

## Safety, Health and Environment (SHE)

# GCC COVID-19 RISK ASSESSMENT PROCESS FOR SCHOOLS & EDUCATIONAL SETTINGS

(Revised for full reopening in September 2020)



Schools completed COVID-19 risk assessments when they reopened for priority groups during the summer term and implemented protective measures recommended by DfE and PHE. Now that the Government requires schools to plan for all pupils in all year groups to return to school full-time from the beginning of the autumn term and implement a 'system of controls', the GCC COVID-19 Risk Assessment has been updated to support schools to prepare for this. The aim of the risk assessment is to implement protective measures to prevent COVID-19 or reduce the spread of the infection if there is a positive case, both in the school and transmission to the wider community.

Community and controlled schools must send their risk assessment to [she@gloucestershire.gov.uk](mailto:she@gloucestershire.gov.uk) by 4<sup>th</sup> September. Any other schools that would like their risk assessments to be checked by SHE can also send them but are not required to do so.

## COVID-19 Risk Assessment for reopening schools

### ASSESS

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

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

**Who may be at risk:** Employees, pupils and young people, families (parents, carers and siblings), visitors, contractors, members of public.

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

PLAN		DO			REVIEW
Prepare Building, timetables and lessons, policies and procedures	Prepare Employees, Parents and pupils and other site users	Control Access and Visitors	Minimise contacts and social distancing	Infection Control Measures	Communicate and Review Arrangements
<b>Buildings</b> <ul style="list-style-type: none"> <li>Ensure that all health and safety compliance checks have been undertaken before opening (e.g. fire alarm, emergency lighting, water hygiene, lifts, etc.).</li> <li><b>Done by HT</b></li> <li>Reviewing emergency and evacuation procedures (e.g. fire wardens, escape routes, roll-call, assembly areas, etc.). <b>NB Muster points to remain unchanged but pupils to be soc. distanced in lines.</b></li> <li>Ventilation and AC systems working optimally; (ventilation system should be kept on continuously, with lower ventilation</li> </ul>	<b>Employees</b> <ul style="list-style-type: none"> <li>Involve employees in plans to return to school and listen to any suggestions on preventative measures that can be taken. – <b>On-going – staff and govs informed of reopening plan</b></li> <li>Consider personal risk factors: age, pregnancy,</li> </ul>	<b>Access</b> <ul style="list-style-type: none"> <li>Entry points to school controlled (including deliveries).</li> <li>Building access rules clearly communicated through signage on entrances.</li> <li>School start times staggered so bubbles arrive at different times. – <b>See Plan</b></li> <li>Floor markings outside school to indicate</li> </ul>	Minimising contacts and mixing between people reduces transmission of COVID-19 and the school will consider how to implement this.  <b>'Bubbles'</b> <ul style="list-style-type: none"> <li>Small, consistent groups of pupils split into bubbles.- <b>See Plan (class bubbles)</b></li> <li>Class groups will be kept together</li> </ul>	<b>Minimise contact with individuals who are unwell:</b> <ul style="list-style-type: none"> <li>Refer to PHE guidance and Action Cards for School Managers.</li> <li>Anyone with COVID-19 symptoms, or who have someone in their household who does, not to attend school.</li> <li>If anyone becomes unwell at school they will be isolated, sent</li> </ul>	<ul style="list-style-type: none"> <li>Consultation with employees and trades union Safety Reps on risk assessments.</li> <li>Risk assessment published on school intranet and website.</li> <li>Nominated employees tasked to monitoring protection measures.</li> <li>Members of staff are on duty at</li> </ul>

<p>rates when people are absent) N/A</p> <ul style="list-style-type: none"> <li>• Make provision for children who display COVID-19 symptoms/ become ill during the day to be isolated. Space should be identified in addition to the usual medical room. <b>Rainbow Room – see LS reopening plan</b></li> <li>• Ensure school has sufficient supplies of PPE including cleaning materials and hand washing/sanitising liquids that meet DfE/PHE requirements.</li> <li>• Provide suitable and sufficient bins to support pupils and staff to follow the 'catch it, bin it, kill it' approach.</li> <li>• Provide sufficient tissues in all rooms.</li> <li>• Consider if the school site can be split into separate zones where groups of pupils can remain to minimise mixing. <b>One way systems in place with children's movement minimized. Hall not in use as classrooms used for lunch and external marked out zones for break-times</b></li> <li>• Create a plan of the building to mark out areas where bubbles do not mix (e.g. classrooms) and where mixing is more likely and so where distancing and other measures are required. <b>Already in place for June opening.</b></li> <li>• Consider separate facilities be provided for meals and refreshments in different zones</li> </ul>	<p>existing health conditions and ethnicity and where necessary conduct individual risk assessments.</p> <ul style="list-style-type: none"> <li>• Employees fully briefed about the plans and protective measures identified in the risk assessment – <b>reopening plan shared with SLT/Govs 17/08/20.</b></li> <li>• Regular staff briefings</li> <li>• Keeping in touch with off-site workers on their working arrangements including their welfare, mental and physical health and personal security. – <b>On-going</b></li> <li>• Regular communications that those who have coronavirus symptoms, or who have someone in their household who does, are not to attend school. –</li> </ul>	<p>distancing rules (if queuing during peak times).</p> <ul style="list-style-type: none"> <li>• Screens installed to protect employees in reception. – <b>N/A as office manager has glass screen</b></li> <li>• Shared pens removed from reception.</li> <li>• Touch screen signing in devices in reception cleaned regularly. - <b>N/A</b></li> <li>• Hand sanitiser provided at all entrances.</li> <li>• Pupils, staff and visitors to remove face coverings at school and wash hands immediately on arrival. – <b>See plan</b></li> <li>• Covered bins provided on entrances to dispose of temporary face coverings.</li> <li>• Sealable plastic bags provided for reusable face coverings to take home with them.</li> <li>• Gathering at the</li> </ul>	<p>in separate 'bubbles' throughout the day and do not mix with other groups. – <b>NB children attending Breakfast Club or Out of School Club, will be socially distanced in the hall prior to and after school. Enhanced hand-washing and hygiene will be practiced.</b></p> <ul style="list-style-type: none"> <li>• Where pupil numbers are lower, implement key stage bubbles.</li> <li>• Where class size groups are not appropriate (e.g. KS4 &amp; KS5), look to implement year group sized bubbles.-<b>N/A</b></li> <li>• If the design of the school means class bubbles cannot be kept apart, split the building into 'zones' and implement zonal bubbles.- <b>N/A</b></li> <li>• Very small</li> </ul>	<p>home and provided with information on what to do next.</p> <ul style="list-style-type: none"> <li>• An unwell child awaiting collection, will be isolated in a suitable room with or without adult supervision (depending on age and needs of the child).</li> <li>• Staff caring a child awaiting collection to keep a distance of 2 metres. – <b>See Plan</b></li> <li>• PPE to be worn by staff caring for the child if 2 metres distance cannot be maintained.</li> <li>• Staff to wash their hands after caring for a child with symptoms.</li> <li>• All areas where a person with symptoms has been to be cleaned after they have left.</li> <li>• Should staff have close hands-on contact they should monitor themselves for symptoms of possible COVID-</li> </ul>	<p>breaks to ensure compliance with rules.</p> <ul style="list-style-type: none"> <li>• Staff encouraged to report any non compliance.</li> <li>• The effectiveness of prevention measures will be monitored by school leaders.</li> <li>• This risk assessment will be reviewed if the risk level changes (e.g. following local/national lockdown or cases or an outbreak) and in light of updated guidance. – <b>On-going from Sept 2020</b></li> </ul>
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<p>(e.g. pods, kiosks, cafes). N/A</p> <ul style="list-style-type: none"> <li>Evaluate the capacity of rooms and shared areas. - <b>Staffroom and Elliott Building now in use for staff breaks due to size of staffroom.</b></li> <li>Plan for staggered lunches with more sittings to avoid mixing, allowing time for cleaning, devise seating plans, safe capacity etc. - <b>Lunches taken in classrooms with staggered time on field / playground</b></li> <li>Consider door signs mounted to identify max number in room / toilets at one time.</li> <li>COVID-19 posters/ signage displayed.</li> <li>Identify 'crunch points' (e.g. entrances/ exits/ corridors/ shared space and consider how movement can be staggered.</li> <li>Consider one-way system if possible for circulation around the building.</li> <li><b>Stairways to be up or down only. - N/A</b></li> <li>Put down floor markings along the middle of two-way corridors/stairs to keep groups apart and 'keep left' signs.</li> <li>In areas where queues may form, put down floor markings to indicate distancing.</li> <li>Can separate doors be used for in and out of the building (to avoid crossing paths).</li> <li>Identify doors that can be propped</li> </ul>	<p><b>On-going</b></p> <ul style="list-style-type: none"> <li>Information shared about testing available for those with symptoms. - <b>See website</b></li> <li>Where there are appropriate sources of guidance (e.g. CLEAPSS, afPE, CILIP, etc.) Heads of Departments/ teachers should refer to curriculum specific guidance.</li> <li>Heads of Departments/ teachers to identify shared resources and how to prevent mixed contact (e.g. cleaning between bubbles or rotas for equipment use).- <b>see reopening plan</b></li> <li>Identify and plan lessons that could take place outdoors. - <b>see plan and SDP</b></li> <li>Consider how online resources can be used to</li> </ul>	<p>school gates prohibited.</p> <ul style="list-style-type: none"> <li>Staff on duty outside school to monitor protection measures.-<b>See Plan</b></li> </ul> <p><b>Visitors</b></p> <ul style="list-style-type: none"> <li>Wherever possible keep meetings on a virtual platform (e.g. 1:1 sessions with professionals, recruitment interviews, parental meetings etc.).- <b>See plan</b></li> <li>Parents/carers and visitors coming onto the site without an appointment is not to be permitted.- <b>See Plan</b></li> <li>Site guidance on physical distancing and hygiene is explained to visitors on or before arrival.</li> <li>Where possible visits arranged outside of school hours. - <b>See</b></li> </ul>	<p>schools or APS unable to prevent mixing to adopt whole school bubbles as part of their system of control. - <b>N/A</b></p> <ul style="list-style-type: none"> <li>Keep a record of pupils and staff in each bubble, lesson or close contact group.</li> <li>School breakfast and after-school clubs to keep to the bubbles used during the school day where possible. - <b>Children will be in their class groups</b></li> </ul> <p><b>Minimise mixing</b></p> <ul style="list-style-type: none"> <li>Whatever the size of the bubble, they are to be kept apart from other groups where possible. - <b>See plan (use of demarcated corridors / separated toilets etc)</b></li> <li>Groups use the same classroom or area of a setting throughout the day.</li> </ul>	<p>19 over the following 14 days.</p> <p><b>Hand washing</b></p> <ul style="list-style-type: none"> <li>Frequent hand washing encouraged for adults and pupils (following guidance on hand cleaning).</li> <li>Sufficient handwashing facilities are available.</li> <li>Where there is no sink, hand sanitiser provided in classrooms.- <b>As per plan</b></li> <li>Skin friendly skin cleaning wipes used as an alternative to hand washing or sanitiser.</li> <li>Pupils to clean their hands when they arrive at school, when they return from breaks, when they change rooms and before and after eating.</li> <li>Staff help is available for pupils who have trouble cleaning their hands independently</li> </ul>	
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<p>open (to limit use of door handles and aid ventilation) taking account of fire safety and safeguarding. Seek advice from SHE if necessary.</p> <ul style="list-style-type: none"> <li>Identify rooms that can be accessed directly from outside (to avoid shared use of corridors).</li> <li>Organise classrooms for maintaining space between seats and desks.</li> <li>Arrange desks seating pupils side by side and facing forwards.</li> <li>Inspect classrooms and remove unnecessary items and furniture to make more space. – <b>See reopening plan</b></li> <li>Make arrangements with cleaners to put in place an enhanced cleaning schedule that includes frequent cleaning of rooms, shared areas that are used by different groups and frequently touched surfaces. – <b>See plan – NB already in place since June 2020</b></li> </ul> <p><b>Timetabling and lessons</b></p> <ul style="list-style-type: none"> <li>Consider staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave school. – <b>See plan</b></li> <li>Stagger break times and lunch times to avoid mixing and time for cleaning surfaces in the dining hall between groups. – <b>Classrooms in use for lunches and breaktimes staggered. – See plan</b></li> <li>When timetabling, groups should be kept apart and movement around the school site kept to a minimum to avoid creating busy</li> </ul>	<p>shape remote learning. – <b>On-going</b></p> <ul style="list-style-type: none"> <li>Plan for remote education for pupils, alongside classroom teaching in case of a lockdown or pupils having to isolate. – <b>On-going</b></li> </ul> <p><b>Parents/pupils</b></p> <ul style="list-style-type: none"> <li>Review EHCPs where required.</li> <li>Educate pupils before they return about the need to stay apart from others and expectations around hygiene.</li> <li>Communicate to parents on the preventative measures being taken. – <b>see website and re-opening letter</b></li> <li>Post the risk assessment or details of measures on school website. – <b>Reopening Plan on website</b></li> <li>Parents and pupils informed about the process that has</li> </ul>	<p><b>Plan</b></p> <ul style="list-style-type: none"> <li>A record kept of all visitors to assist NHS Test and Trace, including: <ul style="list-style-type: none"> <li>the name;</li> <li>a contact phone number;</li> <li>date of visit;</li> <li>arrival and departure time;</li> <li>the name of the assigned staff member.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Mixing between bubbles kept to a minimum during arrival, lunchtime, breaks and departure.</li> <li>Pupil movements around the school site, either in groups or individuals is controlled to limit contact and mixing. – (<b>See plan for staggered start / end, lunches in classroom and split times for playground / field</b>)</li> <li>Groups will stay within a specific “zone” of the site to minimise mixing.</li> <li>The number of pupils in shared spaces (e.g. halls, dining areas and internal and external sports facilities) for lunch and exercise is limited to specific bubbles.</li> <li>Large gatherings such as assemblies or</li> </ul>	<p>(e.g. small children and pupils with complex needs).</p> <ul style="list-style-type: none"> <li>Use resources such as “e-bug” to teach effective hand hygiene etc.</li> </ul> <p><b>Respiratory hygiene</b></p> <ul style="list-style-type: none"> <li>Adults and pupils are encouraged not to touch their mouth, eyes and nose.</li> <li>Adults and pupils encouraged to use a tissue to cough or sneeze and use bins for tissue waste (‘catch it, bin it, kill it’)</li> <li>Tissues to be provided.</li> <li>Bins for tissues provided and are emptied throughout the day. – <b>As per plan</b></li> <li>Singing, wind and brass playing should not take place in larger groups such as school choirs and ensembles, or school assemblies.</li> <li>Measures to be taken when</li> </ul>	
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<p>corridors, entrances and exits.</p> <ul style="list-style-type: none"> <li>Prepare arrangements to allow remote learning to take place should a partial or full closure of the school be required, at any point in the next academic year.- <b>In discussion with SLT / local heads</b></li> </ul> <p><b>Policies and procedures</b></p> <ul style="list-style-type: none"> <li>Update policies to reflect changes brought about by COVID-19, including: <ul style="list-style-type: none"> <li>Safeguarding/child protection</li> <li>Behaviour</li> <li>Curriculum</li> <li>NQTs</li> <li>Special educational needs</li> <li>Visitors to school-<b>In progress</b></li> </ul> </li> <li>Ensure website is compliant with regards to the publishing of policies. – <b>In progress</b></li> <li>Establish a visitors’ protocol so that parents, contactors, professionals working with individual children are clear about the infection control measures that you have in place.</li> <li>Governing boards and school leaders to have regard to staff (including the headteacher) work-life balance and wellbeing. Information shared about the extra mental health support for pupils and teachers is available.</li> </ul> <p><b>Response to any infection</b></p> <ul style="list-style-type: none"> <li>Leadership understands the NHS Test and Trace process and how to contact their local Public Health England health protection team. –</li> </ul>	<p>been agreed for drop off and collection. – <b>See Plan</b></p> <ul style="list-style-type: none"> <li>Ensure parents have a point of contact for reassurance as to the plans put in place.</li> <li>Limit the equipment pupils bring into school each day to essentials such as lunch boxes, hats, coats, books, stationery and mobile phones.</li> <li>Bags are allowed.</li> <li>All pupils told to provide personal equipment (pens, pencils, rulers, calculators etc.) to ensure no shared use in class.</li> <li>Parents informed only one parent to accompany child to school. – <b>See Plan and letter</b></li> <li>Parents and pupils encouraged to walk or cycle where possible. –</li> </ul>		<p>collective worship with more than one group to be avoided. – <b>Collective Worship in class or via MS Teams</b></p> <ul style="list-style-type: none"> <li>Separate spaces for each group clearly indicated.</li> <li>Multiple groups do not use outdoor equipment simultaneously.- <b>See Plan</b></li> <li>Limiting the number of pupils who use the toilet facilities at one time.</li> <li>Allow pupils to have access to toilets at all times during the day to prevent queues developing at social times. – See plan including designated cubicles and soc. dist. queueing.</li> <li>The same teacher(s) and other staff are assigned to each bubble and, as far as possible, these stay the</li> </ul>	<p>playing instruments or singing in small groups such as in music lessons include:</p> <ul style="list-style-type: none"> <li>physical distancing;</li> <li>playing outside wherever possible;</li> <li>limiting group sizes to no more than 15;</li> <li>positioning pupils back-to-back or side-to-side;</li> <li>avoiding sharing of instruments;</li> <li>ensuring good ventilation. – <b>See Plan</b></li> </ul> <p><b>Cleaning</b></p> <ul style="list-style-type: none"> <li>Sanitising spray and paper towels to be provided in classrooms for use by members of staff.</li> <li>Thorough cleaning of rooms at the end of the day.</li> <li>Shared materials and surfaces to be cleaned frequently (e.g. toys, books, desks, chairs,</li> </ul>	
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<p><b>Process shared with SLT</b>  <a href="https://www.gov.uk/guidance/nhs-test-and-trace-how-it-works">https://www.gov.uk/guidance/nhs-test-and-trace-how-it-works</a></p> <ul style="list-style-type: none"> <li>Plan how to inform staff members and parents/ carers that they will need to be ready and willing to       <ul style="list-style-type: none"> <li>book a test if they are displaying symptoms;</li> <li>inform the school immediately of the results of a test;</li> <li>provide details of anyone they have been in close contact with;</li> <li>self-isolate if necessary.</li> </ul> </li> </ul>	<p><b>see plan</b></p> <ul style="list-style-type: none"> <li>Clear messages to pupils about minimising the use of public transport – <b>N/A</b> and how to reduce the risks of transmission outside of school.</li> <li>Staggered drop-off and collection times planned and communicated to parents.</li> <li>Made clear to parents that they cannot gather at entrance gates or doors. – <b>See letter and plan</b></li> <li>Encourage parents to phone school and make telephone appointments if they wish to discuss their child (to avoid face to face meetings). – <b>see letter and plan</b></li> <li>Communications to parents (and young people) includes advice on transport. – <b>N/A</b></li> </ul>		<p>same.</p> <ul style="list-style-type: none"> <li>Staff that move between classes and year groups, to keep their distance from pupils and other staff.</li> <li>To avoid mixing during breakfast and after-school clubs, a carousel system to be operated with children from different bubbles rotating between activities (e.g. inside, outside, snack time etc.) with cleaning surfaces between groups. – <b>See Plan</b></li> </ul> <p><b>Distancing</b></p> <ul style="list-style-type: none"> <li>Staff to keep 2 metres from other adults as much as possible.</li> <li>Where possible staff to maintain distance from their pupils, staying at the front of the class.</li> <li>Staff to avoid close face to face contact and minimise time spent within 1</li> </ul>	<p>doors, sinks, toilets, light switches, handrails, etc.),</p> <ul style="list-style-type: none"> <li>Resources that are shared between bubbles (e.g. sports, art and science equipment) to be cleaned frequently and meticulously and always between bubbles.</li> <li>Outdoor equipment appropriately cleaned frequently.</li> <li>Toilets to be cleaned regularly.</li> <li>Hand sanitiser provided for the operation of lifts.</li> <li>Staff providing close hands-on contact with pupils need to increase their level of self-protection, such as minimising close contact and having more frequent hand-washing and other hygiene measures, and regular cleaning of surfaces.</li> </ul> <p><b>PPE</b></p>	
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	<p><b>Others</b></p> <ul style="list-style-type: none"> <li>• Communication with contractors and suppliers that will need to prepare to support plans for full opening (e.g. cleaning, catering, food supplies, hygiene suppliers).</li> <li>• Assurances that caterers comply with the guidance for food businesses on COVID-19.</li> <li>• Discussion with caterers to agree arrangements for staggered lunches (e.g. seating capacity, holding hot food, cleaning between sittings, distancing and minimising contacts).- <b>N/A</b></li> <li>• Liaison with transport providers to cater for any changes to start and finish times and confirm protective measures during journeys.- <b>N/A</b></li> <li>• Communication with other</li> </ul>		<p>metre of anyone.</p> <ul style="list-style-type: none"> <li>• Supply teachers, peripatetic teachers and/or other temporary staff to minimise contact and maintain as much distance as possible from other staff. – <b>See Plan</b></li> <li>• The occupancy of staff rooms and offices limited.</li> <li>• Use of staff rooms to be minimised. – <b>See plan and use of Elliott Building</b></li> <li>• Staff in shared spaces (e.g. office) to avoid working facing each other.</li> <li>• Reducing use of lifts to only those that need to use them.</li> <li>• Lifts are single occupation only (if 2 metres not achievable). – <b>N/A</b></li> <li>• Use a simple 'no touching' approach for young children to understand the need to maintain distance.</li> </ul>	<p>The majority of staff in education settings will not require PPE beyond what they would normally need for their work. PPE is only needed in a very small number of cases, including:</p> <ul style="list-style-type: none"> <li>• where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at schools, and only then if a distance of 2 metres cannot be maintained</li> <li>• where a child or young person already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used.</li> </ul> <p><b>First Aid</b></p> <ul style="list-style-type: none"> <li>• Check if qualifications run out. Consider enrolling more staff on training.</li> <li>• Employees providing first aid to pupils will not</li> </ul>	
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	<p>building users (e.g. lettings, extended school provision, regular visitors, etc.)</p> <ul style="list-style-type: none"> <li>• Limit visitors by exception (e.g. for priority contractors, emergencies etc.).</li> </ul> <p><b>Lettings and non-school users</b></p> <ul style="list-style-type: none"> <li>• Out of school settings for children are permitted if those responsible for them are ready to do so and they can do so safely, following COVID-19 Secure guidelines.</li> <li>• The use of indoor facilities by adults should remain closed until guidance changes, apart from toilets and throughways.</li> <li>• A risk assessment should determine the maximum capacity of a hall or hire space while able to maintain social</li> </ul>		<ul style="list-style-type: none"> <li>• Older children to be encouraged to keep their distance within bubbles.</li> </ul> <p><b>Minimising contact</b></p> <ul style="list-style-type: none"> <li>• Doors propped open, where safe to do so to limit use of door handles. Ensure closed when premises unoccupied.</li> <li>• Taking books and other shared resources home limited, although unnecessary sharing avoided.</li> <li>• Staff and pupils to have their own individual and very frequently used equipment, such as pencils and pens. – <b>As per plan and reopening letter</b></li> </ul> <p><b>PE and School Sport</b></p> <ul style="list-style-type: none"> <li>• Pupils kept in same consistent bubbles where possible during PE and sport.</li> <li>• Sports equipment thoroughly cleaned between</li> </ul>	<p>be expected to maintain 2 metres distance. The following measures will be adopted:</p> <ul style="list-style-type: none"> <li>• washing hands or using hand sanitiser, before and after treating injured person;</li> <li>• wear gloves or cover hands when dealing with open wounds;</li> <li>• if CPR is required on an adult, attempt compression only CPR and early defibrillation until the ambulance arrives;</li> <li>• if CPR is required on a child, use a resuscitation face shield if available to perform mouth-to-mouth ventilation in asphyxial arrest.</li> <li>• dispose of all waste safely. – <b>NB All staff have resus face shields on their persons.</b></li> </ul>	
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	<p>distancing according to the current relevant guidelines. – <b>NB Hall out of use except for Breakfast and Out of School Clubs (max 24)</b></p> <ul style="list-style-type: none"> <li>• Outdoor sports courts and other outdoor sporting activities have also been permitted. – <b>See plan</b></li> <li>• Outdoor and indoor swimming pools will remain closed.</li> <li>• Any groups hiring the facilities must refer to relevant government guidance or their own associations and national governing body for guidance on running the club or event following the COVID-19 guidelines.</li> <li>• The school can ask any hiring organisation to provide evidence of their risk assessment.</li> <li>• Review existing lettings/hire</li> </ul>		<p>each use.</p> <ul style="list-style-type: none"> <li>• Contact sports avoided until guidance changes.</li> <li>• Outdoor sports should be prioritised where possible.</li> <li>• Large indoor spaces used where it is not.</li> <li>• Swimming pools are not used until guidance changes.</li> <li>• Distance between pupils from mixed bubbles will be maximised.</li> <li>• Sporting activities delivered by external coaches, clubs and organisations will only go ahead if they can satisfy the above requirements.- <b>As per plan</b></li> </ul> <p><b>Educational Visits and journeys</b></p> <ul style="list-style-type: none"> <li>• From the autumn term, non-overnight educational visits only.</li> <li>• Risk assessments of</li> </ul>		
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	<p>agreements and amend or supplement as necessary to include specifics of what the school will do and what the hirers are responsible for (e.g. cleaning, sharing equipment, hand washing or sanitiser, what happens if anyone shows symptoms or tests positive to COVID-19, etc.).  <b>– LW to check with Yoga group</b></p>		<p>visits and journeys to be undertaken by visit leaders.</p> <ul style="list-style-type: none"> <li>• No overnight and overseas visits until government guidance changes.</li> <li>• Pupils grouped together on transport in the same bubbles that are adopted within school where possible.</li> <li>• Journey's planned with to allow distancing within vehicles (this may mean large vehicles or more are used).</li> <li>• The use of face coverings for children over the age of 11, if they are likely to come into very close contact with people outside of their bubble.</li> <li>• Use of hand sanitiser upon boarding and/or disembarking</li> <li>• Cleaning of vehicles between each journey. – <b>See Plan</b></li> </ul>		
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• <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

- <https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak/protective-measures-for-out-of-school-settings-during-the-coronavirus-covid-19-outbreak>
  - <https://www.gov.uk/guidance/maintaining-records-of-staff-customers-and-visitors-to-support-nhs-test-and-trace>
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