains community confidence. |

| Hazards & Associated Risks | Risk Rating | Control Measures What are we doing now? | Notes/Additional Control Measures What more do we need to explain/do? | Residual Risk |
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| An individual develops Covid-19 symptoms or has a positive test | High | <ul style="list-style-type: none"> • Pupils, staff and other adults should follow public health advice on when to self-isolate and what to do. They should not come into school if they have COVID-19 symptoms (a new continual cough, a temperature in excess of 37.8°C or a loss of, or change in their normal sense of taste or smell (anosmia) *), have had a positive test result or other reasons requiring them to stay at home due to the risk of them passing on Covid-19 (e.g. they are required to quarantine). • If anyone in school develops COVID-19 symptoms, however mild, we will send them home and they should follow public health advice and self-isolate and should arrange to have a test: <ul style="list-style-type: none"> - if a child or member of staff tests negative, then they should stay at home until they are recovered as usual from their illness but can safely return thereafter. Other members of their household can stop self-isolating; - if a child or member of staff with symptoms tests positive, they should follow the 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection' and must continue to self-isolate for at least from the day of onset of their symptoms and for the following 10 full days and then return to school only if they do not have a temperature (a cough or anosmia can last for several weeks once the infection has gone). The period of isolation starts from the day they became symptomatic and the following 10 full days. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal. Other members of their household should all self-isolate starting from the day the individual's symptoms started and the next 10 full days; - if a child or member of staff is not experiencing symptoms but has tested positive for Covid-19, they must self-isolate starting from the day the test was taken and the next 10 full days. If symptoms develop during this isolation period, then they must restart the 10 day isolation from the day after symptoms developed. Others in the household must self-isolate for 10 days from the from the day after contact with the individual who tested positive. • If one of the boarding pupils, show symptoms, they should usually self-isolate in their residential setting so that their usual support can continue, others may then benefit from self-isolating in their family home. | <p>Send out an updated copy of the Pupils, Parents and Staff Expectations.</p> <p>* In addition, if any staff or pupils test positive for Covid-19, public health may advise us to ask pupils to get tested and isolate with a wider range of symptoms, including: headache, diarrhoea, severe fatigue and sore throat.</p> <p>PHE has advised that routinely taking the temperature of pupils is not recommended as this is an unreliable method for identifying coronavirus (Covid-19).</p> <p>Anyone with coronavirus (Covid-19) symptoms should not visit the GP, pharmacy, urgent care centre or a hospital unless advised to do so.</p> <p>Cumbrian Schools: Telephone the Cumbria Covid-19 Call Centre if we have a positive case of coronavirus in school (staff or pupils). Do NOT give this Tel No. to parents/non-staff. Any queries about a suspected case to be emailed to: EducationIPC@cumbria.gov.uk (inbox monitored by CCC Public Health team Monday to Friday).</p> | Low |

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| | | <ul style="list-style-type: none"> For everyone with symptoms, they should avoid using public transport and, wherever possible, be collected by a member of their family or household. A pupil awaiting collection, at Browhead will wait at the rear canopy, at Elleray in the entrance portico. They are to be supervised by a member of staff at all times. Appropriate PPE should also be used if close contact is necessary, further information on this can be found in the use of PPE in education, childcare and children's social care settings guidance. Any rooms they use should be cleaned after they have left. The household (including any siblings) should follow the PHE stay at home guidance for households with possible or confirmed coronavirus (COVID-19) infection. In boarding houses, a close contact risk assessment will be completed. To cover those sharing bedroom and bath room facilities. <p>Close Contacts, will be identified on a case by case basis.</p> <ul style="list-style-type: none"> A contact is a person who has been close to someone who has tested positive for Covid-19. A person can be a contact any time from 2 days before the person who tested positive developed their symptoms (or, if they did not have any symptoms, from 2 days before the date their positive test was taken), and up to 10 days after, as this is when they can pass the infection on to others. A risk assessment may be undertaken to determine this, but a contact can be: <ul style="list-style-type: none"> - anyone who lives in the same household as another person who has Covid-19 symptoms or has tested positive for Covid-19; - anyone who has had any of the following types of contact with someone who has tested positive for Covid-19: <ul style="list-style-type: none"> o face-to-face contact including being coughed on or having a face-to-face conversation within 1m o been within 1m for 1 minute or longer without face-to-face contact o been within 2m of someone for more than 15 minutes (either as a one-off contact, or added up together over one day) A person may also be a close contact if they have travelled in the same vehicle or plane as a person who has tested positive for Covid-19. | <p>Non Cumbrian Schools/any school: Contact the DfE Helpline: 0800 046 8687 & select Option 1 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 school's call to the local health protection team who will provide definitive advice on who must be sent home.</p> <p>A small supply of fluid-resistant surgical face masks should be available</p> <p>Measures are in place to reduce the number of close contacts that any pupil will have, including timetabling in year groups where possible, scheduling lunch and break times in year groups and closing the Locker room.</p> <p>Where year group mixing is permitted, in boarding houses, on transport, after school activities and general movement around site, a bespoke assessment with be completed to identify close contacts in the instance of a positive case.</p> | |



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| | <p>Asymptomatic testing</p> <ul style="list-style-type: none">• Testing remains important in reducing the risk of transmission of infection within schools. That is why, whilst some measures are relaxed, others will remain, and if necessary, in response to the latest epidemiological data, we all need to be prepared to step measures up or down in future depending on local circumstances.• Year 7 and above: As pupils will potentially mix with lots of other people during the summer holidays, all Browhead pupils will receive 2 on-site lateral flow device tests, 3 to 5 days apart, on their return in the autumn term. Pupils will then be encouraged to continue to test twice weekly at home until the end of September, when this will be reviewed.• All Campuses: Staff should undertake twice weekly home tests whenever they are on site until the end of September, when this will also be reviewed.• Browhead: We will also retain a small asymptomatic testing site (ATS) on-site until further notice so they can offer testing to pupils who are unable to test themselves at home. <p>Confirmatory PCR tests</p> <ul style="list-style-type: none">• Staff and pupils with a positive LFD test result should self-isolate in line with the stay at home guidance. They will also need to get a free PCR test to check if they have Covid-19.• Whilst awaiting the PCR result, the individual should continue to self-isolate.• If the PCR test is taken within 2 days of the positive lateral flow test, and is negative, the result overrides the self-test LFD test result and the staff member/pupil can return to school, as long as the individual doesn't have Covid-19 symptoms. | <p>Refer to: Secondary schools and colleges document sharing platform, Early years and primary schools document sharing platform and Rapid asymptomatic testing in specialist settings (from Step 4). Separate Risk Assessments are available on the KAHSC website: Lateral Flow Device (LFD) testing in Secondary/Special Schools and LFD testing in primary and maintained nursery schools</p> <p>Refer to PCR test kits for schools and further education providers. School-held PCR test kits should only be offered in the exceptional circumstance an individual becomes symptomatic and you believe they may have barriers to accessing testing elsewhere.</p> | |
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| | | <p>face covering within the school, but it is expected and recommended that these are worn when travelling on public or dedicated transport.</p> <ul style="list-style-type: none"> • If they develop symptoms at any time, even if these are mild, they must self-isolate immediately, arrange to have a PCR test and follow the guidance for people with COVID-19 symptoms. • Even if they are vaccinated, they can still be infected with COVID-19 and pass it on to others. If they are identified as a contact of someone with COVID-19 but are not required to self-isolate, they can help protect others when not at work/school by following Coronavirus: how to stay safe and help prevent the spread. As well as getting a PCR test, they will be encouraged to follow keeping yourself and others safe by: <ul style="list-style-type: none"> • limiting close contact with other people outside their household, especially in enclosed spaces; • wearing a face covering in enclosed spaces and where they are unable to maintain social distancing unless exempt; • limiting contact with anyone who is clinically extremely vulnerable; • continuing to practice good hand/respiratory hygiene; • taking part in twice weekly LFD testing • At Windermere School, we are choosing to pause the use of the track and trace App on site and to use our own timetable, attendance register and case by case assessment to identify close contacts. • We will continue to have a role in working with health protection teams in the case of a local outbreak. If there is an outbreak in school or if central government offers the area an enhanced response package, a Director of Public Health might advise us to temporarily reintroduce some control measures. | | |
| Clinically vulnerable or extremely clinically vulnerable | High | <p>Pupils who are clinically extremely vulnerable (CEV)</p> <ul style="list-style-type: none"> • All CEV children and young people should attend their education setting unless they are one of the very small number of children and young people under paediatric or other specialist care who have been advised by their clinician or other specialist not to attend. | Refer to RCPCH: COVID-19 guidance on CEV children & young people and DFE: Supporting pupils at school with medical conditions | Low |



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| <p>persons returning to school</p> | | <ul style="list-style-type: none"> We will provide remote education to pupils who are following public health advice. <p>Immunisation</p> <ul style="list-style-type: none"> As normal, we will engage with our local immunisation providers to provide routine immunisation programmes on site, ensuring these will be delivered in keeping with the school's control measures. <p>School workforce</p> <ul style="list-style-type: none"> School Staff have all had the opportunity to be vaccinated and anyone who has chosen not to be vaccinated will be offered an individual risk assessment to provide safe systems of work. We will discuss any concerns individuals including those who may be clinically extremely vulnerable, clinically vulnerable or at increased comparative risk from coronavirus, may have around their particular circumstances, reassure staff about the protective measures in place and review their specific Individual Risk Assessments with them. <p>Staff who are extremely clinically vulnerable (CEV)</p> <ul style="list-style-type: none"> Clinically extremely vulnerable (CEV) people are advised, as a minimum, to follow the same guidance as everyone else . CEV people may wish to think particularly carefully about the additional precautions they can continue to take. Social distancing measures have now ended in the workplace and it is no longer necessary for the government to instruct people to work from home. We will explain the measures we have in place to keep CEV staff safe at work. <p>Staff who are pregnant</p> <ul style="list-style-type: none"> We will conduct a risk assessment for new and expectant mothers in line with the Management of Health and Safety at Work Regulations 1999 (MHSW). Any risks identified at that point, or later during the pregnancy, in the first 6 months after birth, or while the employee is still breastfeeding, will be included and managed as part of the general workplace risk assessment. We will follow the Royal College of Obstetricians and Gynaecology (RCOG) guidance and continue to monitor for future updates to it. | <p>Refer to COVID-19: guidance on protecting people defined on medical grounds as extremely vulnerable , HSE: Protect vulnerable workers during the coronavirus (COVID-19) pandemic & Talking with your workers about preventing coronavirus (COVID-19)</p> <p>See also Coronavirus (COVID-19): advice for pregnant employees , RCOG: Coronavirus (COVID-19) infection & pregnancy and COVID-19 vaccination: a guide for women of childbearing age, pregnant or breastfeeding</p> <p>Where necessary, we will provide equipment for people to work at home safely and effectively and guidance on how to work safely at home – refer to the ACAS Home Working Guide, ACAS Example checklist for setting up homeworking and the HSE: protect home workers</p> | |



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| | | <p>Staff who may otherwise be at increased risk from coronavirus</p> <ul style="list-style-type: none"> Some people may be at comparatively increased risk from coronavirus (Covid-19). Staff who feel they may be at increased risk but who have not been identified as CEV can return to school. We will review their individual risk assessments with them (as above). | <p>Refer to Schools and COVID-19: guidance for BAME staff and their employers and NHS: information available on who is at higher risk from coronavirus</p> | |
| <p>Inadequate hand and respiratory hygiene leading to spread of Covid-19 virus</p> | <p>High</p> | <ul style="list-style-type: none"> Frequent and thorough hand cleaning is now regular practice. We will continue to ensure that pupils clean their hands regularly with soap and water or hand sanitiser including before leaving home, on arrival at school, on return from breaks, when they change rooms and before and after handling cleaning chemicals, eating/drinking, using the toilet, sports activities, using public transport and after coughing or sneezing and not to touch face (eyes, mouth, nose) with hands that are not clean. Wash with liquid soap & water for a minimum of 20 seconds. Alcohol based hand cleansers/gels (containing at least 60% alcohol) can be used if soap and water are not available or practical. We will continue to ensure there are sufficient hand washing or hand sanitiser 'stations' available throughout school for staff and pupils and at the main entrance and dining hall entrance. We will ensure supervision of hand sanitiser use given the risks around ingestion. Young children and pupils with complex needs will continue to be helped to clean their hands properly - songs and rhymes will be used to encourage hand washing in early years. Skin friendly skin cleaning wipes can be used as an alternative. Toilets will be cleaned regularly and pupils encouraged to clean their hands thoroughly after using the toilet. The 'catch it, bin it, kill it' approach will continue. Everyone will be reminded to sneeze into a tissue or sleeve NEVER into hands and to wash hands immediately after (as above). 'Catch it, bin it, kill it' posters to be displayed in relevant areas. Used tissues will be put in a bin immediately - all waste bins to be lined (they do NOT need to be double lined) and should be lidded and foot operated where possible and emptied regularly. As with hand cleaning, we will ensure younger children and those with complex needs are helped to get this right, and all pupils understand that this is now part of how school operates. | <p>We have built these routines into school culture, supported by behaviour expectations.</p> <p>We will ensure there are enough tissues and bins available to support pupils and staff to follow the 'Catch it, bin it, kill it' routine</p> <p>The e-Bug coronavirus (COVID-19) website contains free resources for schools, including materials to encourage good hand and respiratory hygiene</p> | <p>Low</p> |



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| | | <ul style="list-style-type: none"> Some pupils with complex needs will struggle to maintain as good respiratory hygiene as their peers, e.g. those who spit uncontrollably or use saliva as a sensory stimulant. This will be considered in risk assessments in order to support these pupils and the staff working with them – they will be given more opportunities to wash their hands. Where it is necessary for first aid to be administered in close proximity, treating any casualty properly should be the first concern. Those administering it should pay particular attention to sanitation measures immediately afterwards, including washing hands. | <p>Refer to HSE: First aid during Covid-19</p> | |
| <p>Inadequate ventilation leading to spread of Covid-19 virus</p> | | <ul style="list-style-type: none"> When school is in operation, it is important to ensure the building is well ventilated and a comfortable teaching environment is maintained. We are fortunate enough to have lots of open air spaces and can easily open windows to deliver fresh air flow in all areas, When holding events where visitors such as parents are on site, e.g. school plays and parents evenings, windows and Fire doors will be kept open, where safe to do so. To balance the need for increased ventilation while maintaining a comfortable temperature, the following measures will also be used as appropriate: <ul style="list-style-type: none"> - opening high level windows in preference to low level to reduce draughts; - increasing the ventilation while spaces are unoccupied (e.g. between classes, during break and lunch, when a room is unused); - providing flexibility to allow additional, suitable indoor clothing; - rearranging furniture where possible to avoid direct drafts. | <p>Refer to the HSE: Ventilation & air conditioning during the coronavirus (COVID-19) pandemic and CIBSE coronavirus (COVID-19) advice</p> | |
| <p>Inadequate personal protection & PPE & spread of Covid-19 virus</p> | <p>High</p> | <p>PPE</p> <ul style="list-style-type: none"> We have reviewed tasks in school which require PPE like first aid, intimate care, cleaning, food preparation etc. and identified where we need extra equipment like visors or more of it because we change it more often. Where PPE is required, | <p>Refer to: Use of PPE in education, childcare and children's social care settings including AGPs</p> | <p>Low</p> |



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| | | <p>staff have been trained in and must scrupulously follow the guidance how to put PPE on and take it off safely to reduce cross and self-contamination.</p> <ul style="list-style-type: none"> • Most staff will not require PPE beyond what they would normally need for their work. • Where a child or young person already has routine intimate care needs that involve the use of PPE, the same PPE will continue to be used. • Additional PPE is only needed in a very small number of scenarios, including: <ul style="list-style-type: none"> - where an individual child or young person becomes ill with coronavirus (Covid-19) symptoms and only then if close contact is necessary; - when driving a School vehicle with pupils as passengers, when a mask must be worn by all; driver and passengers. • Depending on how close you need be to an individual with Covid-19 symptoms you may need the following PPE: <ul style="list-style-type: none"> - fluid-resistant surgical face masks (also known as Type IIR) - disposable gloves - disposable plastic aprons - eye protection (for example, a face visor or goggles) • How much PPE you need to wear when caring for someone with symptoms of Covid-19 depends on how much contact you have: <ul style="list-style-type: none"> - A face mask should be worn if you are in face-to-face contact. - If physical contact is necessary, then gloves, an apron and a face mask should be worn. - Wear eye protection if a risk assessment determines that there is a risk of fluids entering the eye, e.g. from coughing, spitting or vomiting. • When changing children, and where the child can understand, ask the child to turn their head to the side during the changing process. <p>Face Coverings</p> <ul style="list-style-type: none"> • 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 | <p>Ensure adequate bins (lidded and foot operated where possible) and tissues are made available. Ensure school has a stock of rubber gloves and if needed, disposable gloves/aprons/facemasks.</p> <p>Refer to HSE Face Fit Testing Guidance</p> | |

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| | | <p>where individuals may come into contact with people they don't normally meet - this includes public transport and dedicated transport to school.</p> <ul style="list-style-type: none"> • Face coverings are no longer advised for pupils, staff and visitors either in classrooms or in communal areas. <p>In circumstances where face coverings are recommended</p> <ul style="list-style-type: none"> • If we have an outbreak in our school, a Director of Public Health might advise us that face coverings should temporarily be worn in communal areas, classrooms or both (by pupils, staff and visitors, unless exempt). Our outbreak management plan covers this possibility. • In these circumstances, transparent face coverings, which may assist communication with someone who relies on lip reading, clear sound or facial expression to communicate, can also be worn. Transparent face coverings may be effective in reducing the spread of Covid-19, however, the evidence to support this is currently very limited. Face coverings (whether transparent or cloth) should fit securely around the face to cover the nose and mouth and be made with a breathable material capable of filtering airborne particles. • Face visors or shields can be worn by those exempt from wearing a face covering but they are not an equivalent alternative in terms of source control of virus transmission. They may protect the wearer against droplet spread in specific circumstances but are unlikely to be effective in preventing the escape of smaller respiratory particles when used without an additional face covering. They will only be used after carrying out a risk assessment for the specific situation and will always be cleaned appropriately. • We will make reasonable adjustments for disabled pupils to support them to access education successfully. Where appropriate, we will discuss with pupils and parents the types of reasonable adjustments that are being considered to support an individual. • No pupil or student will be denied education on the grounds of whether they are, or are not, wearing a face covering. • Children under the age of 3 should not wear face coverings. | <p>A displayed poster which the children can describe may assist with this.</p> <p><u>Ensure there is a small supply of face coverings available in school</u></p> | |

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| Inadequate cleaning measures leading to spread of Covid-19 virus | High | <p>Cleaning non-healthcare settings where no-one has symptoms of, or confirmed Covid-19</p> <p>Cleaning and disinfection</p> <ul style="list-style-type: none"> We will reduce clutter and remove difficult to clean items to make cleaning easier. Increase the frequency of cleaning, using standard cleaning products such as detergents and bleach, paying attention to all surfaces but especially ones that are touched frequently, such as door handles, light switches, work surfaces, remote controls and electronic devices. As a minimum, frequently touched surfaces should be wiped down twice a day, and one of these should be at the beginning or the end of the working day. Cleaning should be more frequent depending on the number of people using the space, whether they are entering and exiting the setting and access to handwashing and hand-sanitising facilities. Cleaning of frequently touched surfaces is particularly important in bathrooms and communal kitchens. When cleaning surfaces, it is not necessary to wear personal protective equipment (PPE) or clothing over and above what would usually be used. Class Teachers and office staff will support the cleaning team by taking responsibility for cleaning their own desks, workstation, devices and phones. <p>Laundry</p> <ul style="list-style-type: none"> Items should be washed in accordance with the manufacturer's instructions. There is no additional washing requirement above what would normally be carried out. <p>Kitchens and communal canteens</p> <ul style="list-style-type: none"> It is very unlikely that Covid-19 is transmitted through food. However, as a matter of good hygiene practice, anyone handling food will wash their hands often with soap and water for at least 20 seconds before doing so. Crockery and eating utensils should not be shared. Clean frequently touched surfaces regularly. | <p>Refer to PHE COVID-19: cleaning of non-healthcare settings outside the home</p> <p>Carry out inventory check of cleaning products and stock at regular intervals. Ensure contingency plans are in place to respond to any shortages in supply.</p> | Low |



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| | | <ul style="list-style-type: none"> Catering staff will continue to follow the Food Standard Agency's (FSA) guidance on good hygiene practices in food preparation, Hazard Analysis and Critical Control Point (HACCP) processes, and preventative practices (pre-requisite programmes (PRPs)). <p>Bathrooms</p> <ul style="list-style-type: none"> Clean frequently touched surfaces regularly. Ensure suitable hand washing facilities are available including running water, liquid soap and paper towels or hand driers. Where cloth towels are used, these should be for individual use and laundered in accordance with washing instructions. <p>Waste</p> <ul style="list-style-type: none"> Waste does not need to be segregated unless an individual in the setting shows symptoms of or tests positive for Covid-19 (see below). Dispose of routine waste as normal, placing any used cloths or wipes in 'black bag' waste bins. You do not need to put them in an extra bag or store them for a time before throwing them away. <p>Cleaning after an individual with symptoms of, or confirmed Covid-19 has left the setting or area</p> <p>Personal protective equipment (PPE)</p> <ul style="list-style-type: none"> The minimum PPE to be worn for cleaning an area after a person with symptoms of or confirmed Covid-19 has left the setting is disposable gloves and an apron. Wash hands with soap and water for 20 seconds after all PPE has been removed. If a risk assessment of the setting indicates that a higher level of virus may be present (e.g. where someone unwell has spent the night such as in a boarding | <p>Refer to Coronavirus (Covid-19): Disposing of waste</p> | |



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| | | <p>school dormitory) then additional PPE to protect the cleaner's eyes, mouth and nose may be necessary.</p> <p>Cleaning and disinfection</p> <ul style="list-style-type: none"> • Public areas where a symptomatic person has passed through and spent minimal time but which are not visibly contaminated with body fluids, such as corridors, can be cleaned thoroughly as normal. • All surfaces that the symptomatic person has come into contact with should be cleaned and disinfected, including all potentially contaminated and frequently touched areas such as bathrooms, door handles, door push plates, work surfaces, computer keyboards/mice, telephones, grab rails in corridors/bannisters, stairwells. • Use disposable cloths or paper roll and disposable mop heads, to clean all hard surfaces, floors, chairs, door handles and sanitary fittings – think one site, one wipe, in one direction. Use one of the options below: <ul style="list-style-type: none"> - a combined detergent disinfectant solution at a dilution of 1,000 parts per million available chlorine (ppm av.cl.); or - a household detergent followed by disinfection (1000 ppm av.cl.). Follow manufacturer's instructions for dilution, application and contact times for all detergents and disinfectants; or - if an alternative disinfectant is used within the organisation ensure that it is effective against enveloped viruses. • Avoid mixing cleaning products together as this can create toxic fumes. • Avoid creating splashes and spray when cleaning. • Any cloths and mop heads used must be disposed of and should be put into waste bags as outlined below. • When items cannot be cleaned using detergents or laundered, for example, upholstered furniture and mattresses, steam cleaning should be used. <p>Laundry</p> <ul style="list-style-type: none"> • Wash items in accordance with the manufacturer's instructions. Use the warmest water setting and dry items completely. | | |



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| | | <ul style="list-style-type: none"> • Dirty laundry that has been in contact with an unwell person can be washed with other people's items. • To minimise the possibility of dispersing virus through the air, do not shake dirty laundry prior to washing. • Clean and disinfect anything used for transporting laundry with your usual products, in line with the cleaning guidance above. <p>Waste</p> <ul style="list-style-type: none"> • Personal waste from individuals with symptoms of Covid-19 and waste from cleaning of areas where they have been (including PPE, disposable cloths and used tissues): <ul style="list-style-type: none"> - should be put in a plastic rubbish bag and tied when full - the plastic bag should then be placed in a second bin bag and tied - this should be put in a suitable and secure place and marked for storage until the individual's test results are known • This waste should be stored safely and kept away from children. It should not be placed in communal waste areas until negative test results are known, or the waste has been stored for at least 72 hours. If possible keep an area closed off and secure for 72 hours. • If the individual tests negative, this can be disposed of immediately with the normal waste. • If Covid-19 is confirmed this waste should be stored for at least 72 hours before disposal with normal waste. • If during an emergency you need to remove the waste before 72 hours, it must be treated as Category B infectious waste. You must: <ul style="list-style-type: none"> - keep it separate from your other waste - arrange for collection by a specialist contractor as hazardous waste There will be a charge for this service. • Other household waste can be disposed of as normal. • Any items that are heavily contaminated with body fluids and cannot be cleaned by washing will be disposed of. | | |

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| Failure to adequately identify vulnerable pupils/ safeguarding | High | <ul style="list-style-type: none"> We will continue to have regard to statutory guidance Keeping Children Safe in Education. We will review our Child Protection Policy (led by the DSL) to reflect that some children may require remote education due to self-isolation for example. There is no change to local multi-agency safeguarding arrangements, which remain the responsibility of the three safeguarding partners (local authorities, clinical commissioning groups and chief officers of police). All local safeguarding partners will remain vigilant and responsive to all safeguarding threats and ensure vulnerable children and young people are safe – particularly as some children and young people will be learning remotely due to self-isolation for example. In particular, vulnerable children and those with a social worker are expected to attend provision (subject to public health advice), given their safeguarding and welfare needs. Where vulnerable children do not attend, we will follow up with the parent/carer, working with the LA/social worker (where applicable) to explore the reasons for absence, discussing their concerns; focus discussions on the welfare of the child ensuring they are able to access appropriate support whilst at home; keep the situation under review and maintain contact. The DSL (and deputies) will be provided with more time to help provide support to staff and children regarding any new safeguarding and welfare concerns and the handling of referrals to children’s social care and other agencies where these are appropriate. The DSL will be best placed to co-ordinate multi-agency working within a school, including communication with school nurses. | | Low |
| Inappropriate arrangements for opening the school to pupil groups | High | <p>Mixing and ‘bubbles’</p> <ul style="list-style-type: none"> At Step 4, it is no longer recommend that it is necessary to keep children in consistent groups (‘bubbles’). Bubbles will not need to be used in school from the Autumn term. As well as enabling flexibility in curriculum delivery, this means that assemblies can resume, and we no longer need to make alternative arrangements to avoid mixing at lunch. Our outbreak management plan covers the possibility that in some local areas it may become necessary to reintroduce ‘bubbles’ for a temporary period, to reduce mixing between groups. | | Low |



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| | | <ul style="list-style-type: none"> Any decision to recommend the reintroduction of 'bubbles' will not be taken lightly and will need to take account of the detrimental impact they can have on the delivery of education. <p><u>Dedicated school transport, including statutory provision and the use of school minibuses</u></p> <ul style="list-style-type: none"> We no longer need to keep children in consistent groups/bubbles or be responsible for tracing close contacts of those who test positive for Covid-19. 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 an individual may come into contact with people they don't normally meet. On dedicated transport children and young people aged 11 and over will be expected to wear a face covering when travelling to school. Maximising distancing and minimising mixing is no longer recommended, but unnecessary risks such as overcrowding will be minimised. Our outbreak management plan covers the possibility that in some local areas it may become necessary to temporarily reintroduce bubbles to reduce mixing for a temporary period. We will continue to ensure frequent and thorough hand cleaning with soap and running water or hand sanitiser. The 'catch it, bin it, kill it' approach continues to be very important. Fresh air (from outside the vehicle) through ventilation will be maximised, particularly through opening windows and ceiling vents. We will put in place and maintain an appropriate cleaning schedule with a particular focus on frequently touched surfaces. <p>Other considerations</p> <ul style="list-style-type: none"> Pupils with SEND will receive specific help with the changes to routine they are experiencing, so teachers and SENCo's will plan to meet these needs, e.g. using social stories. Where a pupil or student has an EHC plan the local authority and (if there is health provision) health commissioning body must secure or arrange the provision specified in the plan. | <p>Refer to: Dedicated transport to schools and colleges Covid-19 operational guidance</p> <p>Refer to supporting pupils and students with SEND</p> <p>DfE Supporting Pupils at School with Medical Conditions remains in place</p> | |



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| | | <ul style="list-style-type: none"> At times it may be necessary to conduct some aspects of EHC needs assessments and reviews in different ways, e.g. because children or young people are isolating. It is important that the assessments and reviews continue to ensure that the child or young person, and their parent and carer, is at the centre of the process and can engage with the process in a meaningful way. As well as the duty to secure or arrange provision in an EHC plan, we must meet all the statutory duties relating to EHC needs assessments and annual reviews. It is important that we co-operate in supporting requests about potential placements, providing families with advice and information where requested. Specialists, therapists and other professionals should provide interventions as usual. <p>Wraparound care provision, holiday clubs and extra-curricular activity including out-of-school sports provision</p> <ul style="list-style-type: none"> All children may access out-of-school settings, wraparound care and extra-curricular provision; activities may take in groups of any size and it is no longer recommended that it is necessary to keep children in consistent groups ('bubbles'). Our outbreak management plans cover the possibility that in some local areas it may become necessary to reintroduce 'bubbles' for a temporary period, to reduce mixing between groups. Our provision will ensure they are following the same protective measures being taken by school during the day and work with school to follow our arrangements. When caring for children: All sports provision, including competition between settings can be planned and delivered. Refer to 'PESSPA' below. We will follow the same protective measures as listed under 'Music, Dance and Drama' below for these after school activities. <p>Educational visits & trips</p> <ul style="list-style-type: none"> Out-of-school settings and wraparound childcare providers may undertake educational visits in groups of any number and children will no longer need to be | <p>Refer to COVID-19: Actions for Out of School Settings</p> | |



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| | | <p>kept in consistent groups. Refer to 'Educational Visits' on Page 18 for further details.</p> <p>[EYFS] Supervised toothbrushing programmes</p> <ul style="list-style-type: none"> Supervised toothbrushing programmes may be undertaken using the dry brushing method. The wet brushing model is not recommended because it is considered more likely to risk droplet and contact transmission and offers no additional benefit to oral health over dry toothbrushing. | | |
| <p>Inappropriate arrangements for managing the curriculum</p> | <p>High</p> | <p>Physical Education, School Sport and Physical Activity (PESSPA)</p> <ul style="list-style-type: none"> All sports provision, including competition between settings can be planned and delivered whilst following the measures in our system of controls. We will follow the guidance contained in Guidance on coronavirus (COVID-19) measures for grassroots sport participants, providers and facility operators. If delivering sporting or other organised events, more information can be found in COVID-19: Organised events guidance. <p>Science, Art and D&T</p> <p>For guidance regarding Science and D&T in relation to practical activities during the Covid-19 pandemic, we will follow relevant CLEAPSS guidance. Although specific risk assessments will not be required, our existing curricular risk assessments will be reviewed and where necessary updated to reflect altered practices and CLEAPSS guidance.</p> <p>Music, Dance and Drama</p> <ul style="list-style-type: none"> We will continue teaching music, dance and drama as part of the school curriculum. Singing, wind and brass instrument playing can be undertaken in line with performing arts guidance ensuring we provide adequate ventilation and clean more frequently. | <p>Refer to:</p> <ul style="list-style-type: none"> Guidance on coronavirus (COVID-19) measures for grassroots sport participants, providers and facility operators Sport England Youth Sport Trust Association for Physical Education (AfPE) Swim England <p>Refer to: CLEAPSS GL344 and GL343</p> <p>Refer to Working safely during COVID-19 in events and attractions including performing arts</p> | <p>Low</p> |

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| | | <p>Performances</p> <ul style="list-style-type: none"> If planning indoor or outdoor face-to-face performances, sporting or other organised events in front of a live audience, we will follow the latest advice in the COVID-19: Organised events guidance, which provides details of how to manage audiences as well as carry out performing arts safely. | | |
| Inadequate contingency plans in place | High | <p>Stepping measures up and down</p> <ul style="list-style-type: none"> We have outbreak management plans outlining how we will operate if there were an outbreak in our school allowing us to move to remote learning. If we have several confirmed cases within 14 days, we may have an outbreak. We will call the LA Public Health Team who will advise if any additional action is required, such as implementing elements of our outbreak management plan. <p>Remote education</p> <ul style="list-style-type: none"> Not all people with Covid-19 have symptoms. Where appropriate, we will support those who need to self-isolate because they have tested positive to work or learn from home if they are well enough to do so. We will maintain our capacity to deliver high quality remote education for next academic year, including for pupils who are abroad, and facing challenges to return due to Covid-19 travel restrictions, for the period they are abroad, meeting the Independent School Standards in full at all times. We will work collaboratively with families and put in place reasonable adjustments so that pupils with SEND can successfully access remote education. We will keep in contact with students learning from home and regularly check if they are accessing remote education. Our Offer of Remote Education is available to all pupils/parents and is displayed on the school website. | <p>Refer to the Contingency framework</p> <p>Refer to:</p> <ul style="list-style-type: none"> Get help with remote education Keeping children safe online Adapting teaching practice for remote education Review your remote education provision Get help with technology for remote education during coronavirus (Covid-19) Remote education good practice guide Support for parents and carers to keep children safe online Remote education webinars Safe Remote Learning knowledge base and Live Remote Lessons by SWGfL Safeguarding during Remote Learning and Lockdowns by LGfL | LOW |



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| | | | <ul style="list-style-type: none"> The National Cyber Security Centre: Video conferencing services: security guidance and Video conferencing services: using them securely Safeguarding and remote education during coronavirus (COVID-19) | |
| Poor or inappropriate behaviour and attendance | High | <p>Behaviour</p> <ul style="list-style-type: none"> Our Behaviour policy has been updated with any new rules/policies and will be communicated clearly and consistently to staff, pupils and parents, setting clear, reasonable and proportionate expectations of pupil behaviour both in school and online. We will set out clearly the consequences for poor behaviour and deliberately breaking the rules and how we will enforce those rules including any sanctions. We will work with staff, pupils and parents to ensure that behaviour expectations are clearly understood, and consistently supported, taking account of individual needs and we will also consider how to build new expectations into our rewards system. Some pupils will return to school having been exposed to a range of adversity and trauma including bereavement, anxiety and in some cases increased welfare and safeguarding risks. This may lead to an increase in social, emotional and mental health concerns and some children, particularly vulnerable groups such as children with a social worker, previously looked-after children who left care through adoption or special guardianship and young carers, will need additional support and access to services such as educational psychologists, social workers, and counsellors. Additionally, provision for children who have SEND may have been disrupted during partial school closure and there may be an impact on their behaviour. We will work with local services (such as health and the LA) to ensure the services and support are in place for a smooth return to schools for pupils. Any disciplinary exclusion of a pupil, even for short periods of time, must be consistent with the relevant legislation. This includes sending a pupil home for | <p>Refer to the DfE Checklist for school leaders to support full opening: behaviour and attendance</p> <p>Refer to: Changes to the school suspension and permanent exclusion process during the coronavirus (COVID-19) outbreak</p> | Low |



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| | | <p>poor behaviour, whether or not remote education is provided. 'Informal' or 'unofficial' exclusions, such as sending pupils home 'to cool off' for part of the day are unlawful, regardless of whether they occur with the agreement of parents or carers.</p> <ul style="list-style-type: none"> We will be mindful that it is unlawful to punish a child for the actions of their parents and will consider this when applying sanctions. <p>Attendance</p> <ul style="list-style-type: none"> School attendance is mandatory for all pupils of compulsory school age and it is priority to ensure that as many children as possible regularly attend school. Where a child is required to self-isolate or quarantine because of Covid-19 in accordance with relevant legislation or guidance published by PHE or the DHSC they should be recorded as code X (not attending in circumstances related to coronavirus). Where they are unable to attend because they have a confirmed case of Covid-19 they will be recorded as code I (illness). For pupils abroad who are unable to return, code X is unlikely to apply. In some specific cases, code Y (unable to attend due to exceptional circumstances) will apply. We will continue to clearly and consistently communicate the expectations around school attendance to families and any other professionals who work with the family. Any discussions will have a collaborative approach, focusing on the welfare of the child or young person and responding to the concerns of the parent, carer or young person. This conversation is particularly important for children with a social worker. <p>Term time holidays</p> <ul style="list-style-type: none"> As restrictions begin to lift, some families may be looking to take holidays. As usual, parents should plan their holidays around school breaks and not take their children out of school on holiday during term time. Where a parent wishes to take their child out of school for whatever reason, the onus is on them to apply for a leave of absence and demonstrate why they believe the circumstances are exceptional. Schools make decisions on granting leave of absence but will not normally do so for a holiday. | <p>Refer to school attendance guidance</p> <p>Refer to the model Isolation for Boarding Schools during Coronavirus (Covid-19) Pandemic Risk Assessment</p> | |

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| | | <p>Travel & quarantine</p> <ul style="list-style-type: none"> Where pupils travel from abroad to attend Windermere School, we will explain the rules to pupils and their parents before they travel to the UK. All pupils travelling to England must adhere to travel legislation, details of which are set out in government travel advice. Additional guidance has been issued on the quarantine arrangements for boarding school pupils travelling from red-list countries to attend a boarding school in England. Parents travelling abroad should bear in mind the impact on their child's education which may result from any requirement to quarantine or isolate upon return. | | |
| Inadequate arrangements in place for managing off-site visits | High | <ul style="list-style-type: none"> We will continue to undertake full and thorough risk assessments in relation to all educational visits and ensure that any public health advice, such as hygiene and ventilation requirements, is included as part of that risk assessment. Given the likely gap in Covid-19 cancellation insurance, if we are considering booking a new visit, whether domestic or international, we will ensure that any new bookings have adequate financial protection in place. From the start of the autumn term, we can go on international visits that have previously been deferred or postponed and organise new international visits for the future. We will be aware that the travel list (and broader international travel policy) is subject to change and green list countries may be moved into amber or red. The travel lists may change during a visit and we must comply with international travel legislation and will have contingency plans in place to account for these changes. We will speak to either our visit provider, commercial insurance provider, the Risk Protection Arrangement (RPA) to assess the protection available. If unsure contact organisations such as the British Insurance Brokers' Association (BIBA) or Association of British Insurers (ABI) for independent advice on insurance cover and options. Any school holding ATOL or ABTA refund credit notes may use these credit notes to rebook educational international visits. | Refer to the health and safety guidance on educational visits and specialist advice from the Outdoor Education Advisory Panel (OEAP) | |



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| Inadequate staffing ratios, staff availability and recruitment | High | <p>Ratios and Qualifications</p> <ul style="list-style-type: none"> • We will undertake an appropriate audit to ensure staffing levels are appropriate. • We have contingency plans in place should staff be absent as a result of Covid-19. Our possible approaches to managing a shortfall in staffing include: <ul style="list-style-type: none"> - We will ensure that appropriate support is made available for pupils with SEND, e.g. 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. - Where support staff capacity is available, we will consider using this to support catch-up provision or targeted interventions. TAs may also be deployed to lead groups or cover lessons, under the direction and supervision of a qualified, or nominated, teacher. Any redeployments will not be at the expense of supporting pupils with SEND. The Head teacher will be satisfied that the person has the appropriate skills, expertise and experience to carry out the work, and discuss and agree any proposed changes in role or responsibility with the member of staff. This includes ensuring that safe ratios are met, and/or specific training undertaken, for any interventions or care for pupils with complex needs where specific training or specific ratios are required. - We can continue to engage supply teachers and other supply staff including to deliver face to face education to pupils in school and remote education. - Where it is necessary to use supply staff, peripatetic teachers and volunteers, they will be expected to comply with our arrangements for managing and minimising risk and will be included in our communications, policies and processes for asymptomatic testing including provision of test kits where feasible. • We will ensure we have adequate and appropriate equipment and facilities to give first aid to any employee or pupil who is injured or becomes ill at work; the level of first aid cover provided remains appropriate for our work environment and the level of first aid provision necessary in high risk settings is fully maintained. We will ensure sufficient Paediatric First Aid Trained staff are available when EYFS children are present on site or on school trips. | | Low |



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| | | <ul style="list-style-type: none"> The key telephone numbers of all available DSL's are shared with all staff working in the School.. We will ensure the contact details of the Safeguarding Hub/Early Help Team/LADO are available to all staff on duty. We will have sufficient competent staff on duty to administer or supervise the administration of medication. Wherever possible, children to self-administer, witnessed by staff. <p>Staff taking leave</p> <ul style="list-style-type: none"> Staff will need to be available to work in school during term time. We will discuss leave arrangements with staff to inform workforce planning taking into account their individual contractual arrangements. There is a risk that where staff travel abroad, their return travel arrangements could be disrupted due to Covid-19 restrictions and they may need to quarantine on their return. Where it is not possible to avoid a member of staff having to quarantine during term time, we will consider if it is possible to temporarily amend working arrangements to enable them to work from home. <p>Recruitment</p> <ul style="list-style-type: none"> Recruitment will continue as usual. We will continue to adhere to Keeping children safe in education regarding pre-appointment checks. | <p>Where it is not possible to have a DSL or Deputy physically in school, arrangements may be made for the DSL to be contactable via phone or video link if working from home.</p> <p>The latest guidance on travel/quarantine can be accessed at: Travel abroad from England during coronavirus (COVID-19), Quarantine and testing if you've been in an amber list country, Coronavirus (COVID-19) testing before you travel to England, Booking and staying in a quarantine hotel when you arrive in England, Red, amber and green list rules for entering England</p> | |
| Visitors & spread of Covid-19 virus | High | <ul style="list-style-type: none"> We will ensure that all visitors and key contractors are aware of the school's control measures and ways of working. As was the case pre-pandemic, access to contractors/external maintenance personnel should be by appointment only and wherever possible, arranged after school, holidays or weekends. We will: <ul style="list-style-type: none"> continue to ask every visitor (over the age of 16) to 'check using the School "Passtab" register on entering the School. | <p>Refer to Maintaining records to support NHS Test & Trace</p> | Medium |



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| | | <ul style="list-style-type: none"> - keep a record of all staff working in school, their shift times and dates, and their contact details; - keep these records of visitors and staff for 21 days and provide this information to NHS Test and Trace, if requested. | | |
| Lack of wellbeing management for pupils and families | High | <ul style="list-style-type: none"> • Some pupils may be experiencing a variety of emotions in response to the coronavirus (Covid-19) outbreak, such as anxiety, stress or low mood. This may particularly be the case for vulnerable children, including those with a social worker and young carers. It is important to contextualise these feelings as normal responses to an abnormal situation. • We will offer pastoral support to pupils who are self-isolating, shielding or who are vulnerable. • We will also provide more focused pastoral support for pupils' individual issues, drawing on external support where necessary and possible. • Where there is a concern a child is in need or suffering or likely to suffer from harm, we (generally led by the DSL or deputy) will follow our Child Protection Policy and Part 1 of Keeping children safe in education and consider any referral to statutory services (and the police) as appropriate. | Refer to Promoting and supporting mental health and wellbeing in schools and colleges and Mental Health and Wellbeing Resources for Teachers & Teaching Staff | Medium |
| Lack of wellbeing management for staff | High | <ul style="list-style-type: none"> • We will be conscious of the wellbeing of all staff, including senior leaders themselves, and the need to implement flexible working practices in a way that promotes good work-life balance and supports teachers and leaders. • We will monitor the wellbeing of people who are working from home or self-isolating and help them stay connected to the rest of the workforce, especially if the majority of their colleagues are on-site. We will keep in touch with off-site workers on their working arrangements including their welfare, mental and physical health and personal security. • Where work-related issues present themselves, the HSE's published Stress Management Standards will be followed. We also offer a free phone and App self help and counselling support via Peninsula 0800 047 4097, Username Peninsula, Password EAP. | Refer to extra mental health support for pupils and teachers , NHS Every Mind Matters and DfE School workload reduction toolkit | Medium |



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|--|-------------|---|---|---------------|
| Inadequate communications with and training of staff | High | <ul style="list-style-type: none"> We will provide clear, consistent and regular communication to improve understanding and consistency of ways of working amongst staff and explain and agree any changes in working arrangements, including those working from home. We will ensure all staff are kept up to date with how safety measures are being implemented or updated via the expectations letter and regular staff briefings. We will ensure ongoing engagement with staff, to monitor and understand any unforeseen impacts of changes to working environments. We will promote awareness and focus on the importance of mental health at times of uncertainty (see above). | | |
| Fire emergencies | High | <ul style="list-style-type: none"> We will regularly review and where necessary, update the existing school Fire Risk Assessment and Fire Safety Management Policy/Evacuation Plan. We will ensure there are sufficient trained staff on duty e.g. sufficient fire wardens to cover the site to enable sweeps of all areas to be carried out and to ensure full evacuation of the building – particularly important if staff are required to self-isolate. We will assess the suitability of Personal Emergency Evacuation Plans (PEEPs) – especially if previous role holders are no longer available to continue e.g. they may be required to self-isolate. The use of portable heaters will be avoided where possible. However, where it is necessary to use these, we will ensure suitable controls are implemented and include within the existing Fire Risk Assessment. Propping open doors by any other means other than proprietary hold open devices triggered by the fire alarm is not permitted. We will consider the closing of windows should the fire alarm activate. Because of the need for increased ventilation in the school during the Covid-19 pandemic, there may not be time to close all windows prior to evacuation. This situation is only permissible where to close all the windows would result in increased risk to staff and pupils. | Refer to advice on Fire safety in new and existing school buildings | Medium |



| Hazards & Associated Risks | Risk Rating | Control Measures What are we doing now? | Notes/Additional Control Measures What more do we need to explain/do? | Residual Risk |
|--|-------------|---|--|---------------|
| Lack of building/ property maintenance | High | All routine external and in-house monitoring, testing and inspection will continue as normal including: <ul style="list-style-type: none">• Routine in-house health & safety inspections;• External and in-house maintenance of fire safety equipment and systems;• Ongoing external and in-house hot and cold water safety (legionella) monitoring, maintenance and testing;• In-house monitoring of asbestos containing materials;• External and in-house monitoring, testing and maintenance of all other systems and equipment in line with statutory requirements and manufacturer's instructions. | Refer to CIBSE: emerging from lockdown , HSE: Legionella Risks during the Coronavirus Outbreak | Low |