

# Forres Sandle Manor School

## Risk Assessment during Covid19 Pandemic



FORRES SANDLE MANOR  
INDEPENDENT PREPARATORY SCHOOL

### Government guidance states for schools states:

"The safety of children and staff is our utmost priority."

"The advice seeks to support staff working in schools, colleges and childcare settings, to deliver this approach in the safest way possible, focussing on measures they can put in place to help limit the risk of the virus spreading within education and childcare settings."

"In education, childcare and social care settings, preventing the spread of the coronavirus involves dealing with direct transmissions (for instance, when in close contact with those sneezing and coughing) and indirect transmission (via touching contaminated surfaces.) A range of approaches and actions should be employed to do this."

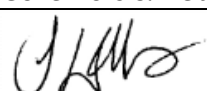
### Government guidance for parents concerning reopening of schools states:

"We have provided guidance and support to schools, colleges and child care settings on implementing protective measures in education and childcare settings to help them reduce the risk of transmission as more children and young people return.

Whilst such changes are likely to look different in each setting, as they will depend upon individual circumstances, they are all designed to minimise risks to children, staff and their families. Schools and colleges continue to be best placed to make decisions about how to support and educate their pupils during this period. This will include the consideration of the pupils' mental health and wellbeing.'

### Rationale:

This document is written with the ongoing 'duty of care' FSM School has for their whole community: governors, staff, parents, pupils and visitors. Government guidance states, 'We know that, unlike older children and adults, early years and primary age children cannot be expected to remain 2m apart from each other and staff.' Therefore, the purpose of this risk assessment is to minimise any risk of spreading the virus.

Activity	Reopening of Schools - 8 March 2021 Spring Term 2021				Location:	Forres Sandle Manor School
Assessor:	Jody Wells				Distribution:	All Staff, Parents, Governors & website
Date:	Updated 20/8/2020 30/8/20 14/9/20 15/9/20 30/9/20 – following + case & isolation 18/10/20	30/10/2020 15/11/2020 1/1/2021 5/1/2021 21/1/2021 14/2/2021 1/3/21	Proposed Review Date:	15/3/21	Signed:	

As of 8 March Schools will reopen to ALL pupils - See also

[School Covid 19 operational Guidance - Feb 22](#)

[Actions for Early Years and Childcare Providers - Feb 22](#)

[FSM Full return 8 March - Information to Staff](#)

#### ATTENDANCE

- All pupils may return and attendance will be mandatory (with the exception of clinically extremely vulnerable pupils or those unable to attend due to living overseas).
- Staff who are clinically extremely vulnerable should not attend school.
- Staff who are clinically vulnerable can attend school.

#### EXTRA CURRICULAR ACTIVITIES & SPORT

- All before and after school educational activities and wraparound care should resume.

- Sport can operate as part of educational provision and wraparound care. No competition between different schools.

#### **ORGANISATION**

- There is no set bubble size
- Remote education should continue to be provided to children who cannot attend school due to living abroad, shielding or self-isolation in line with Government guidance. o Educational visits not advised

#### **TESTING**

- Secondary age pupils to test three times on site when they return to school – These will be offered
- Thereafter, secondary age pupils test twice a week using home testing kits. Boarders remaining on site will self-test using the Home test kits.
- Pupils who consent to testing should only return after their first negative test. - Pupils do not have to consent to testing
- Testing can begin before 8 March to allow a proper return to teaching on 8 March for all pupils.
- Staff will continue to be tested twice weekly, with all staff to undergo home testing rather than in school from 8 March onwards...
- Testing remains voluntary (but “strongly encouraged”).

#### **FACE COVERINGS**

- Should be worn by secondary age pupils and staff in all indoor areas where 2m distancing is not possible. For a limited period (at least until the end of this term) this should include the classroom.
- Face visors are not suitable (without a mask)
- Staff and adult visitors in primary settings are now asked to wear a face covering where 2m distancing cannot be maintained.

#### **INTERNATIONAL PUPILS**

The situation for overseas boarders will depend on what country they are coming from and whether they have the right to remain. Overseas boarders who are not arriving from a red list country may quarantine in their boarding house. BSA is in discussion with the DfE and DHSC regarding the legal requirement to quarantine in hotels for some overseas boarders.

**With the conditions caused by the pandemic, this risk assessment must be dynamic and reactive to change. We will review the risk assessment and its controls measures fortnightly or sooner if necessary.**

**This Risk Assessment will be communicated to all staff, who will be guided through its contents to ensure familiarity. In addition, it will be made available to parents via the website.**

## PART 1 – STAFF AND PUPIL MANAGEMENT ISSUES TO SUPPORT RE-OPENING OF FSM

IDENTIFY HAZARD	A Contact with individuals who are unwell			
RISK	Serious respiratory illness, death			
INDIVIDUALS AT RISK	All building users, including visitors/ parents, contractors/ maintenance personnel			
EXISTING LEVEL OF RISK	HIGH	MEDIUM	LOW	NEGLIGIBLE
CONTROL MEASURES	List control measures required to reduce risk – add appropriate detail about type and location of controls			
<ul style="list-style-type: none"><li>• Ensure that pupils, staff and other adults do not come into FSM if they have <a href="#">coronavirus (COVID-19) symptoms</a> (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) or have tested positive in the last 10 days, and ensure anyone developing those symptoms during the school day is sent home (<a href="#">Stay at home guidance for households with possible Covid-19 infection</a>).</li><li>• If anyone in the school becomes unwell with coronavirus symptoms, they must be sent home and advised to follow the <a href="#">Stay at home guidance</a>, which sets out that they must self-isolate for at least 10 days and should <a href="#">arrange to have a test</a>. Other members of their household (including any siblings) should self-isolate for 10 days from when the symptomatic person first had symptoms.</li><li>• If someone in a child or staff member's home <a href="#">support bubble</a> is showing coronavirus symptoms, or otherwise self-isolating, everyone in that support bubble should stay home. If the child/staff member or a member of their support bubble is contacted as part of the <a href="#">NHS Test and Trace programme</a>, the individual contacted should stay at home. If the individual becomes symptomatic, everyone in the support bubble should then isolate.</li><li>• If a child is awaiting collection, they will be moved, if possible, to a room where they can be isolated behind a closed door or outside, weather permitting, depending on the age and needs of the child, with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, we will move them to an area which is at least 2 metres away from other people. (Getting Better Bay for Boy Boarders, Hooley for Girl Boarders and the Library for Day pupils.) Staff who display symptoms must return home or if they are resident staff and can't return to an alternative residence, must isolate in their rooms.</li><li>• If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom will be cleaned and disinfected using standard cleaning products before use by anyone else.</li><li>• If a child needs direct personal care until they can return home, a fluid-resistant surgical face mask will be worn by the supervising adult if a distance of 2m cannot be maintained. If contact with the child is necessary, then disposable gloves, a face covering and a disposable apron will also be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, e.g. from coughing, spitting, or vomiting, then eye protection will also be worn. Refer to <a href="#">safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE)</a></li><li>• If a boarder shows symptoms, they should initially self-isolate in the Getting Better Bay/Hooley and parents/guardians will be contacted to come and collect them. Refer to <a href="#">guidance on isolation for residential educational settings</a>.</li><li>• In the event of more than one child/adult showing symptoms, they should be isolated outside until the room becomes available.</li><li>• In an emergency, call 999 if someone is seriously ill, injured or their life is at risk.</li><li>• Anyone who has helped someone with symptoms do not need to go home to self-isolate unless they later develop symptoms themselves. If an individual later tests positive, all close contacts will need to self-isolate for 10 days.</li><li>• Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. The area around the person with symptoms must be cleaned with normal household disinfectant after they have left to reduce the risk of passing the infection on to other people. Refer to <a href="#">COVID-19: cleaning of non-healthcare settings guidance outside the home</a>.</li><li>• If a child starts displaying coronavirus symptoms whilst at FSM they must, wherever possible, be collected by a member of their family or household. In exceptional circumstances, where this is not possible, and the setting needs to take responsibility for transporting them home the following will guidance should be followed:<ul style="list-style-type: none"><li>- use the designated FSM vehicle;</li><li>- the driver and passenger should maintain a distance of 2m from each other</li><li>- the driver should use PPE, and the passenger should wear a face mask if they are old enough and able to do so.</li></ul></li></ul>				
Notes/Additional Control Measures: What more do we need to explain/do?				
<ul style="list-style-type: none"><li>• Signage up to remind all pupils, parents and staff not to enter site if symptomatic with Covid 19</li><li>• Public Health England is clear that routinely taking the temperature of pupils is not recommended as this is an unreliable method for identifying coronavirus (COVID-19). However, FSM will continue to test boarders twice daily and day pupils each morning. Pupils that test hot (37.8 degrees Celsius +) will be isolated and then tested using an ear thermometer</li></ul>				
Testing				
<ul style="list-style-type: none"><li>• All employees will continue to receive Lateral Flow tests at school until March 8 2021 from which they will receive home test kits to self-administer.</li><li>• All Boarders and day pupils in Year 7 and 8 will receive a lateral flow test before returning to the school/boarding house for the first time this term. This test must return negative before they are able to enter any further school buildings.</li><li>• Boarders that have been home on the weekend beginning 6 March 2021 will also receive a LFD test on their return in accordance with the previous programme of testing</li><li>• Thereafter, pupils in Year 7 and 8 will receive 2 more onsite LFD tests before testing twice a week with a home test kit.<ul style="list-style-type: none"><li>○ Staff and pupils must record their test results either online via <a href="http://www.gov.uk/report-covid19-result">www.gov.uk/report-covid19-result</a> or by telephoning 119 between 7am and 11pm.</li><li>○ Staff and pupils will also need to report their result to FSM via <a href="http://Covid Testing Results Portal - Forres Sandle Manor (fmsmschool.com)">Covid Testing Results Portal - Forres Sandle Manor (fmsmschool.com)</a></li></ul></li><li>• Anyone with coronavirus (COVID-19) symptoms should not visit the GP, pharmacy, urgent care centre or a hospital.</li></ul>				
Remaining level of risk	HIGH	MEDIUM	LOW	NEGLIGIBLE

<b>IDENTIFY HAZARD</b>	<b>B. Poor response to an infection</b>			
<b>RISK</b>	Infection spread leading to serious respiratory illness, death			
<b>INDIVIDUALS AT RISK</b>	All building users, including visitors/parents, contractors/maintenance personnel			
<b>EXISTING LEVEL OF RISK</b>	<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>CONTROL MEASURES</b>	List control measures required to reduce risk – add appropriate detail about type and location of controls			

- We will ensure all staff and parents understand the NHS Test and Trace process. We will ensure that staff and parents/carers understand that they will need to be ready and willing to:
  - [Book a test](#) if they or their child are displaying symptoms (or order via Tel No. 119). Staff and pupils must not come into the school if they have symptoms and must be sent home to self-isolate if they develop them in school.
  - Provide details of anyone they or their child have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test & Trace;
  - [Self-isolate](#) if they have been in close contact with someone who develops coronavirus (COVID-19) and consent for lateral flow test has not been given or if anyone in their household develops symptoms of coronavirus (COVID-19).
- Where possible parents collecting a child who is presenting with symptoms will contact 119 to arrange a local test.
- We will ask parents and staff to inform us immediately of the results of a test:
  - If a child or member of staff tests negative, if they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating although it is still best to avoid contact with other people until they are better. Other members of their household can stop self-isolating.
  - They will be allowed to return to school when they are symptom free and following agreement with the Headmaster
  - If a child or member of staff 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 10 days from the onset of their symptoms and then return to FSM only if they do not have symptoms other than cough or loss of sense of smell/taste (a cough or anosmia can last for several weeks once the infection has gone) and on agreement from the Headmaster. The 10-day period starts from the day when they first became ill. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal. Other members of their household should continue self-isolating for the full 10 days.
- At this stage, all those who have been in close contact with the pupil or member of staff in their group or bubble will be asked to self-isolate for 10 days.

If a further child who is self-isolating develops symptoms, they should be tested for COVID-19. If this result is positive, they will begin the 10 day isolation from the day they became ill. All those in the second child's household will need to self-isolate for 10 days from the onset of the symptoms. If the result is negative, the second child will continue with their 10 day isolation period as a result of being in contact with the first child.

Notes/Additional Control Measures: What more do we need to explain/do?

FSM will contact the DfE Helpline [0800 0468687](#) should we have a case of Coronavirus in school.

This applies to both staff and pupils.

If any individual with symptoms is believed to have contracted the COVID-19 virus 'whilst at work', the relevant information must be reported to the HSE under RIDDOR legislation. In the sad event of the death of a worker in children's services from coronavirus (COVID-19) follow: [Actions for employers and providers following a coronavirus \(COVID-19\) related death of a carer or colleague across children's services](#)

The Food Standards Agency's [Fitness to work](#) guidance for staff who handle food products provides advice on managing sickness in a food business.

<b>Remaining level of risk</b>	<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
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IDENTIFY HAZARD	C There is a confirmed case of coronavirus amongst the FSM community			
RISK	Infection spread leading to Serious respiratory illness, death			
INDIVIDUALS AT RISK	All building users, including visitors/parents, contractors/maintenance personnel			
EXISTING LEVEL OF RISK	HIGH	MEDIUM	LOW	NEGLIGIBLE
CONTROL MEASURES	List control measures required to reduce risk – add appropriate detail about type and location of controls			
<ul style="list-style-type: none"><li>● We will take swift action when we become aware that someone who has attended has tested positive for coronavirus (COVID-19). We will contact the local health protection team. This team will also contact us directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended FSM – as identified by NHS Test and Trace.</li><li>● EYFS ONLY: We will notify Ofsted swiftly through the usual notification channels of any confirmed cases of coronavirus (Covid-19) in the setting (either child or staff member), and if the setting is advised to close as a result.</li><li>● 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 infectious, and ensure they are asked to self-isolate.</li><li>● The health protection team will work with us in this situation to guide us through the actions we need to take. Based on the advice from the health protection team, we will send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 10 days since they were last in close contact with that person when they were infectious.</li><li>● Close contact means:<ul style="list-style-type: none"><li>○ direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin);</li><li>○ proximity contacts - extended close contact (within 1 to 2m for more than 15 minutes) with an infected individual; travelling in a small vehicle, like a car, with an infected person.</li></ul></li><li>● The health protection team will provide definitive advice on who must be tested or sent home. To support them, we will keep a record of pupils and staff in each group, and any close contact that takes place between children and staff in different groups. This will be a proportionate recording process - we do not need to ask pupils to record everyone they have spent time with each day or ask staff to keep definitive records in a way that is overly burdensome.</li><li>● A template letter will be provided to us, on the advice of the health protection team, to send to parents and staff if needed. We will not share the names or details of people with coronavirus (COVID-19) unless essential to protect others.</li><li>● Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, or staff member who is self-isolating subsequently develops symptoms. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within their 10 day isolation they should follow ‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’.</li><li>● if the test delivers a negative result, should still self isolate for the remainder of the 10-day isolation period. This is because they could still develop the coronavirus (COVID-19) within the remaining days.</li><li>● if the test result is positive, they should inform FSM immediately, and must isolate for at least 10 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 10-day isolation period). Their household should self-isolate for at least 10 days from when the symptomatic person first had symptoms, following ‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’</li><li>● We will seek assurances from parents that their child is fit to return to FSM.</li></ul>				
EYFS ONLY: We will notify Ofsted swiftly through the usual notification channels of any confirmed cases of coronavirus (Covid-19) in the setting (either child or staff member), and if the setting is advised to close as a result.				
Notes/Additional Control Measures: What more do we need to explain/do?				
We will ensure our privacy notices for both parents/pupils and staff are updated accordingly.				

<b>Remaining level of risk</b>	<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
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IDENTIFY HAZARD	D. Poor containment of an outbreak by not following local health protection team advice			
RISK	Infection spread leading to serious respiratory illness, death			
INDIVIDUALS AT RISK	All building users, including visitors/parents, contractors/maintenance personnel			
EXISTING LEVEL OF RISK	HIGH	MEDIUM	LOW	NEGLIGIBLE
CONTROL MEASURES	List control measures required to reduce risk – add appropriate detail about type and location of controls			
<ul style="list-style-type: none"><li>● If we have 2 or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, we may have an outbreak, and will continue to work with the local health protection team who will advise if additional action is required.</li><li>● In some cases, health protection teams may recommend that a larger number of other pupils self-isolate either within the boarding house or at home as a precautionary measure – perhaps the whole site or year group. If we implement the controls from this risk assessment, whole school closure based on cases within the school will not generally be necessary and should not be considered except on the advice of health protection teams.</li><li>● However consideration must be given to any staff absence due to health and safety concerns. Clearly, staff levels will be a factor that will need to be considered when determining how a school can continue to operate safely.</li><li>● As in normal times, a reduction in staffing levels could necessitate a partial or full school closure. Schools should communicate this to parents in the way they normally would for short-notice school closures.</li></ul>				
In consultation with the local Director of Public Health, further testing may take place. Testing will first focus on the person’s bubble, followed by their year group, then the whole school if necessary, in line with routine public health outbreak control practice.				
Notes/Additional Control Measures: What more do we need to explain/do?				

<b>Remaining level of risk</b>	<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
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<b>IDENTIFY HAZARD</b>	<b>E. Clinically vulnerable or extremely clinically vulnerable persons returning to FSM</b>			
<b>RISK</b>	Serious respiratory illness, death			
<b>INDIVIDUALS AT RISK</b>	Clinically vulnerable & extremely clinically vulnerable staff and pupils			
<b>EXISTING LEVEL OF RISK</b>	<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>CONTROL MEASURES</b>	List control measures required to reduce risk – add appropriate detail about type and location of controls			

**From 8 March 2021 all staff and pupils will be expected to return to work unless there are extenuating circumstances**

#### **Pupils who are shielding or self-isolating**

There are no children at FSM who have been advised to shield. However:

- A small number of pupils may be unable to attend in line with public health advice as they are self-isolating and have had symptoms or a positive test result themselves; or because they are a close contact of someone who has coronavirus (COVID-19);
- If rates of the disease rise in local areas, children (or family members) may be advised to shield during the period where rates remain high and therefore they may be temporarily absent (see below);
- Some pupils no longer required to shield but who generally remain under the care of a specialist health professional may need to discuss their care with their health professional before returning to FSM (usually at their next planned clinical appointment).
- Where a pupil is unable to attend FSM because they are complying with clinical and/or public health advice, we will be able to immediately offer them modified access to remote education as set out and we will monitor engagement with this activity.

#### **Immunisation**

- As normal, we will engage with our local immunisation providers to provide immunisation programmes on site, ensuring these will be delivered in keeping with the FSM's control measures

#### **FSM workforce**

- Shielding measures were reinstated on 4/1/21. It is therefore appropriate for teachers and other FSM staff to shield or work from home if they have been advised to do so.
- Most FSM-based roles are not ideally suited to home working and FSM expects most staff to return to work. Some roles, such as some administrative roles, may be conducive to home working, and the SLT will consider what is feasible and appropriate.
- We will explain to staff the measures FSM is putting in place to reduce risks. We anticipate adherence to the measures in this Risk Assessment will provide the necessary reassurance for staff to return to FSM.
- We will discuss any concerns individuals including those who may be clinically vulnerable, clinically extremely vulnerable or at increased comparative risk from coronavirus, may have around their particular circumstances, reassure staff about the protective measures in place and carry out a specific Individual Risk Assessment with them.

#### **Staff who are extremely clinically vulnerable**

- During the latest lockdown, Staff who are extremely clinically vulnerable are advised to work from home where possible to do so
- In all respects, the clinically extremely vulnerable should now follow the same guidance as the clinically vulnerable population (see below), taking particular care to practise frequent, thorough hand washing, and cleaning of frequently touched areas in their home and/or workspace.
- People who live with those who are clinically extremely vulnerable can attend the workplace.

#### **Staff who are clinically vulnerable**

- Clinically vulnerable staff are able to return to FSM.
- While in school they should follow the specific measures in this Risk Assessment to minimise the risks of transmission.
- This includes taking particular care to observe good hand and respiratory hygiene, minimising contact and maintaining social distancing. This provides that ideally, adults should maintain 2m distance from others, and where this is not possible avoid close face to face contact and minimise time spent within 1 metre of others. While the risk of transmission between young children and adults is likely to be low, adults should continue to take care to socially distance from other adults including older children/ adolescents.
- People who live with those who are clinically vulnerable can attend the workplace.

#### **Staff who are pregnant**

- Pregnant women are in the 'clinically vulnerable' category, and are advised to follow the above advice, which applies to all staff in schools.
- 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).
- The [Royal College of Obstetrics and Gynaecology \(RCOG\)](#) guidance includes advice for women from 28 weeks gestation or with underlying health conditions who may be at greater risk. We will follow this advice and continue to monitor for future updates to it.

#### **Staff who may otherwise be at increased risk from coronavirus**

- Those with particular characteristics such as those from the Black, Asian, Ethnic Minority community (BAME) who may be at comparatively increased risk from coronavirus (COVID-19) can return to **FSM in March 2021** as long as the system of controls set out in the government guidelines and this Risk Assessment are in place.
- People who live with those who have comparatively increased risk from coronavirus (COVID-19) can attend FSM.

**Notes/Additional Control Measures: What more do we need to explain/do?**

Shielding advice for all adults and children reinstated on 4/1/21

(COVID-19). Refer to Royal College of Paediatrics and Child Health - 'shielding' guidance for children and young people.

Where children fail to attend school because parents are following clinical and/or public health advice, absence will not be penalised.

Immunisation programmes are essential for children’s health and wellbeing and can also provide benefits for staff.

Staff shielding - Refer to current advice. Where necessary, we will provide equipment for people to work at home safely and effectively, e.g. remote access to work systems. Refer to [COVID-19: review of disparities in risks and outcomes report](#) and [Schools and COVID-19: guidance for Black, Asian and minority ethnic \(BAME\) staff and their employers in school settings](#)

Remaining level of risk	HIGH	MEDIUM	LOW	NEGLIGIBLE
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<b>IDENTIFY HAZARD</b>	<b>F. Inadequate hand and respiratory hygiene leading to spread of Covid-19 virus</b>			
<b>RISK</b>	Infection spread leading to serious respiratory illness, death			
<b>INDIVIDUALS AT RISK</b>	All building users, including visitors/parents, contractors/maintenance personnel			
<b>EXISTING LEVEL OF RISK</b>	<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>CONTROL MEASURES</b>	List control measures required to reduce risk – add appropriate detail about type and location of controls			

Everyone will be reminded to:

- Wash their hands before leaving home, on arrival at FSM, on return from breaks, when they change rooms and before and after handling cleaning chemicals, eating/drinking, using the toilet, sports activities, using FSM or 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 (see hand wash guidance). Alcohol based hand cleansers/gels (containing at least 60% alcohol) can be used if soap and water are not available. We will ensure there are sufficient hand washing or hand sanitiser 'stations' available throughout the school for staff and pupils and at the main entrance and dining hall/FOSM room entrance.
- We will ensure supervision of hand sanitiser use with younger pupils given the risks around ingestion.
- Staff to identify children who find it hard to wash hands independently or not being able to maintain high standards of handwashing. Younger children will continue to be helped to clean their hands properly. Skin friendly skin cleaning wipes can be used as an alternative.
- Hands must be dried properly to prevent infection and drying out. Pat dry rather than rub to avoid discomfort. Supplies of emollient hand cream can be made available from Matrons to help prevent soreness.
- Suitable hand washing facilities are available including running water, liquid soap and paper towels
- Stocks of disposable paper towels have been provided and hand dryers have been taken out of use.
- Where in place, toilet lids should be closed prior to flushing and remain closed after use. Where not in place, staff and children will be instructed to move away from the toilet as soon as it has been flushed, more frequent cleaning of the toilets and most importantly, ensuring that **strict hand hygiene** measures are observed following every visit to the toilet.
- Different groups have been allocated their own toilet blocks where possible to do so and 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 and should be emptied regularly. (they do **NOT** need to be double lined)
- As with hand cleaning, we will ensure younger children are helped to get this right, and all pupils understand that this is now part of how FSM operates.

Notes/Additional Control Measures: What more do we need to explain/do?

- Ensure all attending understand how to wash hands correctly - Posters around the school as appropriate.
- Ensure all sinks have necessary stock & restock as necessary. HSE have issued guidance on [Choosing the right hand sanitisers and surface disinfectants](#)
- We will build hand washing routines into school culture, supported by behaviour expectations and help ensure younger children and those with complex needs understand the need to follow them.
- It has been recommended using disposable paper towels/rolls in preference to hand driers
- Ensure stocks of disposable paper towels are available in all toilet areas instead of hand dryers. Additional waste bins (lidded and foot operated where possible) have also been provided.
- We will ensure there are enough tissues and bins available in school to support pupils and staff to follow the 'Catch it, bin it, kill it' routine. Presence of these will be checked regularly.

Additional resources for EYFS can be found at:

- [PACEY: supporting children in your setting](#)
- [Dr Dog explains coronavirus](#)
- [2 metres apart activity](#)
- [Our hand washing song](#) [Bright Horizons: Talking to Children about COVID-19](#)

<b>Remaining level of risk</b>	<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
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IDENTIFY HAZARD	G. Inadequate personal protection &PPE & spread of Covid-19 virus			
RISK	Infection spread leading to serious respiratory illness, death			
INDIVIDUALS AT RISK	All building users, (particularly those staff performing personal and intimate care)			
EXISTING LEVEL OF RISK	HIGH	MEDIUM	LOW	NEGLIGIBLE
CONTROL MEASURES	List control measures required to reduce risk – add appropriate detail about type and location of controls			
<ul style="list-style-type: none"><li>● We will determine what PPE will be required and in what quantities and ensure adequate PPE is ordered as necessary in advance of re-opening and where necessary, supplies maintained.</li><li>● When PPE is used, it is essential that it is used properly. This includes scrupulous hand hygiene and following guidance on <a href="#">how to put PPE on and take it off safely</a> in order to reduce self-contamination.</li><li>● Removal, cleaning and disposal – as in the cleaning section above.</li><li>● Where staff are performing intimate care procedures and/or nappy changing, the normal procedures and usual PPE will be used – disposable apron and disposable gloves. If a child shows symptoms of COVID-19 they must not attend the school and stay at home.</li><li>● When changing children, and where the child can understand, ask the child to turn their head to the side during the changing process.</li><li>● For further information on the use of PPE for supervising a child who has become unwell see section A on ‘Contact with individuals who are unwell’ - page 2 above.</li><li>● If non-symptomatic children present behaviours which may increase the risk of droplet transmission (such as spitting), they will continue to receive care in the same way, including any existing routine use of PPE.</li><li>● Year 7 and 8 children and staff are to wear masks at all times in confined places including classrooms and corridors unless exempt. Staff are to wear masks when teaching primary children when social distancing can't be maintained. They are encouraged to wear masks at all other times. Pupils in Year 6 and below may wear masks if they wish.</li><li>● In line with <a href="#">Coronavirus Covid-19 safer travel guidance for passengers</a> it is <b>mandatory</b> to wear a face covering if you need to use public transport, visit shops or when attending a hospital. Note: children aged 3 to 10 years are exempt from the mandatory requirement to wear a face covering on public transport. We would, however, consider this to be best practice where the child understands how to wear a mask properly. It is important to use face coverings properly (<a href="#">Face coverings: when to wear one and how to make your own</a> ) and wash your hands before putting them on and after taking them off. <a href="#">Masks must be worn by children and drivers of the FSM bus.</a></li><li>● Responsible adults or carers travelling with children on public transport must follow this guidance, wear face coverings, minimise the surfaces they touch and maintain their distance from others, where possible.</li></ul> <p>Children under the age of 3 should not wear face coverings.</p>				
Notes/Additional Control Measures: What more do we need to explain/do?				
Ensure adequate bins and tissues are made available. Ensure school has a stock of rubber gloves and if needed, disposable gloves/aprons/ facemasks.				
Signage as appropriate.				
<a href="#">BSA COVID Safe Charter</a>				
<a href="#">When to wear a Face Covering - Current Guidance.</a>				
Mandatory from 24/07/20 to wear face coverings in enclosed public spaces such as shops/supermarkets /banks/takeaways/shopping centres (exemptions include children under 11 and those with certain disabilities/medical conditions)				
Refer to <a href="#">HSE Face Fit Testing Guidance</a>				

Remaining level of risk	HIGH	MEDIUM	LOW	NEGLIGIBLE
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IDENTIFY HAZARD	H. Failure to adequately identify vulnerable pupils/ safeguarding			
RISK	Vulnerable pupils do not receive appropriate support and protection			
INDIVIDUALS AT RISK	All pupils classed as vulnerable either by DfE guidance, LA or school			
EXISTING LEVEL OF RISK	HIGH	MEDIUM	LOW	NEGLIGIBLE
CONTROL MEASURES	List control measures required to reduce risk – add appropriate detail about type and location of controls			
<ul style="list-style-type: none"><li>● We will continue to have regard to statutory guidance <a href="#">Keeping Children Safe in Education (from September 2020)</a>.</li><li>● We will review/update our child protection policy regularly (led by the DSL) to reflect changing situation.</li><li>● We will identify all those children whom we believe to be vulnerable in addition to those classed as vulnerable under current DfE guidance. This will include children on the edge of receiving support from children’s social care, adopted children, those at risk of becoming NEET, those living in temporary accommodation and those who are young carers.</li><li>● We will take the opportunity to contact all parents to confirm correct emergency numbers and ask for additional emergency contacts where these are available.</li><li>● The DSL (and deputies) will be provided with more time, especially in the first few weeks of increased pupil returns 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, and agencies and services should prepare to work together to actively look for signs of harm.</li><li>● Communication with the FSM medical team is important for safeguarding and supporting wellbeing, as they have continued virtual support to pupils who have not been in school.</li></ul>				
Notes/Additional Control Measures: What more do we need to explain/do?				
Refer to the <a href="#">coronavirus (COVID-19): safeguarding in schools, colleges and other providers guidance</a> .				

<b>Remaining level of risk</b>	<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
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<b>IDENTIFY HAZARD</b>	<b>I. Inappropriate arrangements for opening the school to pupil groups</b>			
<b>RISK</b>	Infection spread leading to serious respiratory illness, death			
<b>INDIVIDUALS AT RISK</b>	All building users, including visitors/ parents, contractors/ maintenance personnel			
<b>EXISTING LEVEL OF RISK</b>	<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>CONTROL MEASURES</b>	List control measures required to reduce risk – add appropriate detail about type and location of controls			

**Preparations will need to be agreed with Governors and staff prior to re-occupation by pupils and staff.**

**As of 8 March 2021, due to the reopening of schools, there have been changes to the measures to minimise contact between individuals and maintain social distancing wherever possible**

- Reduce the number of contacts between children and staff.
- Maintain distinct groups or 'bubbles' that do not mix with other bubbles.
- For younger children, those with complex needs the emphasis will be on separating groups (class bubbles), and for older children it will be on distancing. Children old enough will be supported to maintain distance and not touch staff where possible.
- Class sizes limited to a maximum of 20. To achieve this:
- We will minimise mixing of groups through the school day and the adults working with each group will need to rotate to cover lunch and break times.
- We will minimise any other adults entering each classroom, but there may be times this is unavoidable, for example to assist in a medical emergency or to support with an incident or when assisting with learning.
- Adults will minimise mixing with each other, even before and after the school day.
- The staff will maintain safe distancing when using the staff room and will only visit offices if truly necessary.
- We recognise that Nursery, Reception and Year 1 children will have particular difficulty in adhering to social distancing and will want to share equipment. Wherever possible, the curriculum will be designed to encourage children to learn individually. Where learning is best achieved with others, children will wash hands before and after these sessions. Where this is not possible, any shared equipment/surfaces /areas will be cleaned more often than normal.
- Individual music lessons will take place in the Music room or DHH where possible, or remotely with a thorough clean between sessions. Instruments, seats and stands will be wiped down between sessions. The children will be reminded to wash their hands before returning to their group.
- Learning Centre lessons will continue one to one. Teachers and pupils in Year 7 and 8, must wear mask and must clean the desk between each pupil.
- In the older age groups, groups may be larger to enable the school to deliver the full range of curriculum subjects and students to receive specialist teaching.
- All children will be encouraged to keep their distance within groups/bubbles although it is acceptable for younger children not to distance within their group.
- We will endeavour to keep children in their class groups for the majority of the classroom time but may also need to allow mixing into wider groups for specialist teaching, wraparound care, and transport.
- We will minimise movement of staff across different classes and year groups where possible. Where staff need to move between classes and year groups in order to facilitate the delivery of the school timetable, they should try and keep their distance from pupils and other staff as much as they can, ideally 2m from other adults.

#### **Measures within the classroom**

- Staff must maintain distance from pupils, staying at the front of the class, and away from colleagues where possible. Ideally, adults should maintain 2m distance from each other, and from children, although this will not always be possible with younger children.
- Avoid close face to face contact and minimise time spent within 1m of anyone. This will not be possible when working with pupils who have complex needs or who need close contact care. These pupils' educational and care support should be provided as normal.
- Children old enough, will be supported to maintain distance and not touch staff and their peers where possible. This will not be possible for the youngest children.
- When staff or children cannot maintain distancing, particularly with younger children, we will reduce risks by keeping pupils in the smaller, class-sized groups and encouraging the wearing of masks as described above.
- We will endeavour to make small adaptations to the classroom to support distancing where possible e.g. seating pupils side by side and facing forwards, rather than face to face or side on, and moving unnecessary furniture out of classrooms to make more space.
- Spaces used will be well ventilated using natural ventilation where possible. We will maximise ventilation by opening windows and propping open doors (bearing in mind safeguarding in particular).
- Doors may be held open to avoid them being touched by those coming and going from the classroom. This will also aid ventilation. This is only permitted where the room is occupied and doors must be closed once the group has left the room. At the end of the day, all doors to all rooms must be closed for fire purposes.
- Wherever possible pupils will use the same classroom or area of the school throughout the day, with a thorough cleaning of the rooms before the beginning of the next day. Consideration will be given to seating the pupils at the same desk each day where possible.
- Pupils and staff will be asked to bring in their own water bottles. Water fountains will be temporarily taken out of use.
- Sand and water trays will be taken out of use unless ONLY being used by one particular class/group. Malleable resources such as play dough will not be shared between different classes/groups.
- In order to facilitate cleaning, remove unnecessary items from learning environments where there is space to store them elsewhere.
- We will ensure all items that are laundered within the school, e.g. towels, aprons for cookery, flannels and bedding are washed in line with guidance on Cleaning in non-healthcare settings outside the home and that these items are not shared by children between washes.
- Dressing up clothing and other fabric items can be used if used intermittently – every 3 days – to reduce the risk of cross contamination or reserved for one class/group.

- Where possible (weather permitting) children will make use of outdoor spaces and outdoor equipment. We will limit playground equipment use to group bubbles. Again equipment will be kept to a minimum and disinfected with spray regularly. Where possible, external doors from classrooms will be used to access outside areas thus reducing the need to use internal areas.
- IT suites can be used by pupils. Disinfection of workstations, keyboard and mouse after each class/bubble use will be necessary. Communal headphones will not be used. We will ask pupils to bring in their own headphones/earphones and have a supply of headphones which can be sanitised.
- Practical lessons can go ahead if equipment can be cleaned thoroughly and the classroom or other learning environment is occupied by the same children in one day, or properly cleaned between bubbles.
- Cleaning products provided such that no additional COSHH training for handling of cleaning products required.
- Once used cloths must be double bagged and left in the laundry for 72 hours before they are cleaned.

#### **Measures for break and lunchtimes**

- We will factor in time for cleaning surfaces in the dining facilities between groups.
- Queueing will be kept to a minimum with floor markings designating social distancing and a one way system of entry and exit used.
- Fields and play areas will be divided to minimise mixing between groups where possible - where there is more than one group using the outdoor space, the space will be zoned so that groups are kept apart.
- Shared staff spaces will be set up to help staff to distance from each other. Minimised use of staff rooms will be encouraged.
- An outdoor staff area will also be created, weather permitting.
- Seating and tables will be reconfigured in both indoor and outdoor areas to maintain spacing and reduce face-to-face interactions.
- Staff will be encouraged to remain on-site at lunch time and, when not possible, maintaining social distancing while off-site
- For 'catering activities and school meal provision, refer to the separate FSM's Catering Operations during Coronavirus Pandemic Risk Assessment.

#### **School Offices:**

- There should be no more than 3 members of staff in a room at any one time, with the optimum number being 2.
- The office door will remain closed and will generally be out of bounds to other staff. With the exception of SLT (or other directed staff), non-office staff should not enter offices without first seeking permission from office staff.
- We will maintain social distancing between people who work in one place such as office or reception staff. Office staff should retain their 2m distance when speaking to visitors, enough to be able to communicate effectively. Outside the dropping off and picking up times, office staff are responsible for controlling the access of visitors to the site, through the intercom system. Only pre-arranged and essential visitors will be allowed. All visitors will sign in and wear the appropriate lanyard and ID
- Desks/workstations should allow staff to maintain social distancing wherever possible and we will use Perspex shields for the Front Office and Lower School front desk.
- If it is not possible to keep workstations 2m (or 1m with risk mitigation where 2m is not viable, is acceptable) apart, take all mitigating actions possible to reduce the risk of transmission:
  - review layouts and processes to allow staff to work further apart from each other;
  - use floor tape or paint to mark areas to help workers keep to a 2m (or 1m with risk mitigation where 2m is not viable, is acceptable) distance;
  - only where it is not possible to move workstations further apart, we will expect people to work side by side or facing away from each other rather than face-to-face;
  - use a consistent pairing system if workers have to be in close proximity;
  - manage occupancy levels to enable social distancing;
  - workstations should be assigned to an individual as much as possible. If they need to be shared, they should be shared by the smallest possible number of people and establish cleaning rules after each use of another's workstation;
  - avoid use of hot desks and spaces and, where not possible, clean and sanitise workstations between different occupants including shared equipment.
- Keep distance between individuals when speaking or sharing a room, regularly wash hands and sanitise surfaces when the individual leaves including telephones, keyboards/mice etc.
- Staff to observe social distancing when using communal equipment such as photocopiers – key pads etc. on copying machines to be wiped with wipes after each use (pupils NOT to use copiers).

#### **Staffroom**

- Staff should limit use of the communal staffroom as much as possible, and use opportunities outside of the busiest times i.e. break, and lunch times and at the end of the school day.
- Staff should maintain social distancing as much as possible
- A laptop has been removed to allow social distancing
- Only where it is not possible to move workstations further apart, we will expect people to work side by side or facing away from each other rather than face-to-face;
- Staff should sanitise a work space before using it
- Staff meetings will be socially distanced within the DHH. Staff may attend remotely if they prefer

#### **Measures elsewhere**

- Groups will be kept apart – we will avoid large gatherings such as assemblies or collective worship, these will be organised with smaller bubbles.
- There may be an additional risk of infection when singing, chanting, playing wind or brass instruments or shouting even if individuals are at a distance. We will consider how to reduce the risk, particularly when pupils are playing instruments or singing in small groups such as in music lessons by, for example, physical distancing and playing outside wherever possible, limiting group sizes to no more than 15, positioning pupils

back-to-back or side-to-side (taking into account lateral instruments such as flutes), avoiding sharing of instruments, and ensuring good ventilation.

- Singing, wind and brass playing will not take place in larger groups such as school choirs and ensembles, or school assemblies.
- When timetabling, groups will be kept apart and movement around the FSM site kept to a minimum. While passing briefly in the corridor or playground is low risk, we will avoid creating busy corridors, entrances and exits.
- To reduce movement around the building, wherever possible, groups/classes will remain in the same classroom(s) as much as possible with teachers moving between classes rather than pupils.
- Floor marking tape will also be used where queues may develop.
- Lockers will be used where possible in the bubble.
- Ensure that any keypads or electronic entry systems are regularly sanitised throughout the day where different staff/visitors are entering or leaving the school.
- Plan work to minimise contact between staff and avoid skin-to-skin and face-to-face contact. Where possible, staff working together (such as site teams for example) should work side by side or facing away from each other as opposed to face to face. Where face-to-face contact is essential, this must be kept to a minimum. Consideration will be given to wearing face coverings in this situation.
- As much as possible, keep groups of staff working together in teams that are as small as possible (cohorting).
- Staff are required to sign in/out.
- Reduce transmission through contact with objects that come into school such as post and deliveries and limit those accepting and putting away deliveries.
- Encourage increased handwashing for staff handling goods and merchandise and provide hand sanitiser where this is not practical.
- Consider methods to reduce frequency of deliveries, e.g. by ordering larger quantities less often.
- Minimise contact during payments and exchange of documentation, for example, by using electronic payment methods and electronically signed and exchanged documents.
- Take steps to avoid people needing to unduly raise their voices to each other. This includes, but is not limited to, refraining from playing music or broadcasts that may encourage shouting, including if played at a volume that makes normal conversation difficult.

#### **Measures for arriving at and leaving FSM**

- Under no circumstances must **anyone** displaying symptoms of COVID-19 attempt to enter the FSM site. This information will be included in the letter to parents, suppliers and contractors prior to the school opening. Notice to be displayed on the main school entrance door.
- Arrival and departure times will be staggered where numbers require to minimise contact where possible
- We will keep groups apart as they arrive and leave school.
- Parents will be advised that only one parent should bring the child/ren to school. Parents will be informed and, if necessary, regularly reminded that they must maintain social distancing from the next adult or child at all times when bringing their child to or collecting them from school.
- Where possible we will use separate entrance/exit gates for each group bubble.
- Parents may only enter the site by agreement by appointment. Parents may, however, telephone or email the school at any time should they have any concerns or issues about which FSM need to be informed.
- At the end of the allotted session, parents should wait in their cars until advised by staff that children are ready for collection and then they may collect their children from the DHH Car Park doors.
- Where possible, pupils will enter FSM via an external door straight into the bubble where they will be based for the day.
- Used PPE and any disposable face coverings that staff or children arrive wearing may be placed in a refuse bag and disposed of as normal domestic waste unless the wearer has symptoms of COVID-19 in which case it will be disposed of in accordance with the guidance on cleaning for non-healthcare settings outside the home. Any non-disposable washable cloth face coverings that staff or children are wearing when they arrive at FSM may be removed by the wearer and placed into a plastic bag that the wearer has brought with them in order to take it home. The wearer must then wash their hands. Staff, children and parents will be so instructed. Refer to safe working in education, childcare and children's social care. Cloth face coverings should be washed daily?

#### **Transport**

##### ***Dedicated FSM transport***

- All are advised to adopt a social distance of 2m from people outside their household or support bubble, or a '1m plus' approach where this is not possible (refer to [Coronavirus \(COVID-19\): safer travel guidance for passengers](#)).
- We will make an assessment of:
  - how pupils are grouped together on transport, where possible this should reflect the bubbles that are adopted within school;
  - use of hand sanitiser upon boarding and/or disembarking;
  - additional cleaning of vehicles;
  - organised queuing and boarding where possible;
  - distancing within vehicles wherever possible;
  - the use of face coverings for children aged 11 and over, where appropriate, e.g. if they are likely to come into very close contact with people outside of their group or who they do not normally meet.
  - how pupils are dropped off and picked up at FSM.

Refer to [Coronavirus Covid-19 Safer transport guidance for operators](#).

##### ***Wider public transport***

- The use of public transport, particularly in peak times, should be kept to an absolute minimum.
- Car sharing to and from work/school is not currently advised unless the individuals are from the same household (or support bubble).
- Ensure that a clear message is given to pupils about their general socialising behaviour beyond the FSM gates i.e. not congregating in large groups etc.



### Other considerations

- Pupils with SEND will receive specific help and preparation for the changes to routine that this will involve, so teachers and SENDCo will plan to meet these needs, e.g. using social stories.
- Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. They should ensure they minimise contact and maintain as much distance as possible from other staff. Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual.
- For individual and very frequently used equipment, such as pencils and pens, staff and pupils should have their own items that are not shared.
- Classroom based resources, such as books and games, can be used and shared within the bubble; these will be cleaned regularly, along with all frequently touched surfaces.
- Resources that are shared between classes or bubbles, such as sports, art and science equipment must be cleaned frequently and meticulously and always between bubbles or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.
- Outdoor playground equipment should be more frequently cleaned. This also applies to resources used inside and outside for wraparound care.
- Pupils should still limit the amount of equipment they bring into school each day to essentials such as hats, coats, books, stationery and sports kit.
- Pupils and teachers can take books and other shared resources home, although unnecessary sharing will be avoided, especially where this does not contribute to pupil education and development. Similar rules on hand cleaning, cleaning of the resources and rotation will apply to these resources.

### Cleaning throughout the day - non-healthcare settings where no-one has symptoms of, or confirmed COVID-19

#### Cleaning and disinfection

##### We will:

- Define a new cleaning schedule that ensures cleaning is generally enhanced and includes more frequent cleaning of rooms / shared areas that are used by different groups, frequently touched surfaces being cleaned more often than normal.
- Schedule frequent cleaning of resources (e.g. books, toys) shared within groups.
- Schedule the isolation or cleaning of resources (e.g. books, toys) shared between groups.
- Reduce clutter with only the minimum items left on work and other surfaces. This allows for more intensive cleaning and reduces the risk of the virus landing on multiple surfaces.
- Reduce the number of soft toys which are more difficult to clean.
- Increase the frequency of cleaning, using standard cleaning products, 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 at the beginning and at the end of each day, and more frequently depending on: the number of people using the space, whether they are entering and exiting the setting, and access to hand washing 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.
- Regularly check stocks of cleaning supplies and purchase additional supplies as necessary.
- Use disposable cloths or paper roll and disposable mop heads wherever possible, disposing of after use.
- Avoid creating splashes and spray when cleaning.
- Telephones, keyboards/mice, light switches, electronic entry systems, iPads used by pupils and staff, etc., will be cleaned with anti-viral wipes on a regular basis throughout the day.
- Ensure that electronic entry systems and keypads are regularly sanitised particularly first thing in the morning and where possible after each use.
- All bins will be, where possible, lined and the liner removed at the end of the day, sealed/knotted and placed in the main waste container.
- Ensure disposable tissues are available in each room for both staff and pupils.
- Ensure arrangements are in place for the disposal of clinical and general waste where required. Plan for the removal and safe disposal of rubbish.
- For 'cleaning staff/activities and cleaning areas where a person with possible or confirmed coronavirus (COVID-19) has spent time/passed through', refer to the separate [Cleaning Schools during Coronavirus Pandemic Risk Assessment](#).

#### Laundry

- Items should be washed in accordance with the manufacturer's instructions
- There is no additional washing requirement above what would normally be carried out.

#### Kitchens and communal canteens

- It is very unlikely that COVID-19 is transmitted through food. However, as a matter of [good hygiene practice](#), anyone handling food should 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.
- Food business operators should 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 (prerequisite programmes (PRPs)).
- For 'catering activities and school meal provision, refer to the separate FSM's Catering Operations during Coronavirus Pandemic Risk Assessment.

#### Bathrooms

- Clean frequently touched surfaces regularly.

- Ensure suitable hand washing facilities are available including running water, liquid soap and paper towels.
- Where cloth towels are used, these should be for individual use and laundered in accordance with washing instructions.

#### **Waste**

- Waste does not need to be segregated unless an individual in the setting shows symptoms of or tests positive for COVID-19 (refer to the separate FSM's Cleaning Schools during Coronavirus Pandemic Risk Assessment).
- Dispose of routine waste as normal, placing any used cloths or wipes and used PPE 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.
- Recycling must be placed directly in the main e recycling bins .

#### **Wraparound care provision**

- We will resume before and after-school provision, from the start of the spring term.
- We will ensure that we are following **the same** protective measures being taken by school during the day, such as keeping children in the same group or bubble that they are in during the school day. If it is not possible to maintain bubbles being used during the school day then we will use small, consistent groups. Consideration is given for children who cross bubbles such as being in the junior bubble during the day and the boarding bubble in the evening. Refer to protective measures for out-of-school settings during the coronavirus (COVID-19) outbreak .
- We will advise parents to limit the number of different wraparound providers they access, as far as possible. Where parents use childcare providers or out of school activities for their children, we will encourage them to seek assurance that the providers are carefully considering their own protective measures, and only use those providers that can demonstrate this.
- Our wraparound childcare, and other out-of-school activities, are able to operate for both indoor and outdoor provision, provided we have safety measures in place.
- As with physical activity during the school day, contact sports should be minimised.

#### **School uniform to be worn**

- Pupils with sport in the afternoon may return home in sports kit
- Uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal.

#### **Curriculum**

- All pupils – particularly disadvantaged, SEND and vulnerable pupils must be given the catch-up support needed to make substantial progress by the end of the academic year. The key principles that underpin curriculum planning are:
- Education is not optional: all pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life;
- The curriculum remains broad and ambitious: all pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment;
- Remote education, where needed, is high quality and aligns as closely as possible with in-school provision: We will continue to build our capability to educate pupils remotely, where this is needed.
- The EYFS statutory framework sets the standards that schools and childcare settings must meet for the learning, development and care of children from birth to 5 years old. For pre-reception children, we may focus at this time on the prime areas of learning, including: communication and language, personal, social and emotional development (PSED) and physical development. For children in reception year, teachers will also assess and address gaps in language, early reading and mathematics, particularly ensuring children's acquisition of phonic knowledge and extending their vocabulary.
- In EYFS, we will continue to consider what strategies they are using to keep children safe online during this period, including:
  - checking apps, websites and search results before using them with children;
  - supervising children when accessing the internet .
- Particular consideration will be given to the learning needs and objectives of children with SEND.
- We will develop **remote education** so that it is integrated into the FSM curriculum planning. Remote education may need to be an essential component in the delivery of the FSM curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown. We are therefore expected to plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress. Refer to [Remote education during Coronavirus \(Covid-19\)](#).
- In our regular communications with parents we will continue to emphasise and promote online safety for those pupils who are not attending the school.

#### **Physical Education, School Sport and Physical Activity (PESSPA)**

- PE and Games will be provided whilst following the measures in our system of controls although contact sports will not take place.
- We will monitor national governing body guidelines regarding the resumption of contact sports.
- Pupils will be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided.
- Outdoor sports will be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene.
- External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities.
- We are able to work with external coaches, clubs and organisations for curricular and co-curricular activities where we are satisfied that this is safe to do so. We will consider carefully how such arrangements can operate within our wider protective measures. Matches against other schools are temporarily suspended.

#### **Science and D&T**

- Heads of Faculty will ensure compliance with guidance regarding Science and D&T in relation to preparing to re-open and running practical activities, refer to CLEAPSS Guidance:



- **GL345** – Guidance for science departments returning to school after an extended period of closure
- **GL336** – CLEAPSS Advice during the COVID-19 / Coronavirus Pandemic
- **GL347** - Guidance for D&T departments returning to school after an extended period of Closure
- **GL344** - CLEAPSS Guide to doing practical work in a partially reopened school – D&T, food and Art
- **GL346** - Equipment and machine maintenance during Extended Closure

#### Notes/Additional Control Measures: What more do we need to explain/do?

- Individuals displaying symptoms of COVID-19 should follow the government guidance [COVID-19: guidance for households with possible coronavirus infection](#))
- FSM will provide ongoing health and safety information not only to staff through induction, training and regular updates/reminders but also for children and young people and parents/carers where applicable.
- The [GOV.UK: Staying Covid-19 Secure Poster \(revised 20/8/20\)](#) poster to be displayed and updated as available
- Consideration must be given to ensuring our plans are communicated to those parents who have English as an additional language and parents of vulnerable children including young carers.
- Parents will be reminded of the complaints Policy which currently sets out how low level concerns will be resolved
- External markings may be used to ensure parents and/or pupils are social distancing appropriately.
- Where it is possible to do so, different entrances will be allocated to different cohorts of children.
- If this is not possible, doors should be opened for the pupils to freely enter the school minimising contact points until they reach their 'base'.
- For further information on pupils with SEND and education, health and care plans, refer to Annex B of [Full Re-Opening: Schools](#).
- Do not rely on cleaning staff to clean/wipe surfaces when others leave - clean and wipe as you go as described. [Cleaning Schools during Coronavirus Pandemic Risk Assessment](#)
- Carry out inventory check of cleaning products and stock at regular intervals, restocking as necessary. Ensure contingency plans are in place to respond to any shortages in supply. Additional supplies of bin liners will be required. Additional bins may be required in toilet areas for the disposal of paper towels where currently hand dryers are used.  
Refer to [Coronavirus \(Covid-19\): Disposing of waste](#)
- EYFS settings should also follow updates to the [EYFS disapplication guidance](#)
- Refer to [Safeguarding children and protecting professionals in early years settings: online safety guidance for practitioners](#) (also relevant for parents and carers).
- Refer also to [Resources to support schools in delivering remote education](#) and the Section below on Contingency Planning
- Refer to:
  - [Guidance on the phased return of sport and recreation](#)
  - [Sport England](#) for grass root sport
  - [Youth Sport Trust](#)
  - [AfPE COVID-19: Interpreting the Government Guidance in a PESSPA Context](#) and 'frequently asked questions' for PE staff.
- Updated guidance published by CLEAPSS in August 2020

Remaining level of risk	HIGH	MEDIUM	LOW	NEGLIGIBLE
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IDENTIFY HAZARD	J. Inadequate contingency plans for outbreaks and local/national lockdown			
RISK	Inadequate planning in place for remaining open for vulnerable pupils/children of critical workers and or providing remote education to those students at home			
INDIVIDUALS AT RISK	All staff and students			
EXISTING LEVEL OF RISK	HIGH	MEDIUM	LOW	NEGLIGIBLE
CONTROL MEASURES	List control measures required to reduce risk – add appropriate detail about type and location of controls			
<ul style="list-style-type: none"><li>Remote education plans will be in place should for those that cannot attend due to loving overseas or shielding or self-isolating in line with government guidelines.</li><li>Our Emergency/Contingency Plan(s) will be reviewed/updated to reflect our plans should there be a spike in infections and schools are advised to temporarily close (local lockdown). This must enable us to:<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>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></li><li>When teaching pupils remotely, we will:<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><li>provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos;</li><li>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;</li><li>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;</li><li>plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers.</li></ul></li><li>We will consider the above in relation to the pupils' age, stage of development and/or special educational needs, e.g. where this would place significant demands on parent's help or support. We will avoid an over-reliance on long-term projects or internet research activities.</li></ul>				
Notes/Additional Control Measures: What more do we need to explain/do?				
<a href="#">Refer to Local lockdown management plan</a> : guidance for education and childcare settings <a href="#">Refer to Remote education during Coronavirus (Covid-19)</a> and <a href="#">Resources to support schools in delivering remote education</a>				

<b>Remaining level of risk</b>	<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
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IDENTIFY HAZARD	K. Poor or inappropriate behaviour and attendance			
RISK	Infection spread leading to serious respiratory illness, death			
INDIVIDUALS AT RISK	All building users			
EXISTING LEVEL OF RISK	HIGH	MEDIUM	LOW	NEGLIGIBLE
CONTROL MEASURES	List control measures required to reduce risk – add appropriate detail about type and location of controls			
<b>Behaviour</b> <ul style="list-style-type: none"><li>Our Behaviour policy will be 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. We will set out clearly at the earliest opportunity the consequences for poor behaviour and deliberately breaking the rules and how we will enforce those rules including any sanctions.</li><li>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.</li><li>Some pupils will return to FSM 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, 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 and will do all we can to support a smooth return to FSM for all pupils.</li><li>The disciplinary powers that schools currently have, including exclusion, remain in place. Permanent exclusion will only be used as a last resort.</li><li>Any disciplinary exclusion of a pupil, even for short periods of time, will be consistent with the relevant legislation and FSM policies.</li></ul>				
<b>Attendance</b> <ul style="list-style-type: none"><li>School attendance is <b>mandatory</b> from 8 March with the exception of those that are living overseas, or shielding and self-isolating in line with government guidance.</li></ul>				
Notes/Additional Control Measures: What more do we need to explain/do?				
Refer to <a href="#">FSM's Behaviour Policy</a> and <a href="#">FSM's Staff Code of Conduct</a>				

<b>Remaining level of risk</b>	<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
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IDENTIFY HAZARD	L. Inadequate Arrangements in place for managing off-site visits			
RISK	Infection spread leading to serious respiratory illness, death			
INDIVIDUALS AT RISK	Staff and pupils on school trips			
EXISTING LEVEL OF RISK	HIGH	MEDIUM	LOW	NEGLIGIBLE
CONTROL MEASURES	List control measures required to reduce risk – add appropriate detail about type and location of controls			
<ul style="list-style-type: none"><li>● The Government continues to advise against all domestic (UK) overnight, overseas educational visits and educational day trips at this stage see <a href="#">coronavirus: travel guidance for educational settings</a>.</li><li>● In accordance, we will not resume visits or trips until when deemed safe to do so.</li></ul>				
Notes/Additional Control Measures: What more do we need to explain/do?				

<b>Remaining level of risk</b>	<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
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<b>IDENTIFY HAZARD</b>	<b>M. Inadequate staffing ratios, staff availability and recruitment</b>			
<b>RISK</b>	Inadequate supervision of children, access to DSLs and inadequate statutory first aid or medical provision			
<b>INDIVIDUALS AT RISK</b>	Staff and pupils			
<b>EXISTING LEVEL OF RISK</b>	<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>CONTROL MEASURES</b>	List control measures required to reduce risk – add appropriate detail about type and location of controls			

#### Ratios and Qualifications

- We will undertake an appropriate audit to ensure staffing levels are appropriate.
- The [EYFS: disapplication and modifications](#) allows for the temporary disapplying and modifying of a number of requirements within EYFS, giving settings flexibility to respond to changes in workforce availability and potential fluctuations in demand while ensuring children are kept safe.
- It allows further exceptions to be made to the qualification level that staff hold in order to be counted in the ratio requirements. We will use reasonable endeavours to ensure that at least half of staff (excluding the manager) hold at least a full and relevant level 2 qualification to meet staff to child ratio requirements, but this is not a legal requirement.
- In nursery classes, caring for children aged 3 and over, reasonable endeavours will be used to ensure that at least one member of staff is a school teacher. Where this is not possible, there must be at least one member of staff for every 8 children, with at least one member of staff who holds at least a full and relevant level 3 qualification. We will use our reasonable endeavours to ensure that at least half of other staff hold at least a full and relevant level 2 qualification.
- 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:
  - We will ensure that appropriate support is made available for pupils with SEND, e.g. by re-deploying teachers 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 during this period. Supply staff and other temporary workers can move between schools, but we will minimise the number of visitors to the school where possible
  - Where it is necessary to use supply staff and peripatetic teachers, they will be expected to comply with our arrangements for managing and minimising risk, including taking particular care to maintain distance from other staff and pupils.
  - To minimise the numbers of temporary staff in school, we will use longer assignments with supply teachers and agree a minimum number of hours across the academic year (also applies to other temporary staff, peripatetic teachers such sports coaches, and those delivering before and after school clubs).
  - Volunteers may be used to support the work of the school – they will be properly supported and given appropriate roles.
  - Mixing of volunteers across groups should be kept to a minimum, and they should remain 2m from pupils and staff where possible.
- If children are aged 2-5 within a setting, we will use our 'best endeavours' to ensure at least one person with a full PFA certificate is on-site when children are present. If after using best endeavours we are still unable to secure a member of staff with full PFA to be on site then we will carry out a written risk assessment and ensure that someone with a current First Aid at Work or emergency PFA certification is on site at all times children are on premises.
- *The HSE have relaxed their advice in relation to first aid certificate expiry dates and have agreed to an extension for requalification to all First aid certificates to 31/3/21([HSE first aid requalification guidance](#)).*
- Key telephone numbers of all available DSL's/deputies to be displayed in school.
- The contact details of the [Safeguarding Early Help Team/LADO](#) are available to all staff on duty in the Safeguarding file in the staff room or School Office
- We will ensure sufficient competent staff on duty to administer or supervise the administration of medication. Wherever possible, children to self-administer, witnessed by staff. Where not possible (age, SEND etc.) social distancing cannot be maintained – we will endeavour to do safely – PPE, vigilant personal hygiene etc.

#### Recruitment

- Recruitment will continue as usual – staff, volunteers, supply teachers and other temporary or peripatetic teachers.
- We will continue to adhere to the legal requirements regarding pre-appointment checks (Keeping Children Safe in Education). Safeguarding checks have been carried out remotely as set out in coronavirus (COVID-19): safeguarding in schools, colleges and other providers where it was not possible to do so face to face .
- From the start of the summer term checks will revert to being carried out in person, if allowed.
- A short Safeguarding induction will be delivered face to face for all new staff at the beginning of each term or within two weeks of their appointment.

#### Notes/Additional Control Measures: What more do we need to explain/do?

Refer to [Early Years Foundation Stage Framework](#) and the [EYFS: disapplications and modifications for early years provision open during the coronavirus \(COVID-19\) outbreak](#)

Refer to [making the best use of teaching assistants](#).

'Best endeavours' means to identify and take all the steps possible within our power, which could, if successful, ensure there is a paediatric first aider on site when a setting is open, as per the usual EYFS requirement on PFA.

If asked to do so, we should be able to explain why the first aider hasn't been able to requalify and demonstrate what steps have taken to access the training.

The school or certificate holders must do their best to arrange requalification training at the earliest opportunity. 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 they are working from home. Further advice can be found in '[Safeguarding in schools](#)'

The latest guidance on quarantine can be accessed at [coronavirus \(COVID-19\): how to self-isolate when you travel to the UK](#) and [Travel Corridors](#). Refer to [experience of implementing interviews remotely](#) and [how to prepare for remote interviews](#)

<b>Remaining level of risk</b>	<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
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IDENTIFY HAZARD	N. Visiting children in their own homes and contact with COVID-19 virus			
RISK	Infection spread leading to serious respiratory illness, death			
INDIVIDUALS AT RISK	Staff			
EXISTING LEVEL OF RISK	HIGH	MEDIUM	LOW	NEGLIGIBLE
CONTROL MEASURES	List control measures required to reduce risk – add appropriate detail about type and location of controls			
<ul style="list-style-type: none"><li>Should we have a situation where a child requires a home visit particularly in relation to safeguarding concerns, we will consider and adhere to guidance issued in the Government document <a href="#">Safe working in education, childcare and children’s social care settings, including the use of PPE</a>.</li></ul>				
Notes/Additional Control Measures: What more do we need to explain/do?				

<b>Remaining level of risk</b>	<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
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IDENTIFY HAZARD	O. Visitors & spread of Covid-19 virus			
RISK	Infection spread leading to serious respiratory illness, death			
INDIVIDUALS AT RISK	All building users, including visitors/ parents, contractors/ maintenance personnel			
EXISTING LEVEL OF RISK	HIGH	MEDIUM	LOW	NEGLIGIBLE
CONTROL MEASURES	List control measures required to reduce risk – add appropriate detail about type and location of controls			
<ul style="list-style-type: none"><li>Visitors to the premises will be discouraged and meetings held remotely where possible. Visitors will be by appointment only and will be required to wear a mask.</li><li>In instances where we need to use other essential professionals such as social workers, speech and language therapists or counsellors, or professionals to support delivery of a child’s EHC plan, we will assess whether the professionals need to attend in person or can do so virtually. If they need to attend in person, they should closely follow the protective measures in the school, and the number of attendances should be kept to a minimum. Where possible to do so, social distancing should be maintained.</li><li>We will consider how to manage other visitors to the site, such as contractors, and ensure that the risks associated with managing contractors, visitors, catering staff and deliveries, as well as cleaning staff on site who may be working throughout the school and across different groups, are addressed. This will require close cooperation between both FSM and the other relevant employers. We will have discussions with key contractors about the FSM’s control measures and ways of working as part of planning for the spring and summer terms.</li><li>Site guidance on physical distancing and hygiene is explained to visitors on or before arrival.</li><li>Access to contractors/external maintenance personnel will only be granted by arrangement for <b>essential maintenance / statutory inspection</b> needs only (guidance on what statutory inspections must take place is available <a href="#">here</a>) – see also ‘Maintenance’ – Part 2 below.</li><li><b>In an emergency situation</b> where access is required urgently to undertake maintenance - appropriate hygiene and social distancing arrangements must be followed.</li><li>A record will be kept of all visitors.</li><li>Where possible all visitors will be asked to complete the pre-visit signing in procedure.</li><li>All visitors will be made aware that on arrival they must sanitise their hands before entering the building and sign in.</li><li>If visitors have not completed the pre arrival sign in procedure and use the touch screen sign in screen, universal wipes will be available along with a bin for disposal.</li><li>Lettings (private hire) will be put on hold for the time being.</li></ul>				
Notes/Additional Control Measures: What more do we need to explain/do?				
Undertake effective liaison with contractors <b>BEFORE</b> they attend site – ask contractors to provide key information in relation to how they are managing infection control.				

<b>Remaining level of risk</b>	<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
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IDENTIFY HAZARD	P. Lack of wellbeing management for pupils			
RISK	Mental ill health			
INDIVIDUALS AT RISK	All pupils			
EXISTING LEVEL OF RISK	HIGH	MEDIUM	LOW	NEGLIGIBLE
CONTROL MEASURES	List control measures required to reduce risk – add appropriate detail about type and location of controls			
<ul style="list-style-type: none"><li>● FSM staff will need to consider how to support:<ul style="list-style-type: none"><li>○ individual children who are finding the long period at home hard to manage adapting to a new routine, timetable, school environment, classmates and the social distancing measures required;</li><li>○ those who have developed anxieties related to the virus about their own health, safety and welfare and that of their family, especially for pupils or household members who are clinically vulnerable or extremely clinically vulnerable;</li><li>○ those about whom there are safeguarding concerns;</li><li>○ those who may make safeguarding disclosures once they are back in schools;</li><li>○ anxiety, stress or to mental health risks posed by worries around academic work, exam or qualifications - particularly for those pupils entering key stages or examination years in the summer/new academic year;</li><li>○ children from black, Asian and minority ethnic (BAME) communities and their families who may be at increased risk of serious ill-health as a result of contracting COVID-19. They may have additional or heightened worries about returning to FSM;</li><li>○ those who have experienced bereavements in their immediate family or wider circle of friends or family or had increased/new caring responsibilities.</li><li>○ those at risk of stigmatisation based on nationality or ethnicity, or if they, or a member of their family has had coronavirus;</li><li>○ those who struggle/are reluctant to disclose such concerns</li></ul></li><li>● We will provide pastoral and extra-curricular activities to all pupils designed to:<ul style="list-style-type: none"><li>● support the maintenance of friendships and social engagement;</li><li>● address and equip pupils to respond to issues linked to coronavirus (COVID-19);</li><li>● support pupils with approaches to improving their physical and mental wellbeing.</li></ul></li><li>● We will also provide more focused pastoral support where issues are identified that individual pupils may need help with, drawing on external support where necessary and possible.</li><li>● We will also consider support needs of particular groups they are already aware need additional help (e.g. children in need), and any groups they identify as newly vulnerable on their return to FSM. To support this, teachers may wish to access the free MindEdlearning platform for professionals, which includes a <a href="#">coronavirus (COVID-19) staff resilience hub</a> with materials on peer support, stress, fear and trauma and bereavement.</li><li>● We will consider how we are working with FSM’s medical team &amp; Deputy Head (Wellbeing) to support the health and wellbeing of our pupils including:<ul style="list-style-type: none"><li>○ support for resilience, mental health and wellbeing including anxiety, bereavement and sleep issues;</li><li>○ support for pupils with additional and complex health needs;</li><li>○ supporting vulnerable children and keeping children safe.</li></ul></li><li>● We will work together with FSM’s medical team &amp; Deputy Head (Wellbeing) to identify health and wellbeing needs which will underpin priorities for service delivery.</li><li>● Staff will need to strike an appropriate balance between reintegrating pupils into a reassuring and familiar work ethic to support their mental wellbeing on the one hand and identifying and taking time to address explicitly individual concerns or problems on the other.</li><li>● If parents of pupils with significant risk factors are concerned, we will discuss their concerns and provide reassurance of the measures we are putting in place to reduce the risk in school. We will be clear with parents that pupils of compulsory school age must be in school unless a statutory reason applies (e.g. the pupil has been granted a leave of absence, is unable to attend because of sickness, is absent for a necessary religious observance etc).</li><li>● If safeguarding issues come to light they will be addressed using the FSM’s Child Protection policy, which will be updated in light of full re-opening.</li></ul>				
Notes/Additional Control Measures: What more do we need to explain/do?				
Refer to <a href="#">DfE - Supporting pupil and student mental wellbeing</a> and <a href="#">teaching about mental wellbeing</a> and the <a href="#">DfE/PHE/NHS YouTube webinar</a> ,				
Refer to <a href="#">BAMEed Network guidance</a> for assistance in completing an individual risk assessment before affected pupils return to school.				
Refer to <a href="#">MindEd learning platform for professionals</a> , which contains materials on peer support, stress, fear and trauma, and bereavement and the <a href="#">MindEd coronavirus (COVID-19) staff resilience hub</a> which provides advice and tips for frontline staff.				

<b>Remaining level of risk</b>	<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
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IDENTIFY HAZARD	Q. Lack of wellbeing management for staff			
RISK	Mental ill health			
INDIVIDUALS AT RISK	All staff			
EXISTING LEVEL OF RISK	HIGH	MEDIUM	LOW	NEGLIGIBLE
CONTROL MEASURES	List control measures required to reduce risk – add appropriate detail about type and location of controls			
<ul style="list-style-type: none"><li>● The Governing body and SLT are 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.</li><li>● Particular regard will be given to ensuring staff with existing health conditions (but do not fall into the category of critically vulnerable) are appropriately supported, given that they may be at increased risk of severe ill-health should they contract COVID-19.</li><li>● Workload will be carefully managed and the school will assess whether staff who are having to stay at home due to health conditions are able to support remote education, while others focus on face-to-face provision. This issue will be factored into our resource and curriculum planning</li><li>● We may need to alter the way in which we deploy staff and use existing staff more flexibly to ensure those pupils on site have sufficient supervision. We will discuss and agree any changes to staff roles with individuals.</li><li>● We will monitor the wellbeing of people who are working from home, on furlough-or who are shielding 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.</li><li>● Where work-related issues present themselves, the HSE’s published stress Management Standards will be followed. We will also review how we can support employees on broader issues, such as bereavement support and general anxiety about the ongoing situation (for example by providing confidential telephone advice and counselling).</li><li>● The Deputy Head (Wellbeing) will arrange staff wellbeing insets, weekly advice and set up a staff wellbeing policy and working party which involves all sectors of the FSM working community.</li></ul>				
Notes/Additional Control Measures: What more do we need to explain/do?				
Refer to <a href="#">extra mental health support for pupils and teachers</a> .				
Refer to <a href="#">BAMEed Network guidance</a> for assistance in completing an individual risk assessment before affected staff return to work.				
Refer to the DfE <a href="#">workload reduction toolkit</a> and <a href="#">case studies to support remote education</a>				
Refer to template <a href="#">Risk Assessment for staff and students previously shielding or BAME</a> on the KAHSC website <a href="#">Education Support Partnership</a> provides a free helpline for school staff and targeted support for mental health and wellbeing. Helpline telephone number: 08000 562561				

<b>Remaining level of risk</b>	<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
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IDENTIFY HAZARD	R. Inadequate communications with and training of staff			
RISK	Staff do not understand safety procedures			
INDIVIDUALS AT RISK	All staff			
EXISTING LEVEL OF RISK	HIGH	MEDIUM	LOW	NEGLIGIBLE
CONTROL MEASURES	List control measures required to reduce risk – add appropriate detail about type and location of controls			
<b>Returning to work</b> <ul style="list-style-type: none"><li>● We will ensure all staff understand coronavirus related safety procedures.</li><li>● We will provide clear, consistent and regular communication to improve understanding and consistency of ways of working amongst staff.</li><li>● We will engage with staff through existing communication routes and staff representatives to explain and agree any changes in working arrangements.</li><li>● We will develop communication and training materials for staff prior to returning to site, especially around new procedures for arrival at work.</li></ul>				
<b>Ongoing communications</b> <ul style="list-style-type: none"><li>● We will ensure all staff are kept up to date with how safety measures are being implemented or updated.</li><li>● We will ensure ongoing engagement with staff, (including through trades unions or employee representative groups) to monitor and understand any unforeseen impacts of changes to working environments.</li><li>● We will promote awareness and focus on the importance of mental health at times of uncertainty (see above).</li><li>● We will use visual communications, e.g. whiteboards or signage, to explain safe working practices around the working site to reduce the need for face-to-face communications.</li></ul>				
Notes/Additional Control Measures: What more do we need to explain/do?				

<b>Remaining level of risk</b>	<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
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## PART 2 – PREMISES AND MAINTENANCE ISSUES REQUIRED PRIOR AND DURING OPENING

IDENTIFY HAZARD	Fire/lockdown and emergencies			
RISK	Inability to operate emergency systems or procedures			
INDIVIDUALS AT RISK	All building users, contractors/ maintenance personnel			
EXISTING LEVEL OF RISK	HIGH	MEDIUM	LOW	NEGLIGIBLE
CONTROL MEASURES	List control measures required to reduce risk – add appropriate detail about type and location of controls			
<ul style="list-style-type: none"><li>● In preparing for reoccupation, FSM will review the fire risk assessment and the fire management arrangements contained within it. Not only should this review consider any changes to fire safety systems and equipment (see ‘Maintenance’ below), but also issues such as adequate provision of fire wardens and the suitability of Personal Emergency Evacuation Plans (PEEPS) – especially if working hours are elongated and/or previous role holders are no longer available to continue.</li><li>● Assembly points have been reviewed. Senior bubble will assemble on the terrace.</li><li>● The Junior bubble will assemble on the tennis courts.</li><li>● All pupils in the senior bubble must enter the Fire Assembly point via the terrace. All pupils in the Junior bubble should enter the Fire Assembly point via the school field. The person in charge of the Junior Fire point (Tracy Spottiswood) or Sarah Holdom in her absence) will communicate with Senior Fire point. Pupils will line up in year groups and will be encouraged to follow social distancing.</li><li>● A fire drill will take place within the first few days of term and a full review undertaken whether the schools existing system works appropriately in relation to social distancing and the advice not to mix groups or bubbles.</li><li>● Levels of first aid equipment will be reviewed to ensure that these are still adequate. In particular, consideration will be given to the purchase of additional resuscitation face shields, disposable gloves and aprons.</li><li>● Staff will be informed of the new Fire procedures.</li><li>● Where necessary, staff to undergo induction in the fire/lockdown procedures</li><li>● Clarify means of summoning emergency assistance, particularly when operating social distancing</li><li>● Make available any instruction on the use of any relevant equipment – e.g. emergency controls for fire panels, lifts, automatic doors etc.</li><li>● Access to essential contractors / statutory inspections will need to be considered and managed.</li><li>● Ensure that emergency cut-off points for water, gas and electric are clearly marked and known by the senior member of staff and that details of emergency contacts for utilities are readily available.</li><li>● Propping fire doors open by any other means other than proprietary hold open devices triggered by the fire alarm is normally not permitted. <b>However</b>, as a temporary measure, all reasonable methods of preventing infection spread will need to be introduced. The risk of a fire starting is probably lower than the risk of infection spread.</li><li>● Where fire doors are temporarily held open, these will be closed by a member of staff using the room in the event of the fire alarm activating.</li><li>● We will only use wedges to hold open doors – these can be easily kicked out should there be an emergency situation. We will only hold doors open where access through them is required during the day and where the room beyond is occupied. This will reduce the risk of contamination. Rooms which are not being used will have the doors closed at all times.</li><li>● At the end of each day, <b>ALL</b> fire doors <b>must</b> be closed. Wipe down contact points with a proprietary cleaning product ready for the next day.</li><li>● We will consider the closing of windows should the fire alarm activate.</li><li>● 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.</li></ul>				
Notes/Additional Control Measures: What more do we need to explain/do?				
<ul style="list-style-type: none"><li>● Refer to advice on <a href="#">Fire safety in new and existing school buildings</a></li><li>● Brief rota staff on operation of fire/lockdown and intruder alarms.</li><li>● Make available the codes on and off site and ensure all know how to access should it be required.</li><li>● Ensure key staff (maintenance team, Head and Head of Boarding) know gas, water &amp; electric cut-off points and how to operate them</li><li>● Review fire doors appropriate to setting.</li><li>● We will consider installing proprietary hold open devices triggered by the fire alarm as a longer-term objective.</li><li>● Train staff in the correct procedures in the event of fire emergency – repeat as necessary – monitor via fire/lockdown drills</li></ul>				

Remaining level of risk	HIGH	MEDIUM	LOW	NEGLIGIBLE
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<b>IDENTIFY HAZARD</b>	Lack of building/ property maintenance – preparing to re-open			
<b>RISK</b>	Faulty equipment services leading to injury or death			
<b>INDIVIDUALS AT RISK</b>	All building users, contractors/ maintenance personnel			
<b>EXISTING LEVEL OF RISK</b>	<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>CONTROL MEASURES</b>	List control measures required to reduce risk – add appropriate detail about type and location of controls			

Prior to wider reopening all the usual pre-term building checks will be undertaken to make FSM safe.

#### Health & Safety Inspections

- Where buildings or parts of a building have been closed or out of use for many weeks, we will undertake a health and safety check of the buildings, grounds and equipment concerned.
- All routine in-house monitoring, testing and inspection has been taking place as normal.

#### Fire Safety Systems

- In terms of reoccupation, all relevant fire safety equipment and systems must be tested **before** employees and others are allowed back on site. This would typically include:
  - a full functional test of the fire detection and alarm system (using multiple call points across the site and involving the call receiving centre if appropriate);
  - a full discharge test of the emergency lighting system across the site;
  - a visual inspection of all fire extinguishers to ensure that they are correctly located, full and not obviously damaged;
  - checking that fire escape routes are clear of any obstructions;
  - checking that final fire escape doors are unlocked and operational;
  - checking the operation of internal fire doors to ensure that they close properly;
  - checking that automatic fire dampers, smoke venting and smoke extraction systems are operational.

#### Water management – control of Legionella bacteria

- Water systems**
  - We will follow our usual water system building management procedures as we would at the end of the holidays.
  - Chlorinating and flushing water systems is unnecessary as the system has remained operational through routine flushing as advised in the cold water systems and domestic hot water services sections above.
  - The school's legionella competent person has advised on the action required. If a full system flush is required but not immediately available, we will seek advice from our competent person on alternative options.
- Drinking water**
  - If it has not been possible to maintain system throughput of water from routine flushing to all outlets or a competent person has not tested the water and provided satisfactory bacterial test results, the water may not be safe to drink. In these circumstances, parents will be informed that children should provide their own water bottles. Pupils have been told where these can be filled appropriately.
- Water services**
  - Water temperatures have been kept within limits recommended for the control of legionella bacteria in water systems.
  - Regularly check hot water generation for functionality and if required, temperature recording has taken place.
  - The hot water system has been left operational and the hot water is circulating as normal and regular checks have been carried out.

#### Ventilation

- Good ventilation is essential at all times in classrooms and particularly during this period. We will ensure all systems are working in their normal operating mode.
- Natural ventilation via windows or vents will be used as far as possible and where available occupied room windows (particularly classrooms) should be open.
- Where centralised or local mechanical ventilation is present, recirculatory systems should be adjusted to full fresh air. If this is not possible systems should be operated as normal. Where ventilation units have filters present ensure enhanced precautions are taken when changing filters. See HSE guidance [HSG53: Respiratory protective equipment at work](#).
- Ventilation in toilets should be kept running where possible. When in use, avoid opening windows in toilets to assure the right direction of ventilation.

#### Asbestos Containing Materials (ACMs)

- We have completed a thorough visual inspection of all ACMs prior to reoccupation to confirm that there has been no damage during lockdown.

#### Restarting plant and equipment

- We will recommission all systems before re-opening, as would normally be done after a long holiday period. This includes:
  - gas
  - heating
  - water supply
  - mechanical and electrical systems
  - catering equipment

We have established a clear plan for restarting any equipment that has been taken out of service during lockdown to ensure the safety of those who are undertaking the maintenance as well as protecting the equipment from damage. The restart process may require electrical and mechanical isolations to be reconnected, fluids to be refilled and plant and equipment to be reenergised in a specific sequence or order. Planning

should therefore be based on manufacturers' instructions, commonly accepted technical guidance and by making reference to specialist contractors (where required). Ensure that those who are carrying out the work are competent to do so and the work is correctly coordinated between them to avoid risks.

#### Statutory inspections

- Whilst the HSE 'recognises the potential challenges when carrying out legal requirements for thorough examination and testing (TE&T) of plant and equipment as a result of additional precautions people need to take to help reduce risk of transmission of coronavirus (Covid-19)' they have stated that 'the law for Lifting Operations and Lifting Equipment Regulations (LOLER) and Pressure Systems Safety Regulations (PSSR)' remain in place. As such, employers must ensure that statutory inspections on lifting equipment, pressure systems, fixed electrical systems, PAT, gas appliances, etc are 'in date' prior to the reoccupation of buildings.

#### Training and supervision

- In returning plant and equipment into full use, ensure that employees have retained adequate knowledge to use it safely. As such, it may be necessary to run refresher training for certain items and/or systems. This is particularly relevant to employees who only had limited experience prior to the lockdown. Review the status of any planned periodic refresher training which may have been missed during the lockdown.
- Ensure that there is adequate supervision of those using plant and equipment, particularly if sites operate for an extended period of time and/or experienced supervisors are not available.

#### Cleaning

- New cleaning arrangements in line with coronavirus preparations should also include regular systematic checks:
  - on drainage systems, check traps have not dried out and ensure water seals are in place to prevent smells within the building, for example, hygiene rooms, sports hall showers
  - where toilets are put back into use ensure the flushing of the toilets occur with the lids down and toilet ventilation systems are working.

#### Notes/Additional Control Measures: What more do we need to explain/do?

Refer to [DfE Managing school premises during the coronavirus outbreak](#) and the Chartered Institute of Building Services Engineers' guidance on [emerging from Lockdown](#)

Refer to [Managing school premises during the coronavirus outbreak](#) and [HSE: Legionella Risks during the Coronavirus Outbreak](#)

Schools to contact the competent organisation that carried out the last Legionella Risk Assessment for advice and/or to carry out any necessary recommissioning work

Remaining level of risk	HIGH	MEDIUM	LOW	NEGLIGIBLE
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#### Settings should review and update their wider risk assessments and consider the need for relevant revised controls in respect of their conventional risk profile considering the implications of coronavirus (COVID-19).

<ul style="list-style-type: none"> <li>● <a href="#">Guidance for early years and childcare providers</a></li> <li>● <a href="#">Actions for schools during the coronavirus outbreak</a></li> <li>● <a href="#">contingency framework: education and childcare settings](excluding universities)</a></li> <li>● <a href="#">Guidance for holiday or after-school clubs and other out-of-school settings</a></li> <li>● <a href="#">Pupil wellbeing, behaviour and attendance</a></li> <li>● <a href="#">Pupil wellbeing and safety during coronavirus</a></li> <li>● <a href="#">Coronavirus (COVID-19) asymptomatic testing in schools and colleges</a></li> <li>● <a href="#">Schools and childcare settings: return in January 2021</a></li> <li>● <a href="#">Template letters, consent form and leaflet</a></li> <li>● <a href="#">Critical workers and vulnerable children who can access schools or educational settings</a></li> <li>● <a href="#">Schools and colleges document sharing platform</a></li> <li>● <a href="#">Restricting attendance during the national lockdown: schools</a></li> <li>● <a href="#">Coronavirus (COVID-19) contingency framework for education and childcare settings</a></li> <li>● <a href="#">Guidance for full opening</a></li> <li>● <a href="#">Coronavirus (COVID-19): implementing protective measures in education and childcare settings</a></li> <li>● <a href="#">Actions for Early years and childcare providers</a></li> <li>● <a href="#">Stay at home guidance for households with possible Covid-19 infection</a></li> <li>● <a href="#">Guidance on shielding &amp; protecting extremely vulnerable persons from Covid-19</a></li> <li>● <a href="#">COVID-19 - 'shielding' guidance for children and young people</a></li> <li>● <a href="#">Staying alert &amp; social distancing</a></li> <li>● </li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">Meeting people from outside your-household - making a support bubble with another household</a></li> <li>● <a href="#">Staying safe outside your home</a></li> <li>● <a href="#">Providing free school meals during the coronavirus outbreak</a></li> <li>● <a href="#">COVID-19: cleaning of non-healthcare settings outside the home guidance</a></li> <li>● <a href="#">Coronavirus Covid-19 safer travel guidance for passengers</a></li> <li>● <a href="#">Coronavirus Covid-19 Safer transport guidance for operators</a></li> <li>● <a href="#">Safe working in education, childcare and children's social care settings, including the use of PPE</a></li> <li>● <a href="#">Guidance on face coverings for staff and children in Year 7 or above in England.</a></li> <li>● <a href="#">HSE Face Fit Testing Guidance</a></li> <li>● <a href="#">How to wear &amp; make a cloth face covering</a></li> <li>● <a href="#">Early Years Foundation Stage Framework</a></li> <li>● <a href="#">Remote education during Coronavirus (Covid-19)</a></li> <li>● <a href="#">DfE Managing school premises during the coronavirus outbreak</a></li> <li>● <a href="#">HSE: Legionella Risks during the Coronavirus Outbreak</a></li> <li>● <a href="#">Schools and COVID-19: guidance for Black, Asian and minority ethnic (BAME) staff and their employers in school settings</a></li> <li>● <a href="#">AfPE COVID-19: Interpreting the Government Guidance in a PESSPA Context</a></li> <li>● <a href="#">Asthma UK COVID-19: Health advice for people with asthma</a></li> <li>● <a href="#">Staying Secure During Covid-19</a></li> <li>● <a href="#">FSM Cleaning School during COVID-19 Risk Assessment</a></li> <li>● <a href="#">BSA Reopening checklist</a></li> <li>● <a href="#">FSM Catering Operations during Coronavirus Pandemic Risk Assessment</a></li> </ul>
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## Child protection/safeguarding policy Addendum in light of Covid 19, the closure and any subsequent phased or full reopening of schools.

The way schools are currently operating in response to coronavirus (COVID-19) is fundamentally different to business as usual, however, a number of important safeguarding principles remain the same:

### Safeguarding principles

FSM's overarching safeguarding principles remain the same at all times:

- Staff should remember that their usual safeguarding responsibilities and the expectations of the FSM User Agreement and Staff Code of Conduct remain in place.
- The best interests of children must always continue to come first
- If anyone at FSM has a safeguarding concern about any child they should continue to act and act immediately
- Responsibility for risk assessment, action and the review of potential safeguarding issues created by moving teaching online resides. DSL: Jody Wells (JW) and DDSL: Tracy Spottiswood (TS), Judy Cochand (JC) and Bev Kendall (BK)
- JW will be available on line for you to discuss any issues
- Will Peak in conjunction with IT Sense Support is responsible for the development of FSM's whole school approach to remote learning
- It is essential that unsuitable people are not allowed to enter the children's workforce and/or gain access to children
- Children should continue to be protected when they are online.

In the result of any form of closure to FSM and subsequent phased or full reopening staff should be aware:

- That they may identify new safeguarding concerns about individual children as they see them in person following partial school closures and prolonged periods away from school.
- That if they have any concerns about a child, including new concerns where children are returning they should raise these with the DSL or a Deputy DSL.
- That it is vitally important that all staff act and act immediately on any safeguarding concerns, including new concerns where children are returning
- That it is important to ensure relevant safeguarding and welfare information held on all children (including returning children) remains accurate.
- Relevant information following Parent returns concerning pupil welfare, health and wellbeing prior to a return to school
- Staff must be aware of the potential for safeguarding issues to arise, whether due to poor technical understanding, an intention to abuse, weak online security or for any other reason
- Children should continue to be protected when they are online and those using chrome books will continue to be monitored via Smoothwall.
- Tutors and teachers should be cognisant of the possibility of peer on peer abuse on line and report any concerns to the DSL who will contact the parents immediately.
- As we have decided to provide both pre-recorded lessons and some live streaming, it will be crucial for teachers to follow these guidelines to safeguard the children and protect themselves at all times.
- Of the arrangements within the Remote Learning Guide to ensure that those pupils not physically attending FSM are safe, especially online.

## DfE Guidance for full opening: schools

### Last reviewed 26 February 2021

### System of Controls

This is the set of actions schools must take. They are grouped into 'prevention' and 'response to any infection' and are outlined in more detail in the following sections.

#### Prevention

- 1) Minimise contact with individuals who are unwell by ensuring that those who are required to stay at home do not attend school, those that have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school.
- 2) Where recommended, use of face coverings in schools.
- 3) Clean hands thoroughly more often than usual.
- 4) Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach.
- 5) Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents.
- 6) Minimise contact between individuals and maintain social distancing wherever possible.
- 7) Where necessary, wear appropriate personal protective equipment (PPE).
- 8) Always keeping occupied spaces well ventilated.

Numbers 1 to 5 & 8 must be in place in all schools, all the time.

Number 6 must be properly considered and schools must put in place measures that suit their particular circumstances.

Number 7 applies in specific circumstances.

#### Response to any infection

- 9) Engage with the NHS Test and Trace process.
- 10) Manage confirmed cases of coronavirus (COVID-19) amongst the school community.
- 11) Contain any outbreak by following local health protection team advice.

Numbers 9 to 11 must be followed in every case where they are relevant.

**Suspected Case of Covid-19 – Illness Action Plan**  
**Updated February 26 2021**

Should a pupil within your class present with a high temperature (in excess of 37.8°C), new continuous cough or a loss of, or change in their normal sense of taste or smell (anosmia) or other symptoms that may lead you to suspect that they may have Covid-19, please be familiar with and follow the guidance contained within this flowchart.

*Please make sure that you make sure that the pupil feels safe and reassured, whilst maintaining space and looking after your own safety at all times.*

1. Contact Matrons immediately on 207/208 (internal line) or 07917 062540 (external line) to come and collect the child. Escort the pupil out of the classroom, invite them to take a seat or lie down. If you are supervising a class and cannot find someone to replace you, contact the School Office or Will Peak.
2. Maintain a safe distance between yourself and the pupil and let a colleague know where you are going so that they can keep a listening ear out for your class.
3. Matrons will take the child to isolation
  - Boy Boarders – GBB (GBB)
  - Girl Boarders – Rookery (Rookery Toilets)
  - Day Pupils – Library (Sign posted door in Staff Changing rooms)

If required they use the toilet (named in brackets). This must be cleaned/disinfected before use by another person

4. Alert the School Office and a member of SLT
5. Stay in the doorway to the room at a safe distance and reassure the child that all is well and you have asked that someone comes to help. There will be a supply of water available and encourage the child to take a drink.
6. The child's temperature will be taken and a decision made whether to send the child home due to general illness or whether to send the child home for testing at a Covid Test Centre.
7. Pupil/Staff member must,
  - Follow the [guidance for households with possible or confirmed Covid-19 Infection](#)
  - Self-isolate for at least 10 days
  - [Book a Coronavirus test](#)

Also:

- Can they remember who been in close contact with, in and outside of FSM
  - Details of their friendship group within the setting
  - Who have they sat with at meals?
  - Have there been any peripatetic music/LC/tennis lessons
  - What activities have taken place? How are these grouped? What contact has taken place?
  - What enrichment activities have taken place
8. Make sure that you wash your hands thoroughly and be mindful of any potential contamination to clothing if the pupil has coughed in your direct vicinity. (Please could all staff pack a change of clothes in case of emergency)
  9. Once the child has been collected, the area will be cleaned and guidance issued to the child's bubble.
  10. Until such point that a test result is returned, you could continue as normal and be vigilant to any symptoms arising in either yourself or the children within your bubble.

Should the individual test positive Follow **Positive Case of Covid-19 – Illness Action Plan – See Annex D**

11. Managing a potential case of Covid-19 can be scary and concerning for all involved. Please do make sure that you speak to Clare Rowntree/Judy Cochand should you be worried following direct involvement with a suspected case of Covid-19 or indeed any matters relating to Covid-19.

**Positive Case of Covid-19 – Illness Action Plan**  
**Last reviewed 26 February 2021**

Should a pupil at FSM or member of FSM's community test positive for COVID-19, the following procedure should be followed.

1. SLT alerted
2. Obtain timetable of the infected pupil/employee and clarify those who could be considered 'Close Contacts'
3. Contact those teachers and members of business support with an accompanying definition of what constitutes close contact and asked them two things; did they (the teacher) consider themselves to have been in close contact with the child/staff member during the specified period and could they provide the names of the other students, from their seating plan who had been in close contact with the child.– WP/JC

**CLOSE CONTACT**

*A 'contact' is a person who has been close to someone who has tested positive for COVID-19 any time from 2 days before the person was symptomatic up to 10 days from onset of symptoms (this is when they are infectious to others). For example, a contact can be:*

- *Anyone who lives in the same household as someone with coronavirus (COVID-19) symptoms or who has tested positive for coronavirus (COVID-19) Those who spend a significant time in same household as a person who's tested positive for COVID-19*
- *Those who've had face-to-face contact (within 1m), with someone who's tested positive for COVID-19,*
- *Being coughed on*
- *Having a face-to-face conversation within 1m*
- *Having skin to skin physical contact, or*
- *Contact within 1m for one minute or longer without face-to-face contact*
- *Sexual partners*
- *A person who has been within 2m of someone who has tested positive for COVID-19 for more than 15 minutes*
- *A person who has travelled in a small vehicle with someone who has tested positive for COVID-19 or in*
- *a large vehicle or claim there is someone who has tested positive for COVID-19*

4. Identify and contact those staff who may have spoken to or been in contact with the child inc. pastoral team, SEN team, catering and domestic staff etc.
5. Close Contacts do not need to self-isolate unless
  - the symptomatic person subsequently tests positive
  - they develop symptoms themselves (in which case, they should self-isolate immediately and arrange to have a test)
  - they are requested to do so by NHS Test and Trace or the Public Health England (PHE) advice service (or PHE local health protection team if escalated)
  - they have tested positive from an LFD test as part of a community or worker programme
6. Gather following information:
  - The number of positive cases in your setting, whether the person who tested positive is displaying symptoms and if so, the date of the onset of the symptoms (if known) - JW
  - The dates that the person who tested positive was in attendance at the setting -JW
  - List of Close Contacts - WP/JC
7. Contact DfE helpline 0800 046 8687 and selecting the option for reporting a positive case. The line will be open Monday to Friday from 8am to 6pm, and 10am to 4pm on Saturdays and Sundays. Alternatively PHE Hampshire and Isle of Wight protection team (South East) - 0344225 3861 OUT OF HOURS 08449670082 - JW
8. Using Template letters (a close contact letter for students telling parents they should self-isolate for 14 days, an equivalent one for staff; and two "not close contact" letters for staff and students).+ Parents WhatsApp to alert to letter – JW/JH
9. Other info to include:

- The child/staff member is fine. Any symptoms experienced.
- Those students who need to self-isolate will be feeling frustrated and upset. It is our job to set them work, communicate with them and check on their welfare.
- Risk assessment in place
- Next steps

10. Specific Action Plan and timeline of events and decision making process – JW/WP

11. Remote Learning organisation – TS/WP

12. Contact DfE helpline if 2 or more cases





# COVID-SAFE charter

All member schools which have adopted the BSA Covid-Safe Charter confirm that they will comply with all government rules and guidance and will meet the following requirements when boarding reopens

### Prior to reopening schools will:

- Conduct a deep-clean of all school indoor environments, including classrooms, bedrooms, kitchens and bathrooms
- Decide on any regular testing procedures and advise pupils and parents accordingly. Support Covid-19 testing wherever possible
- Evaluate and adapt any medical procedures to ensure compliance with the recommendations of public health bodies
- Ensure that staff do not work (or have contact with pupils) if they have symptoms, have tested positive or have been in contact (within the last 14 days) with anyone who has
- Provide a suitable isolation area to care for pupils who show symptoms and/or test positive
- Train staff in the safe management of boarding houses under new guidance and school procedures and in Covid-19 nursing for appropriate staff
- Advise parents, guardians and agents of the school's policies on contact sports, trips and external matches, school assemblies and the provision of boarding during exeats and October half-term holiday.

### Before departure from home

- Contact each pupil and their family, through their guardian if appropriate, to explain arrangements and answer any questions
- Provide written information on arrival procedures, including restrictions on parents entering the buildings
- For international pupils, confirm the arrangements for collecting the pupil from the point of arrival in the country, transport to school and quarantine procedures
- Provide each international pupil and parent with a letter on school-headed paper confirming those arrangements in line with sponsor requirements
- Provide international pupils and parents with emergency contact details which includes a 24hr out-of-hours service while any pupils are travelling.

### For international pupils upon arrival in the country

- Ensure the pupil is met by a named person, which could be a guardian, who is aware of, and follows, appropriate social distancing guidance
- Ensure that the named person wears a face covering at all times when in proximity to the student in enclosed areas, especially in vehicles unless screens are provided
- Ensure that the journey to school is direct, that the vehicle contains sanitiser and suitable wipes, and that any required toilet stops are conducted in accordance with relevant safety guidelines
- Depending on the length of journey, provide the student with suitable food and drink and ensure that packets, bottles and containers are sanitised before use.

### For all pupils upon arrival at school

- Ensure all changes to routines and all new safety arrangements, which have been previously notified in writing, are fully explained to pupils, with full induction for any pupils new to the school
- Encourage the pupil to contact home shortly after arrival
- Explain the new fire evacuation procedures and conduct a drill soon after arrival
- Ensure the pupil has an opportunity to discuss their fears, worries and concerns with a trusted adult.

### At school

- Require appropriate social distancing in all areas of school
- Guarantee availability of soap and disposable paper towels in all washing areas
- Require regular hand washing by pupils and staff
- Provide hand sanitiser<sup>1</sup> stations at key points in the house and around the campus
- Provide pupils and staff with the opportunity to raise any concerns
- Ensure laundry procedures are clear and safe for staff and pupils
- Ensure appropriate PPE for any staff performing roles which will require it<sup>2</sup>
- Implement enhanced daily cleaning procedures in the boarding houses and school and ensure all relevant staff have appropriate PPE
- Allow pupils and staff to wear masks or face coverings (other than for activities where this is not advised)<sup>3</sup>
- Display clear notices explaining new procedures
- Ensure safe occupancy levels of all facilities and areas, including classrooms, dining rooms, bedrooms and bathrooms
- Explain clearly any measures required when pupils are allowed to leave site
- Ensure equipment is not shared between pupils, other than when appropriate cleaning has taken place
- Allocate appropriate recreation areas (inside and outside) for use by designated boarders and ensure they are aware of any new procedures and safe occupancy levels
- Conduct regular temperature checks of all pupils and staff and of any visitors, including parents
- Be very clear that any bullying related to the pandemic will not be tolerated.

<sup>1</sup> Schools are advised to follow public health advice on the suitability and chemical properties of such products

<sup>2</sup> Schools must take care to ensure the equipment is suitable for the tasks concerned and that staff have been trained in safe use

<sup>3</sup> Use of face coverings should be risk-assessed if pupils are undertaking any strenuous activity

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# Remote Learning

Hazard	Risk	Individuals at risk	Risk Rating	Control Measures What are we doing now?	Notes/Additional Control Measures What more do we need to explain/do?	Residual Risk
Whether the platform chosen for remote teaching allows the senior leaders to 'drop in' to online lessons – whether randomly or in response to any concerns raised	Lessons being of a sub-par nature	Children	High	<ul style="list-style-type: none"> <li>Deputy Head, Will Peak, has ability to drop into any G-Classrooms lessons as and when needed.</li> <li>Parents encouraged to report any unusual or concerning behaviour to WP / JW or tutors as all clearly outlined in Remote Learning Guidelines</li> </ul>		
Whether the service provider enables teachers to disable microphones and video cameras	Children using or hearing unsuitable language	Children	Medium	<ul style="list-style-type: none"> <li>G-Meet has this feature</li> </ul>		
The use of online resources	Unsuitable in nature	Children	High	<ul style="list-style-type: none"> <li>Clips checked by staff and Youtube clips to go through <b>IT Sense Support</b></li> </ul>		
How students will authenticate who is contacting them	Contact by unknown persons	Children	High	<ul style="list-style-type: none"> <li>Contact will only be through Google Classroom – by those let into the system by <b>IT Sense Support</b></li> </ul>		
Guidance on conduct by staff appropriate to different/ extended online provision and communication	Staff falling short of professional expectations	Staff	Medium	<ul style="list-style-type: none"> <li>Expectations for all clearly outlined in Remote Learning Guidelines</li> </ul>		
Guidance on conduct by pupils and parents, appropriate to different/ extended online provision and communication	Create uncomfortable learning experience for all	Children and parents	Low	<ul style="list-style-type: none"> <li>Expectations for all clearly outlined in Remote Learning Guidelines</li> </ul>		
Whether pupils are permitted to record anything school-related in which they participate or which they view online.	Publishing material (which could be altered) without permission	Children and staff	High	<ul style="list-style-type: none"> <li>No, as per User Agreement and clearly outlined in Remote Learning Guidelines</li> </ul>		
How the school will respond to bullying originating from within the home.	Children able to 'get at' or to each other without supervision.	Children	High	<ul style="list-style-type: none"> <li>As per Anti-bullying and cyber bullying Policies</li> </ul>		
Sanctions if pupils transgress the guidelines & guidelines for reporting by staff	Create uncomfortable learning experience for all	Children	Medium	<ul style="list-style-type: none"> <li>as per updated behaviour and discipline policy – attached to RL Guide and emailed to parents</li> </ul>		

**Staff Remote Learning Guidelines:**

- The remote learning provision permitted by FSM is set out on the Google Classroom system and supported by Google Meet. Staff should avoid 1:1 tutoring or messaging unless this is pre-approved and auditable. Zoom will be used for 1:1 Music lessons and parents have signed a user agreement regarding the guidelines of this system.
- The same level of professionalism is expected from both staff and students when remote learning is taking place.
- Any computers used should be in appropriate areas, for example, not in bedrooms or bathrooms and, where possible, should be against a neutral background. An artificial background can be set on zoom by going into the 'adjust audio' area before the broadcast and setting background image.
- Think about what may be in view in the background; for instance photos of a beach holiday, so that it does not intrude on staff privacy.
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Staff should ensure that other adults in their households are aware of when sessions are taking place and act appropriately.
- Staff must check the suitability of any online source that they recommend (e.g. have they watched full videos, or just the start?).
- YouTube clips should always be cleared through **IT Sense Support**
- Language must be professional and appropriate, including any family members in the background.
- Please be empathetic to the needs of the family and the timings of your interactions. It might not always be the best timings and they may be coping with many children with different needs.
- Some parents have been overwhelmed by your enthusiasm and have struggled with the workload and the feeling that everything had to be completed on time. Please be aware that different families will manage your expectations differently.
- For the Lower School, daily contact will be initiated by the teachers to the children in their forms using Google Meet and on the parents' devices. There will be an agreed time to meet at which point the parents will make contact. Parents must be in control of these devices and within earshot of the children and staff. These broadcasts must only take place during the scheduled school day.
- On certain days, as dictated by the timetable, Lower School children are invited to join their class for a Live lesson and similar rules apply.
- Staff initiating Zoom and Google Meets must be responsible for ending the meet otherwise children could stay in the 'room' without your supervision. Assemblies running via Zoom must be initiated by parents to provide safeguarding coverage.
- Upper School pupils will be using their Chromebook but the same safeguarding and child protection policies remain in place. The parent should know when the child is on line even if they are using Google Classroom and Google Meet.

- Please do not feel obliged to answer and respond to children's work outside the school day.
- Under no circumstances, reveal your private email or phone number to the children. If you need to use your personal phone, please go into settings and switch off caller ID or preface calls with 141.
- Staff using Google Meets are expected, for their own protection, to record every session, and keep this saved within their Chromebook/School device until instructed to delete these.
- If staff are using outside systems or Apps, these should be sanctioned by **IT Sense Support** first
- The remote platform being used by staff will be monitored by **IT Sense Support** & WP.
- Staff should monitor and track pupils' participation and effort during sessions. Concerns should be raised at the daily staff meeting and parents will be contacted.