

**Risk Assessment: School operation from 1 September 2020: response to Coronavirus**

**(COVID-19). Issue 3**



The Delegated Services approach to, as simply as possible, completing our standard or routine risk format is found on the **final page** on this format.

assessment

Please note how the Harm, (yellow) and Likelihood, (blue) colour coded choices relate to the relevant columns that appear below in Section 2, as you start to capture the detail from your thinking.

**Section 1**

<p><b>MAT/Establishment/Section/Team:</b> Learn@MAT Lansdown Park Academy – 3 Sites The Key, Stockwood and Rush Hill</p>	<p><b>Date of Assessment:</b> 01/09/20 Version 1 04/09/20 Version 2 <b>11/09/20 Version 3</b></p>	<p><b>Review date:</b> Ongoing when government guidance changes / updates</p>
<p><b>Assessed by:</b> Please note all those involved should sign up to this assessment. Print below: <b>NAME:</b> <b>DATE:</b> 1. Nick Lee- Wells 11/09/20 Shared with Leadership on Monday 14/09/20 Andrew Welsh Emma Moorcroft – TO Share with ALL Key Staff Zoe Jenkins – To share with ALL Rush Hill Staff Rob Holbeche – TO share with ALL Stockwood Staff</p>	<p><b>Staff signatures:</b> <b>SLT to take register of staff present at briefing. Staff to also be notified via staff meeting and register taken, Uploaded onto CPOMS.</b>  Shared Mr Peter Evans (CEO) Mrs Wendy Exton (Trade Union Representative) Mr Ray Moorcroft (Chair of Academy Council)</p>	

## BACKGROUND AND CONTEXT:

From 1 September 2020 all schools are required to reopen for all pupils.

This model risk assessment has been developed to support schools in implementing government guidance for the reopening of schools first issued on 2 July 2020. It has now been updated to reflect updates published on 28 August 2020. It is available here: <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

**Control measures in this risk assessment reflect government guidance for schools that are not in areas with additional local restrictions as of 1 September 2020.**

We have included sections 2 and 3 from our previous risk assessment covering term 6 of the 2019-20 academic year as these could be of use if schools are required to close or partially close in response to a local outbreak of coronavirus. Guidance published on 28 August 2020 advises of the circumstances required for the full or partial closure of schools if this becomes necessary. <https://www.gov.uk/government/publications/how-schools-can-plan-for-tier-2-local-restrictions/how-schools-can-plan-for-tier-2-local-restrictions>

The risk assessment will be reviewed in response to updates to government guidance including any outcomes arising from the government *COVID-19: review of disparities and outcomes report* and any examples of shared 'best practice' that we receive. We have adapted this risk assessment in consultation with relevant partners including trade union representatives where available.

In line with government guidance to other businesses that are advised to go back to work, this risk assessment will be made publicly available to those who wish to see it. The same guidance also provides those employers with a downloadable notice which we have placed on display.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/903464/staying-covid-19-secure-2020-230720.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/903464/staying-covid-19-secure-2020-230720.pdf)

## **Part 1: Reopening schools from 1 September 2020**

The rationale for schools re-opening for more groups of pupils is set out in the document **Education and childcare during coronavirus: Guidance for the full reopening of schools**. It is predetermined on the principle that cases of coronavirus have reduced and that there is an effective 'Track and Trace' process in place. The guidance is clear that risks posed to pupils from remaining out of school in terms of their wellbeing, safeguarding and academic achievement outweigh those posed from the contraction of coronavirus. In relation to working in schools the guidance states that "whilst it is not possible to ensure a totally risk-free environment, the Office of National Statistics' analysis on [coronavirus \(COVID-19\) related deaths linked to occupations](#) suggests that staff in educational settings tend not to be at any greater risk from the disease than many other occupations. There is no evidence that children transmit the disease any more than adults"

**This risk assessment is based on the control measures described in the government guidance for reopening schools referred to above. This states that if schools follow the control measures as set out below, they can be "confident that they are managing risk effectively".**

### **The system of controls: protective measures**

Having assessed their risk, schools must work through the below system of controls, adopting measures in a way that addresses the risk identified in their assessment, works for their school, and allows them to deliver a broad and balanced curriculum for their pupils, including full educational and care support for those pupils who have SEND.

If schools follow the guidance set out here, they will effectively reduce risks in their school and create an inherently safer environment.

### **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 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 and bleach.
- 6) Minimise contact between individuals and maintain social distancing wherever possible.
- 7) Where necessary, wear appropriate personal protective equipment (PPE).

Numbers 1 to 5 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

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

Numbers 8 to 10 must be followed in every case where they are relevant.

<p>What is the <b>Task/Activity</b> or <b>Environment</b> you are assessing?</p>	<p>What <b>Hazards</b> are present or may be generated? Look at the activity, processes or substances used that could cause harm to health or injury. Use a row for each one identified</p>	<p>Who is <b>affected</b> or <b>exposed</b> to hazards? (Staff Students Visitors Contractors Etc.)</p>	<p>What <b>Severity of Harm</b> can reasonably be expected? (See Definitions Table 1)</p>	<p>What <b>Precautions (Existing Controls)</b> are already in place to either Eliminate or Reduce the risk of an accident happening?</p>	<p>See <b>Likelihood?</b> Definitions Table 1</p>	<p>What is the <b>Risk Rating?</b> See Risk Rating Matrix Table 2</p>
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**1.A: Contact with those with symptoms of coronavirus: Testing: Track and Trace; Outbreak response**

<p>Contact with infected persons/ exposure to the virus within the school.</p>	<p>Person contracts coronavirus as a result of direct contact with an infected person (or a symptomatic person) entering the premises.</p>	<p>Pupils and staff</p>	<p>Serious</p>	<p>Guidance has been issued to the entire school community. Here, anyone affected must stay at home if they (or their family members) have any of the following symptoms: a high temperature, a new continuous cough, a loss or change to your sense of smell or taste. OR they have tested positive for coronavirus in the last <b>10 days</b>.</p> <p>Those affected must follow government stay at home guidance as follows</p> <p><a href="https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection">https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection</a></p> <p>Temperature testing is not recommended on its own. Guidance states that it is not a reliable method for identifying coronavirus.</p> <p><b>ON ALL 3 SITES – Signage MUST be displayed explaining NO ONE to ENTER if they are displaying the symptoms as above.</b></p> <p><b>Staff to call the staff sick number between 7am – 7:30am on the first day of absence and inform their line manager of illness. Staff should</b></p>
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				<p><b>NOT</b> come to work if they are experiencing symptoms (or a member of their household have symptoms).</p> <p><b>The Key – Call Emma Moorcroft</b></p> <p><b>Stockwood – Call Nick Lee-Wells</b></p> <p><b>Rush Hill – Call Zoe Jenkins</b></p> <p>Staff to meet pupils on entry to each building and ensure pupils sanitise their hands. Temperatures do not need to be taken.</p> <p><b>The Key – Hand Sanitise at the front Red Doors</b></p> <p><b>Stockwood – Hand Sanitise at Front Reception</b></p> <p><b>Rush Hill – Hand Sanitise at front Reception</b></p> <p>Outreach: Staff to call each pupils home before visit to check of any members of the household have symptoms or are isolating. If there is a member of the household with symptoms – Then the staff member should not visit the household. Staff member to make contact via phone and arrange suitable Zoom sessions / telephone sessions.</p> <p><b>KS2 Outreach: As Above.</b></p>	
	Contact with those developing symptoms of the virus during the working day.	Pupils and staff	Serious	<p>Our procedure will be that If anyone in the school becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they will be sent home and advised to follow <a href="#">‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’</a>, which sets out that they must self-isolate for at <b>least 10 days</b> and should <a href="#">arrange to have a test</a> to see if they have coronavirus (COVID-19). Other members of their household (including any siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms.</p>	

				<p>If a child is awaiting collection, they will be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age of the child and with appropriate adult supervision if required. Ideally, a window will 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.</p> <p><b>At The Key this will be the large reading room</b></p> <p><b>At Stockwood this will be the Meeting room</b></p> <p><b>At Rush Hill – This will be The Meeting Room in the 1<sup>st</sup> Wing.</b></p> <p><b>Outreach Staff: Will call and inform line manager bac on site if they are feeling unwell</b></p> <p><b>Ks2 Outreach Staff: Will call and inform line manager back on site if they are feeling unwell</b></p> <p>If they need to go to the bathroom while waiting to be collected, we endeavour that they will use a separate bathroom if possible. The bathroom will be cleaned and disinfected using standard cleaning products before being used by anyone else.</p> <p><b>At The Key – This will be the disabled toilets</b></p> <p><b>At Stockwood – This will be the Visitor Toilet at the front reception</b></p> <p><b>At Rush Hill – This will be the pupil toilet next to the meeting room on the 1<sup>st</sup> Wing.</b></p> <p>PPE will be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young</p>	
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				<p>child or a child with complex needs). Aprons and gloves will also be provided.</p> <p>In an emergency we will call 999 if they are seriously ill or injured or their life is at risk. We will not suggest a visit to the GP, pharmacy, urgent care centre or a hospital.</p> <p>If a member of staff has helped someone who was unwell with a new, continuous cough or a high temperature, we have noted they do not need to go home unless they develop symptoms themselves (and in which case, a test is available) or the child subsequently tests positive</p> <p>They are instructed to wash their hands thoroughly for 20 seconds after any contact with someone who is unwell. <b>SITE SPECIFIC SLT WILL CLOSE OFF THE AREA WITH SIGNAGE AND INFORM CLEANERS OF A DEEP CLEAN IN THE AREA.</b> We will clean the affected area with normal household disinfectant after someone with symptoms has left to reduce the risk of passing the infection on to other people. See the <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a>.</p>	
<b>Use of face coverings</b>	<b>Failure to use ace covering in areas where it is difficult to maintain social distancing increases the likelihood of exposure to coronavirus in the school community.</b>	<b>Pupils and staff</b>	<b>Serious</b>	<p><i>The government is not recommending universal use of face coverings in all schools. Schools that teach children in years 7 and above and which are not under specific local restriction measures will have the discretion to require face coverings for pupils, staff and visitors in areas outside the classroom where social distancing cannot easily be maintained, such as corridors and communal areas and it has been deemed appropriate in those circumstances. Primary school children will not need to wear a face covering. In particular, schools that teach years 7 and above may decide to recommend the wearing of face coverings for pupils, staff or visitors in communal areas outside the classroom where the layout of the schools makes it difficult to maintain social distancing when staff and pupils are moving around the premises, for example, corridors. In primary schools where social distancing is not possible in areas outside of classrooms between members of staff or visitors, for example in staffrooms, headteachers will have the discretion to decide whether to ask staff or visitors to wear,</i></p>	

				<p><i>or agree to them wearing face coverings in these circumstances. Based on current evidence and the measures that schools are already putting in place, such as the system of controls and consistent bubbles, face coverings will not be necessary in the classroom even where social distancing is not possible. Face coverings would have a negative impact on teaching and their use in the classroom should be avoided.</i></p> <p><i>Where local restrictions apply In areas where local lockdowns or restrictions are in place, face coverings should be worn by adults and pupils (in years 7 and above) in areas outside classrooms when moving around communal areas where social distancing is difficult to maintain such as corridors.</i></p> <p><i>In the event of new local restrictions being imposed, schools will need to communicate quickly and clearly to staff, parents, pupils that the new arrangements require the use of face coverings in certain circumstances.</i></p> <p><b><i>Face coverings at Stockwood and Rush Hill:</i></b></p> <p><b><i>We request that staff wear face coverings in corridors and in meeting rooms having meetings with multi professionals (whilst maintaining social distancing to visitors and contractors) and in close proximity to pupils. When teaching in classrooms and face coverings present difficulties in communication, staff are to wear visors. In all scenarios staff are asked to distance themselves from pupils as much as possible and where this is not possible, then face coverings or shields be used.</i></b></p> <p><b><i>Pupils are requested to wear face coverings in corridors and communal spaces. It is optional for pupils to wear masks in the classroom.</i></b></p>	
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				<p><i>Should a pupil not wear a face mask, then we ask that a pupil wear a visor. Should a visor be refused, then we ask that pupils socially distance at all times.</i></p> <p><b>The Key:</b></p> <p><i>There is no requirement for primary pupils to wear face masks, however this is voluntary for pupils. Primary staff are expected to wear a face covering or a visor when working in proximity and in corridors and communal spaces.</i></p> <p><i>The exception to the voluntary use of face coverings in communal spaces is when the government initiates a local lockdown. Pupils MUST then wear masks in communal areas.</i></p> <p><b>Outreach staff</b></p> <p><i>Are expected to wear face coverings or a visor and social distance at all times.</i></p> <p><b>KS2 Outreach staff:</b></p> <p><i>Are expected to wear a face covering and or visor at all times PLUS socially distance – ideally 2m or 1m for a limited time if 2m not possible.</i></p> <p><b>Safe wearing of face coverings requires cleaning of hands before and after touching – including to remove or put them on – and the safe storage of them in individual, sealable plastic bags between use. Where a face covering becomes damp, it should not be worn and the face covering should be replaced carefully.</b></p>	
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				<p>Pupils must be instructed not to touch the front of their face covering during use or when removing it and they must dispose of temporary face coverings in a 'black bag' waste bin (not recycling bin) or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom.</p>	
<p>Safe wearing and removal of face coverings</p>	<p>Potential of contamination if face coverings are removed or disposed of incorrectly.</p>	<p>Pupils and staff</p>	<p>Serious</p>	<p>A process is in place for removing face coverings when those who use face coverings arrive at school, and when face coverings are worn at school in certain circumstances. This process has been communicated clearly to pupils and staff.</p> <p>Safe wearing of face coverings requires cleaning of hands before and after touching – including to remove or put them on – and the safe storage of them in individual, sealable plastic bags between use. Where a face covering becomes damp, it should not be worn and the face covering should be replaced carefully.</p> <p>Pupils will be instructed not to touch the front of their face covering during use or when removing it and they must dispose of temporary face coverings in a 'black bag' waste bin (not recycling bin) or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom.</p>	

	<p><b>Students/ staff do not have face covering.</b></p> <p><b>Face covering is damaged or otherwise unsuitable for use.</b></p>	<p><b>Pupils and staff</b></p>	<p><b>Serious</b></p>	<p><b>Requirements for students to have a face covering will be communicated to parents/carers.</b></p> <p><b>It is reasonable to assume that staff and young people will now have access to face coverings due to their increasing use in wider society, and Public Health England has made available resources on how to make a simple face covering.</b></p> <p><b>However, where anybody is struggling to access a face covering, or where they are unable to use their face covering due to having forgotten it or it having become soiled or unsafe, we will take steps to have a small contingency supply available to meet such needs.</b></p> <p><b>No-one should be excluded from education on the grounds that they are not wearing a face covering.</b></p>	
	<p><b>Students, staff or visitors exempt from wearing a face covering</b></p>	<p><b>Pupils Staff Visitors</b></p>	<p><b>Serious</b></p>	<p><b>Some individuals are exempt from wearing <u>face coverings</u>. This applies to those who:</b></p> <ul style="list-style-type: none"> <li><b>cannot put on, wear or remove a face covering because of a physical or mental illness or impairment or disability</b></li> <li><b>speak to or provide assistance to someone who relies on lip reading, clear sound or facial expression to communicate</b></li> </ul> <p><b>The same exemptions will apply in our school; we will ensure that staff and students are aware of this and are sensitive to those needs.</b></p>	
<p>Engagement with the NHS Track and trace Process</p>	<p>Failure to follow PHE/ NHS Track and Trace procedures increases the likelihood of exposure to</p>	<p>Pupils and staff</p>	<p>Serious</p>	<p>We will follow the track and trace protocols as set out by the government and if/alerted to a visitor / staff member testing positive for Covid through track and trace, we will check to see who has been in contact with the person following the governments guidance on 'Contact'</p>	

	<p>coronavirus in the school community.</p> <p>Anxiety and dissent within the school community</p>			<p><a href="https://www.gov.uk/government/publications/guidance-for-contacts-of-people-with-possible-or-confirmed-coronavirus-covid-19-infection-who-do-not-live-with-the-person/guidance-for-contacts-of-people-with-possible-or-confirmed-coronavirus-covid-19-infection-who-do-not-live-with-the-person">https://www.gov.uk/government/publications/guidance-for-contacts-of-people-with-possible-or-confirmed-coronavirus-covid-19-infection-who-do-not-live-with-the-person/guidance-for-contacts-of-people-with-possible-or-confirmed-coronavirus-covid-19-infection-who-do-not-live-with-the-person</a></p> <p><b>Contact:</b>  A 'contact' is a person who has been close to someone who has tested positive for COVID-19 anytime 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:</p> <ul style="list-style-type: none"> <li>• people who spend significant time in the same household as a person who has tested positive for COVID-19</li> <li>• sexual partners</li> <li>• a person who has had face-to-face contact (within one metre), with someone who has tested positive for COVID-19, including: <ul style="list-style-type: none"> <li>• being coughed on</li> <li>• having a face-to-face conversation within one metre</li> <li>• having skin-to-skin physical contact, or</li> <li>• contact within one metre for one minute or longer without face-to-face contact</li> </ul> </li> <li>• a person who has been within 2 metres of someone who has tested positive for COVID-19 for more than 15 minutes</li> <li>• a person who has travelled in a small vehicle with someone who has tested positive for COVID-19 or in a large vehicle or plane near someone who has tested positive for COVID-19</li> </ul> <p>Where an interaction between 2 people has taken place through a Perspex (or equivalent) screen, this would not be considered sufficient contact, provided that there has been no other contact such as any of those indicated above.</p>	
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				<p>Contacts of a person who has tested positive for COVID-19 need to self-isolate at home because they are at risk of developing symptoms themselves in the next 14 days and could spread the virus to others before the symptoms begin</p> <p>If you are a contact of someone who has tested positive for COVID-19, then you will be notified by the NHS Test and Trace service via text message, email or phone. If you are notified, please follow the guidance in this document closely.</p> <p>If you have not been notified that you are a contact, this means you do not need to self-isolate and should follow the general guidance, for example, social distancing, hand-washing, and covering coughs and sneezes.</p> <p>The Line Manager from Each site (or most senior member of staff in their absence) will notify the Headteacher (or the deputy head in their absence) immediately of notification or concerns as a result of Track and trace.</p> <p>Relevant staff understand the NHS Test and Trace process and how to contact their local <a href="#">Public Health England health protection team</a>. We will ensure that staff members and parents/carers understand that they will need to be ready and willing to:</p> <ul style="list-style-type: none"> <li>• <a href="#">book a test</a> if they are displaying symptoms. 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. All children can be tested, including children under 5, but children aged 11 and under will need to be helped by their parents/carers if using a home testing kit</li> <li>• provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace</li> </ul>	
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- self-isolate if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19)

Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests can be booked online through the NHS testing and tracing for coronavirus website, or ordered by telephone via NHS 119 for those without access to the internet. Essential workers, which includes anyone involved in education or childcare, have priority access to testing.

The government will ensure that it is as easy as possible to get a test through a wide range of routes that are locally accessible, fast and convenient.

**Home test kits are available in school and will be offered in the exceptional circumstance that we believe an individual may have barriers to accessing testing elsewhere.**

<https://www.gov.uk/government/publications/coronavirus-covid-19-home-test-kits-for-schools-and-fe-providers/coronavirus-covid-19-home-test-kits-for-schools-and-fe-providers>

We will ask parents and staff to inform us immediately of the results of a test:

- if someone tests negative, if they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating. They could still have another virus, such as a cold or flu – in which case it is still best to avoid contact with other people until they are better. Other members of their household can stop self-isolating.
- if someone 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

				<p>10 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone. 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 14 days.</p> <p>This applies to all pupils and staff across all 3 sites.</p>	
Management of confirmed cases of coronavirus	<p>Failure to follow PHE/ NHS Track and Trace procedures increases the likelihood of exposure to coronavirus in the school community.</p> <p>Anxiety and dissent within the school community</p>	Pupils and staff	Serious	<p>We will take swift action if we become aware that someone who has attended has tested positive for coronavirus (COVID-19). In each setting, the member of SLT will inform the Headteacher or Deputy Headteacher in their absence.</p> <p>The Headteacher will contact the local health protection team. <a href="https://www.gov.uk/guidance/contacts-phe-health-protection-teams">https://www.gov.uk/guidance/contacts-phe-health-protection-teams</a> This team will also contact schools directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school – as identified by NHS Test and Trace.</p> <p>The health protection team will carry out a rapid risk assessment to confirm who has been in close contact with the person during the period that they were infectious, and ensure they are asked to self-isolate.</p> <p>The health protection team will work with schools in this situation to guide them through the actions they 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 14 days since they were last in close contact with that person when they were infectious. Close contact means:</p>	

				<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 2 metres for more than 15 minutes) with an infected individual</li> <li>• travelling in a small vehicle, like a car, with an infected person</li> </ul> <p>The health protection team will provide definitive advice on who must be sent home. To support them in doing so, we will keep a record of pupils and staff in each group, and any close contact that takes places between children and staff in different groups (see <a href="#">section 5 of system of control</a> for more on grouping pupils). This should be a proportionate recording process. Schools 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.</p> <p>We note that a template letter will be provided to schools, on the advice of the health protection team, to send to parents and staff if needed. Schools must not share the names or details of people with coronavirus (COVID-19) unless essential to protect others.</p> <p>Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person 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 14-day isolation period they should follow <a href="#">‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’</a>. They should get a test, and:</p> <ul style="list-style-type: none"> <li>• if the test delivers a negative result, they must remain in isolation for the remainder of the 14-day isolation period. This is because they</li> </ul>	
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				<p>could still develop the coronavirus (COVID-19) within the remaining days.</p> <ul style="list-style-type: none"> <li>if the test result is positive, they should inform their setting 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 14-day isolation period). Their household should self-isolate for at least 14 days from when the symptomatic person first had symptoms, following <a href="#">‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’</a></li> </ul> <p>We note that schools should not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation.</p> <p>Further guidance is available on <a href="#">testing and tracing for coronavirus (COVID-19)</a>.</p>
Containing any local outbreak	<p>Failure to follow PHE/ NHS Track and Trace procedures increases the likelihood of exposure to coronavirus in the school community.</p> <p>Anxiety and dissent within the school community</p>	Pupils and staff	Serious	<p>We note that if schools have two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak, and must continue to work with their local health protection team who will be able to advise if additional action is required.</p> <p>In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure – perhaps the whole site or year group. If schools are implementing controls from this list, addressing the risks they have identified and therefore reducing transmission risks, 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.</p> <p>In consultation with the local Director of Public Health, where an outbreak in a school is confirmed, a mobile testing unit may be dispatched to test others who may have been in contact with the person</p>

				<p>who has tested positive. Testing will first focus on the person's class, followed by their year group, then the whole school if necessary, in line with routine public health outbreak control practice.</p> <p>We have developed a Contingency Plan to ensure that the education of affected groups of pupils is maintained. This will include the provision of remote learning as set out in government guidance for the reopening of schools.</p> <p>Lansdown Park Academy operates on 3 individual sites</p> <p>Stockwood – 37 pupils</p> <p>Rush Hill – 34 Pupils</p> <p>The Key – 14 pupils.</p> <p>Due to the small number of pupils on each site, each site acts as a bubble. Lansdown Park Academy therefore operates as 3 separate bubbles.</p>	
	<p>Attendance at multiple settings (eg for Early Years attendance at LA and private provision on different days of the week).</p>	<p>Pupils and staff</p>	<p>Serious</p>	<p>We have advised parents that where possible they should limit the number of settings that their child attends.</p> <p>We recognise that there are some circumstances where a pupil will attend multiple settings (eg: as part of provision outlined in an EHP). Here we will work with the partner setting to address any risks identified to enable us to jointly deliver a broad and balanced curriculum to the pupil in question.</p> <p>Across all 3 sites – pupils only attend 1 site bubble. There are no pupils across sites or attending other ALP's at present and a separate risk assessment would be completed should this be the case.</p>	

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1: B Cleaning and hygiene						
Hand hygiene	Poor hand hygiene increases the likelihood of infection from coronavirus	Pupils and staff	Serious	<p>Opportunities are provided for staff and pupils to clean their hands with soap and water and dry thoroughly:</p> <ul style="list-style-type: none"> <li>• on arrival at school</li> <li>• after using the toilet</li> <li>• after breaks and sporting activities</li> <li>• before food preparation</li> <li>• before eating any food, including snacks</li> <li>• before leaving school</li> <li>• after sneezing/coughing.</li> </ul> <p>Paper towels will be used to dry hands in preference to hand dryers. Covered bins available for disposal of paper towels will be emptied periodically during the day.</p> <p>Supervision by staff is provided as needed.</p>		

				<p>Signage about how to wash hands properly, is on display and reinforced with pupils.</p> <p>Where sinks are not easily accessible from the room used by a 'group' of pupils hand sanitiser will be available.</p> <p><b>The Key:</b></p> <p>Bottle sanitisers are available and pupils requested to sanitise frequently and each transition. On arrival, between activities and lessons and from returning outside</p> <p><b>Stockwood:</b></p> <p>Wall sanitisers are located in every classroom around the building and staff should reinforce its use to pupils</p> <p><b>RushHill:</b></p> <p>Wall sanitisers are located along the corridor and staff should reinforce their use.</p> <p><b>Offsite/Outreach</b></p> <p>Staff must take a pack of PPE including spare masks, gloves, tissues and hand sanitiser.</p>		
Respiratory Hygiene	Poor respiratory hygiene increases the likelihood of infection from exposure to coronavirus.	Pupils and staff	Serious	Catch it, kill it, Bin it – tissues are available in all classrooms, staffroom and reception at a minimum. The message is reinforced with pupils.		

				Covered bins are available for the disposal of used tissues in each classroom, communal rooms and meetings rooms.		
Cleaning	Person contracts COVID 19 as a result of inadequate cleaning	Pupils and staff	Serious	<p><b>For schools with contract cleaning:</b> We have reviewed the cleaning specification with our cleaning contractor to ensure that this meets requirements set out in <a href="https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings">https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings</a></p> <p><b>For schools employing their own cleaners:</b> Our cleaning specification has been reviewed to ensure we comply with requirements set out in <a href="https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings">https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings</a></p> <p><b>Across all 3 sites and outreach staff will be provided with antibacterial wipes to wipe down surfaces such as handles, computer keyboards, desks and pens etc. This is to happen between each transition / lesson. Staff will safely dispose of antibacterial wipes in the class bin provided.</b></p> <p>Where our own cleaners and/or additional staff are required to undertake cleaning duties we have ensured that they have received appropriate training and are provided with PPE, as set out in guidelines above. This also applies to other staff who may be asked to carry out cleaning duties during this period.</p> <p>We have identified cleaning of high-risk areas to be undertaken throughout the school day to include:</p>		

				<p>Door handles</p> <p>Desks</p> <p>Kettles</p> <p>Taps</p> <p>Switches</p> <p>Phones</p> <p>Laptops /</p> <p>Printers and photocopiers</p> <p>Staffroom/ food preparation</p> <p>Surfaces that pupils are touching e.g.: toys, books, chairs, tables, doors, sinks, toilets, bannisters, light switches, etc.</p> <p>Additional contract cleaners are employed at each site to cycle clean high risk areas from 10am to 2pm.</p> <p>Outreach staff are requested to use spray disinfectant in vehicles and on objects of regular use when moving between sites – such as keys, mobile phones, folders, vehicle interiors etc. Outreach staff are requested to wear face masks and operate a good level of ventilation whilst on transport</p> <p>REFER TO APPENDIX A</p>		
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<p>Safe use of cleaning products</p>	<p>Inappropriate exposure to cleaning product results in allergic reaction/ poisoning etc  Storage arrangements of cleaning product change increasing potential for unauthorised 'use' by pupils.</p>	<p>Pupils and staff</p>	<p>Serious</p>	<p>All staff involved in cleaning duties will receive training re: safe use and storage of cleaning materials.  PPE will be provided for all cleaning activities.  Safety data sheets for cleaning products are available.  Only recommended cleaning products will be used.</p>		
	<p>Use of hand sanitiser potential for improper use and ingestion.</p>	<p>Pupils and staff</p>	<p>Serious</p>	<p>We are providing/allowing the use of hand sanitisers that contain at least 60% alcohol.  Recognising it is not possible to follow the hand wash advice everywhere, a hand sanitiser is next best and unless there's some allergy, and depending on the age of our pupils, they could use their own/ours under supervision through to it being 'dispensed' so the young, or over enthusiastic don't get carried away.  We have obtained the Safety Data Sheet for the product(s) They advise on action to be followed if the sanitiser is not used as designed i.e. a child drinks some; it gets in eyes etc.  This will also help with potential reactions to the product.  We have and will secure adequate supplies of the product and provide it, especially in areas such as reception to the building(s).  The Key –  Bottle of Hand sanitiser in each class (controleed and locked away by the class teacher). A bottle</p>		

				<p>in communal areas (controlled by SLT or Class Teacher) A bottle in reception and staff base.</p> <p>Stockwood: Reception, All communal spaces, classrooms and meeting rooms</p> <p>Rush Hill Reception, all corridor spaces adjoining classrooms, meeting spaces and communal areas.</p>		
Measures to reduce contamination from coronavirus.	Use of shared resources	Pupils and staff	Serious	<p>Staff and pupils will have individual pens, pencils etc that are not shared.</p> <p>Classroom based resources such as books and games will be shared within the 'group/bubble'; these will be cleaned frequently / between transitions along with frequently touched surfaces. Class teacher / LSA will ensure items are cleaned between transitions.</p> <p>Resources that are shared between groups/bubbles will be cleaned frequently and between use by different groups/bubbles or rotated to allow them to be quarantined and out of reach for 48 hours (72 hours plastics).</p> <p>Staff have been advised that they must wash their hands and surfaces before and after handling pupils' books.</p>		

	Items from home to school and vice versa	Pupils and staff	Serious	<p>We are limiting the items that pupils bring in from home each day to essentials such as lunch boxes, hats, coats, stationery and mobile phones. Bags are allowed.</p> <p>Pupils and teachers can take books and other shared resources home although this will be limited.</p> <p>Rules on hand cleaning, cleaning of the resources and rotation will apply to these resources.</p> <p>All Staff are to be vigilant and remind pupils to wash and sanitise hands between touching objects / transitions.</p>		
	Harder to clean items	Pupils and staff	Serious	<p>We have limited the use of soft furnishings and soft toys and toys that are harder to clean (such as those with intricate parts) from classrooms and teaching spaces until further notice.</p> <p>Where these remain, they will be subject to regular cleaning and disinfection.</p>		
	Items requiring laundry	Pupils and staff	Serious	<p>We will ensure that all items that are laundered within the school eg: towels, flannels and bedding are washed in line with guidance on cleaning in non-healthcare settings and that these items are not shared by children between washes.</p>		

**1:C Minimising contact (social distancing)**

Social distancing across the site	Too many people on site increases likelihood of exposure to coronavirus	Pupils and staff	Serious	<p>We have taken the following measures to reduce footfall and maintain social distancing on site including:</p> <p>Opening up playgrounds etc, to increase opportunities for parents to wait separately.</p> <p>Advising parents that only one person should attend to deliver/pick up their child.</p> <p>Erected signage and barriers to remind those visiting the site of social distancing requirements.</p> <p>Pupils will be advised of the appropriate entrance and exit to use. Opportunities for groups of pupils congregating on site before and after school will be minimised.</p>		
Social distancing for large groups of pupils.	Large groups of pupils and/or adults increase the likelihood of exposure to and transmission of coronavirus	Pupils and staff	Serious	<p>Assemblies, performances, visiting groups etc will not take place until further notice.</p> <p>Zoom/ Micro Soft Teams, etc are used as an assembly replacement?</p>		

**1:D Minimising contact (social distancing) Phase specific guidance. Delete sections that are not applicable.**

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Grouping pupils of pupils and social distancing of pupils: <b>Primary</b>	Exposure to infection Classroom teaching Primary	Pupils and staff	Serious	<p>We are following government guidance as follows:</p> <p><a href="https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings?utm_source=02a881e2-265a-4b6d-a67d-">https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings?utm_source=02a881e2-265a-4b6d-a67d-</a></p>		
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				<p><a href="https://www.gov.uk/government/notifications/daily-38470d12440a&amp;utm_medium=email&amp;utm_campaign=govuk-notifications&amp;utm_content=daily">38470d12440a&amp;utm_medium=email&amp;utm_campaign=govuk-notifications&amp;utm_content=daily</a></p> <p>We will ensure pupils and staff, where possible, only mix in a small, consistent group. The Key (14 pupils) Stockwood (7 pupils) form 2 distinct primary bubbles. As both our primary sites are small in numbers, and pupils are together for learning, they form a bubble as themselves on each site. Each primary site will not mix with another primary site (The Key and Stockwood will not mix) Different groups will not be mixed on the same or subsequent days. We will use the same staff each day as far as possible, allowing for job shares and PPA. Groups will use the same room or area of the school.</p> <p>We note the recommendation for the arrangement of classrooms with forward facing desks.</p> <p>Staff have been advised that they must maintain distance from pupils and other staff where possible.</p> <p>We will review the potential for delivering parts of the curriculum outdoors whilst maintaining separate groupings of pupils.</p>		
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Grouping pupils of pupils and social distancing of pupils: <b>Secondary</b>	Exposure to infection Classroom teaching Secondary	Pupils and staff	Serious	<p>We are following government guidance as follows:</p> <p><a href="https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings?utm_source=02a881e2-265a-4b6d-a67d-">https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings?utm_source=02a881e2-265a-4b6d-a67d-</a></p>		
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			<p><a href="https://www.gov.uk/government/notifications/38470d12440a&amp;utm_medium=email&amp;utm_campaign=govuk-notifications&amp;utm_content=daily">38470d12440a&amp;utm_medium=email&amp;utm_campaign=govuk-notifications&amp;utm_content=daily</a></p> <p>We will maintain consistent groupings of pupils. This will reduce the number of pupils and staff potentially becoming infected with coronavirus and required to self-isolate should a case occur.</p> <p>As we are considered a small ALP across 3 sites, Each site is considered a bubble.</p> <p>Stockwood – x 37 pupils (KS3) = 1 bubble</p> <p>Rush Hill – x 32 pupils (KS3/4) = 1 bubble</p> <p>The Key – x 14 Pupils (KS1/2) = 1 bubble</p> <p>We will make small adaptations to the classroom to support distancing where possible. That will include seating pupils side by side and facing forwards, rather than face to face or side on, and might include moving unnecessary furniture out of classrooms to make more space.</p> <p>Different groups will be kept apart where possible and pupils will be encouraged to keep their distance within groups. Sharing social spaces and rooms will be avoided where possible.</p> <p>We have advised staff of the strong public health advice that secondary school staff maintain distance from their pupils, staying at the front of</p>	
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				<p>their class and away from their colleagues where possible. Ideally this should be at a 2m distance. Across all our sites we realise this may not always be achieved and therefore requested staff to wear a face covering or visor as additional protection.</p> <p>Lunches and breaks happen slightly staggered within each bubble.</p> <p>Stockwood site form x 1 bubble and Rush Hill form x 1 bubble.</p>		
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**1: E Use of Personal Protective Equipment (A face covering is not PPE because they are not designed to protect the wearer from infection from coronavirus).**

Use of Personal Protective Equipment (PPE) (Mainstream)	Incorrect use exacerbates the risk of further infection.	Pupils and staff	Serious	<p>We will followed the advice of our employer Learn@MAT issued on 26<sup>th</sup> August 2020.</p> <p>We are all wanting to help get young people back to school. The latest advice circulated by the DfE regarding face masks has changed and continues to keep changing, so the following instructions are mandatory to all Academies and sites that are part of Learn@ MAT until further notice.</p> <p>More people are wearing face masks as a norm. It is not necessarily for the protection of the wearer but as much to help others. An approach we like in Learn@ MAT.</p> <p>Face masks to be freely available to all staff, students and visitors at all times on entering our</p>		
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				<p>premises. Face shields to be made available for staff where required. By young people we refer to <b>all</b> ages of children that we work with across our Academies.</p> <p>All young people and staff <b>must</b> wear face masks when in indoor circulation areas and/or communal areas, except when eating and drinking. (If pupils refuse to wear a mask, then a visor is requested if a visor is refused then pupil required to social distance in these spaces).</p> <p>Young people and teaching staff may take off face masks in their classroom/learning base but maintain appropriate social distancing as they are part of a specific Hub/bubble. It is expected that where a member of staff needs to work in close proximity to a young person a face mask or preferably a face shield is worn by that member of staff. This is not compulsory as we know the wearing of such a mask can have a negative effect on learning in the classroom but if a child or adult feel happier and safer wearing them in this situation it should be supported.</p> <p>All staff <b>must</b> wear face masks when visiting or in the area of a different Academy Hub/bubble than their own Academy Hub/bubble.</p> <p>All staff and young people <b>must</b> wear face masks when travelling in Academy vehicles, taxis or on public transport. Please note that hand sanitiser must be provided on all Academy vehicles and all staff and young people expected to clean their hands on entry to the vehicles as they must on entry to the Academy buildings.</p>		
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				<p>All visitors including contractors <b>must</b> wear face masks at all times when inside our buildings and to maintain a social distance of 2 metres both inside and outside the buildings. Any visitor who is on-site for a pre-arranged meeting may take off the face mask for this meeting in an appropriate room away from young people and with social distancing in place.</p> <p>Where a visitor is a specialist provider from one of our partners, such as Child Speech or Talk Speak, they <b>must</b> continue to wear a mask in classrooms if just observing as well as in communal spaces. However, if they are working directly with a young person they may need to remove the face mask for good communication and reasons of building a positive relationship with young people. This should be done whilst respecting social distancing. A clear face shield should be provided and used in these circumstances.</p> <p>Face masks should not be worn for more than one day at a time and disposed of safely in the appropriate disposal unit after use. They should be kept in a clean sealable pouch/bag when not being worn. Face shields can be worn continually but must be cleaned thoroughly on the outside and inside by the user on a regular basis. Hands should be sanitised before and after touching your face mask/shield.</p> <p>This information is specifically focussed on the use of face masks/shields but assumes that the social distancing rules and regular use of hand sanitiser</p>		
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				<p>and the cleaning of shared use areas, especially toilets, are being fully adhered to.</p> <p>Government guidance (11/05/20)  <a href="https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe">https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe</a></p> <p>PPE is needed:</p> <ul style="list-style-type: none"> <li>• If children, young people and students whose care routinely already involves the use of PPE due to their intimate care needs should continue to receive their care in the same way</li> <li>• If a child, young person or other learner becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home. A fluid-resistant surgical face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then disposable gloves, a disposable apron and a fluid-resistant surgical face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn”</li> </ul> <p>We are complying with the above and are using our local supply chains to obtain PPE. We have noted where this is not possible, and there is unmet urgent need for PPE in order to operate</p>	
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				<p>safely, we may approach our local resilience forum.</p> <p>We will ensure that, staff who are likely to have to support pupils in the circumstances identified above and potentially in the administration of some first aid have access to appropriate equipment and training in its correct use and disposal.</p> <p>See:  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/877658/Quick_guide_to_donning_doffing_standard_PPE_health_and_social_care_poster_.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/877658/Quick_guide_to_donning_doffing_standard_PPE_health_and_social_care_poster_.pdf</a></p>		
Use of Personal Protective Equipment (PPE) in Special Schools	Incorrect use exacerbates the risk of further infection.	Pupils and staff	Serious	<p>The above contributes, however, the increased likelihood that staff will be exposed to bodily fluids in the course of their work will mean that the use of PPE will be risk assessed and relevant equipment provided where applicable.</p> <p>The following link is used as our guidance at present:  <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance/coronavirus-covid-19-send-risk-assessment-guidance">https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance/coronavirus-covid-19-send-risk-assessment-guidance</a></p>		
<del>Use of Personal Protective Equipment (PPE) by pupils (over the age of 11) and staff</del>	<del>Poor processes for the removal and disposal of PPE increases the likelihood of infection from coronavirus.</del>	<del>Pupils and staff</del>	<del>Serious</del>	<del>Pupils (and staff) will be instructed not to touch the front of their face covering during use or when removing them. They must wash their hands immediately on arrival (as is the case for all pupils), dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they can take home with them, and then wash</del>		

<p>arriving at school.</p> <p>NB: Wearing of PPE mandatory on public transport for those over the age of 11 without health exemptions.</p>				<p><del>their hands again before heading to their classroom. Guidance on <u>safe working in education, childcare and children's social care</u> provides more advice.</del></p> <p><b>THIS HAS NOW BEEN MOVED TO SECTION 1A</b></p>		
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1: F School transport and travel arrangements						
School transport	Risk of exposure to coronavirus whilst using dedicated school transport.	Pupils and staff	Serious	<p>We will ensure that transport providers are aware of any changes to start and finishing times.</p> <p>We note that pupils on dedicated school services do not mix with the general public on those journeys and tend to be consistent. This means that the advice for passengers on public transport to adopt a social distance of two metres from people outside their household or support bubble, or a 'one metre plus' approach where this is not possible, will not apply from the autumn term on dedicated transport.</p> <p><b>Our approach to dedicated transport will follow government guidance set out in <a href="https://www.gov.uk/government/publications/transport-to-school-and-other-places-of-education-autumn-term-2020/transport-to-school-and-other-places-of-education-autumn-term-2020">https://www.gov.uk/government/publications/transport-to-school-and-other-places-of-education-autumn-term-2020/transport-to-school-and-other-places-of-education-autumn-term-2020</a></b></p>		

				<p><b>Specifically, we will work with transport providers to determine:</b></p> <ul style="list-style-type: none"><li>• how pupils are grouped together on transport, where possible this should reflect the bubbles that are adopted within school. Ensuring the same children sit together will minimise the number of contacts a child has</li><li>• use of hand sanitiser upon boarding and/or disembarking</li><li>• organised queuing and boarding where possible to ensure that distancing is maintained</li><li>• distancing within vehicles wherever possible</li><li>• clear information for parents and children about the arrangements that are needed for picking up and dropping off children at their home destination.</li><li>• <del>the use of face coverings for children over the age of 11, where appropriate, for example, if they are likely to come into very close contact with people outside of their group or who they do not normally meet</del></li><li>• PHE advice (update for Sept 2020) set out in <a href="https://www.gov.uk/government/publications/transport-to-school-and-other-places-of-education-autumn-term-2020/transport-to-school-and-other-places-of-education-autumn-term-2020">https://www.gov.uk/government/publications/transport-to-school-and-other-places-of-education-autumn-term-2020/transport-to-school-and-other-places-of-education-autumn-term-2020</a></li></ul> <p>That children and young people over the aged 11 and over wear a face covering when travelling on dedicated school transport.</p>		
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				<p><b>We note Public health advice that staff should wear a face covering when they are unable to maintain social distancing in passenger facing roles, recognising that there will be exceptional circumstances when a staff member cannot wear a face covering, or when their task makes it sensible (based on a risk assessment) for them not to wear a face covering.</b></p> <p>We will liaise with transport providers and any relevant LA department if applicable to ensure that their drivers/escorts do not work if they have symptoms of the virus, hygiene rules are followed and appropriate distance kept between passengers.</p> <p><del><b>DFE will shortly publish new guidance to local authorities on providing dedicated school transport</b></del></p> <p><b>(See link above to transport guidance published on 11/08/20)</b></p>		
	<p>Exposure to coronavirus will travelling to and from school and within wider social groupings (outside school).  (Predominantly applicable to secondary pupils)</p>	Pupils and staff	Serious	<p>Pupil travel arrangements have been taken into consideration in our plans for opening as follows:</p> <ul style="list-style-type: none"> <li>• We will encourage pupils to walk or cycle to school where possible.</li> <li>• Reviewed numbers of pupils travelling at different times of the day and have adjusted timings of sessions to avoid peak times on public transport to reduce the likelihood of pupils mixing with each other and coming</li> </ul>		

				<p>into contact with other people on the journey to and from school</p> <p>We have provided clear messages to pupils about minimising the use of public transport and how to reduce the risks of transmission outside of school.</p> <p>We have also discussed with pupils the potential for coronavirus to spread when they socialise in groups outside school and have reminded them of the importance of following social distancing guidance in the wider community.</p>		
Staff transport to and from work	Potential for increased exposure to coronavirus (and potential for introduction into the school) through use of public transport at peak times.	All staff	Serious	Where staff would normally use public transport to travel to work, we will discuss options to alleviate this eg: provision of parking or parking permits, or facilities such as secure cycle storage to support people to walk, run or cycle to work where possible.		
	Risk of exposure to coronavirus whilst using school vehicles.	Pupils and staff	Serious	<p>School vehicles will be used for essential purposes only.</p> <p>Passenger numbers to be reduced to allow for social distancing</p> <p>Where possible consistent allocation of driver, escort and passengers to vehicle.</p> <p>Hard surfaces eg: steering wheel, handbrake other controls, door handle, seatbelts etc to be cleaned after use.</p>		

				<p>Vehicle users to wash hand before entering the vehicle. Sanitiser and wipes available for use within the vehicle.</p> <p>School safeguarding procedures to be followed re1:1 transport in school vehicles.</p>		
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1: G School workforce						
Staff wellbeing	Staff anxiety re: returning to work and potential exposure to the virus.	All staff	Serious	<p>Individual discussions have been/are held with staff to identify concerns/ barriers re: returning to work. (NB: recognising that some could be experiencing bereavement, mental health issues, etc.).</p> <p>We have signposted to relevant counselling services. Including the <a href="#">Education Support Partnership which</a> provides a free helpline for school staff and targeted support for mental health and wellbeing.</p> <p>HR advice is available if required.</p> <p>We are working with the trade unions. <a href="https://www.hse.gov.uk/news/assets/docs/talking-with-your-workers.pdf">https://www.hse.gov.uk/news/assets/docs/talking-with-your-workers.pdf</a></p> <p><b>NB: Retain for future reference with this risk assessment as an appendix.</b></p>		
Staff who may be at increased risk from coronavirus.	Staff anxiety Potential for staff to suffer serious illness if they contract coronavirus.	Staff in at risk group	Seriously potentially fatal	<p>We recognise that some people with particular characteristics may be at comparatively increased risk from coronavirus (COVID-19), as set out in the <a href="#">COVID-19: review of disparities in risks and outcomes report</a>.</p> <p>We will remain alert to the findings of this research and respond to any changes in guidance accordingly.</p>		

				<p>If people with significant risk factors are concerned, we will discuss their concerns and explain the measures the school is putting in place to reduce risks.</p> <p>Where practically possible we will accommodate additional measures to support staff where appropriate.</p> <p>We have followed guidance from our employer re: the completion of an Equalities Impact Assessment in relation to the development of this risk assessment.</p> <p>OR</p> <p>We are having developed this risk assessment with reference to our Equalities Policies and Procedures to ensure that those affected by the control measures in this risk assessment are not unlawfully discriminated against.</p> <p>We note that people who live with those who have comparatively increased risk from coronavirus (COVID-19) can attend the workplace.</p>	
Staff training	Staff are not aware or do not understand the requirements for working safely.	All staff	Serious	<p>In preparation for a full return on 1 September 2020 training and written instruction has been provided re: operating procedures outlined in this risk assessment to all staff. This includes:</p> <ul style="list-style-type: none"> <li>• What to do if they suspect that they or a member of their household has coronavirus (including testing arrangements)</li> <li>• Day to day organisations and procedures including arrangements for cleaning, staff welfare facilities, travel to work</li> <li>• The importance of keeping teaching groups separate during the day</li> <li>• Arrangements for breaktimes and lunchtimes</li> </ul>	

				<ul style="list-style-type: none"> <li>• Safeguarding including the continued importance of all staff acting immediately on any safeguarding concerns and any updates to school procedures re: recording concerns, contacting DSL (or Deputy).</li> <li>• Procedures to follow if they suspect that a child in their group is displaying coronavirus symptoms</li> <li>• Changes to school behaviour policies</li> <li>• Curriculum adaptations required re: social distancing</li> <li>• Site security and fire safety including evacuation and lockdown procedures.</li> <li>• Use of PPE (where applicable).</li> </ul>	
Individual staff requirements	Concerns from staff in identified work groups	Clinically extremely vulnerable (Shielding)	Fatal/Major	<p>We note that individuals who were considered to be clinically extremely vulnerable and received a letter advising them to shield are now advised that they can return to work from 1 August as long as they maintain social distancing.</p> <p>We will be flexible in how those members of staff are deployed to enable them to work remotely where possible or in roles in school where it is possible to maintain social distancing.</p>	
				<p>We note that individuals who were considered to be clinically extremely vulnerable and received a letter advising them to shield are now advised that they can return to work from 1 August as long as they maintain social distancing.</p>	

				<p>May attend work but should follow advice <a href="https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing">https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing</a></p> <p>An individual risk assessment will be carried out for new and expectant mothers; exposure to coronavirus should be included as a potential hazard.</p> <p>We note that The Royal College of Obstetrics and Gynaecology (RCOG) has published <a href="#">occupational health advice for employers and pregnant women</a>. This document includes advice for women from 28 weeks gestation or with underlying health conditions who may be at greater risk. Government advice is that employers and pregnant women should follow this advice and to continue to monitor for future updates to it.</p>		
		Clinically vulnerable including pregnant women	Serious	<p>May attend work but should follow advice <a href="https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing#clinically-vulnerable-people">https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing#clinically-vulnerable-people</a></p> <p>(NB an individual risk assessment must be carried out for new and expectant mothers; exposure to coronavirus should be included as a potential hazard).</p> <p><b>We note that The Royal College of Obstetrics and Gynaecology (RCOG) has published <a href="#">occupational health advice for employers and pregnant women</a>. This document includes advice for women from 28 weeks gestation or with underlying health conditions who may be at greater risk. Government advice is that employers and pregnant women should follow this advice and to continue to monitor for future updates to it.</b></p>		
Use of supply teachers and other temporary or peripatetic staff	Potential for the introduction of coronavirus into the school	Pupils Staff	Serious	<p>We note that it is permissible for supply staff and other temporary works to move between schools.</p> <p>We will ensure that such staff follow our control measures for the prevention of coronavirus and advise them to take particular care in minimising contact with pupils as far as is practicable.</p>		

				Where possible we will endeavour to engage staff on a consistent basis.	
Use of volunteers	Potential for the introduction of coronavirus into the school	Pupils Staff	Serious	Volunteers may be used to support the work of the school, as would usually be the case.  All volunteers will be expected to follow our control measures to reduce the spread of coronavirus. Mixing of volunteers across groups will be kept to a minimum, and they should remain 2 metres from pupils and staff where possible.	

1:H Pupil wellbeing					
Management of expectations within the school community	Anxiety within school community re: prevalence and effectiveness of infection control and social distancing measures.	All members of the school community	Serious	Our communication with parents and pupils prior to our return in September will include information about: <ul style="list-style-type: none"> <li>• Arrival and departure from school and arrangements for parents to access the site</li> <li>• Arrangements for infection control</li> <li>• Pupil groupings</li> <li>• What school day will look like</li> <li>• Expectations for attendance</li> <li>• Expectations for the wearing of school uniform (government guidance is that this should be worn as usual).</li> <li>• The avoidance of travel to school via public transport at peak times and measures the school are taking to work with parents to alleviate this</li> <li>• Expectations re: any new behaviour systems that we have put in place to support our work in infection control and social distancing</li> </ul>	

				<ul style="list-style-type: none"> <li>What will happen if there is a case of coronavirus at the school.</li> </ul> <p>We are using this as an opportunity to ensure that pupils' emergency contact details are up to date.</p> <p>Government guidance for parents is available at:  <b>Updated link to be inserted when available (see below)</b></p>		
Pupil wellbeing	Changing family circumstances likely to have an adverse effect of pupil's ability to reengage with school	Pupils and staff	Serious	<p><a href="https://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-in-the-autumn-term">https://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-in-the-autumn-term</a></p> <p>Contact with families has been made by school staff to ensure that they are aware of any potential issues and that relevant support is made available.</p> <p>Staff responsible for pupil groups have been briefed in advance and made aware of any existing support plans/ risk assessments etc, for individual pupils. Plans will be reviewed before the start of term 1 to ensure that pupil's needs are met.</p>		
	Ineffective reintegration of young/vulnerable pupils who have not been attending school for a number of weeks causes anxiety and	Pupils and staff	Serious	<p>As parents will not be able to stay with their children to support their reintegration, we will discuss arrangements on an individual basis where we anticipate difficulties in this area.</p> <p>We will ensure that we have a contact number for the parent so that we can call to ask them to collect their child or provide reassurance to the parent if required.</p>		

	distress for parents and pupils					
	Inadequate understanding or enforcement of pupil behaviour expectations.	Pupils and staff	Serious	<p>The school Behaviour Policy has been updated to include expectations re: arrangements for social distancing and movement around school; hygiene rules.</p> <p>Consistent methods of communication ensure that staff, pupils and parents are aware of these.</p>		
Individual pupil medical requirements	Pupils (or their family members) in identified groups.	Extremely clinically vulnerable pupils (shielded)	Fatal/ Major	<p>These pupils may return to school on 1 September 2020. However, if local infection rates rise, they could be advised to shield again.</p> <p>We note that where pupils are no longer required to shield but generally remain under the care of a specialist health professional may need to discuss their care with their health professional before returning to school (usually at their next planned clinical appointment). See: <a href="https://www.rcpch.ac.uk/resources/covid-19-shielding-guidance-children-young-people">https://www.rcpch.ac.uk/resources/covid-19-shielding-guidance-children-young-people</a></p> <p>Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, we will offer them access to remote education.</p> <p>Where children are not able to attend school as parents are following clinical and/or public health advice, absence will not be penalised.</p>		
		Clinically vulnerable pupils	Serious	These pupils should attend school		

		Pupils living in a household with a person who is extremely clinically vulnerable.	Serious	These pupils should attend school		
		Those living in a household with a person who is clinically vulnerable. (Including pregnant)	Serious	These pupils should attend school		

**1: I Provision of first aid and the administration of medication**

Provision of first aid		Pupils and staff	Serious	<p>Qualified first aiders are available as required (see below re: EYFS requirements).</p> <p>Where reasonably practicable we will ensure that opportunities for pupils to mix with pupils who are not in their group are limited during the administration of first aid/</p> <p>Normal hygiene precautions (handwashing and use of gloves) are taken when administering first aid.</p>		
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				See below re: use of PPE and working in close proximity to an injured person.		
Provision for first aid in the EYFS	Inadequate first aid treatment exacerbates injury or pre-existing conditions.	EYFS pupils	Serious	<p>EYFS requirements: A Paediatric trained first aider is present when EYFS pupils are on site. We note that Gov't stated that from 24 April 2020 this remains the case where children aged 0-24 months are on site.</p> <p>We also note the requirement is modified where children aged 2-5 are on site (with no children under 24 months) to a 'best endeavours duty' to have someone with a full PFA certificate on site. If we cannot meet the steps set out in the guidance at:  <a href="https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stage-coronavirus-disapplications">https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stage-coronavirus-disapplications</a></p> <p>we will carry out a written risk assessment (content specified in link above) and ensure that someone with a current First Aid at Work (3 day) or emergency PFA certificate is on site at all times.</p> <p>We note and have actioned where necessary that <del>the validity of certificates expiring on or after 16 March 2020 can be extended by up to three months. We are actively pursuing relevant training to ensure that all requalification for these certificates is completed before the published deadline of 30 September 2020.</del></p> <p><b>If PFA certificate requalification training is prevented for reasons associated directly with coronavirus (COVID-19), or by complying with related government advice, the validity of current certificates can be extended to 25</b></p>		

				<p><b>November 2020 at the latest. This applies to certificates which expired on or after 16 March 2020.</b></p> <p><b>If asked to do so, we will be able to explain why the first aider hasn't been able to requalify and demonstrate what steps have taken to access the training.</b></p> <p><b>(NB: Employers or certificate holders must do their best to arrange requalification training at the earliest opportunity. The <u>EYFS: coronavirus disapplication</u> guidance will be updated shortly to reflect the recent extension of the validity of PFA certificates.)</b></p>		
Administration of medication	Illness or injury to those who are unable to access their medication	Pupils and staff	Fatal/ major	<p>School procedures for the administration of prescription and controlled medication will continue to apply.</p> <p>Parents have been advised that they must return any required medication to school; we will check that medication that has remained in school is still in date. Parents have been advised where this is not the case.</p> <p>Staff will wear PPE whilst administering medication if it is not possible to maintain 2m social distancing.</p> <p>Pupils/ students with allergies and/or those requiring medication (including asthma inhalers) will be known to all staff and their requirements identified on class lists for each teaching group.</p>		

				<p>EHC Plans or other relevant Healthcare Plans to be shared with staff responsible for each teaching group.</p> <p>Adrenaline Auto-injectors (AAI) and asthma inhalers to be easily accessible and their whereabouts known by staff and pupils. Pupils requiring these will be placed in a group with a member of staff who has had the relevant training to administer the AAI and recognise the signs of an allergic reaction/asthma attack.</p> <p>They accept that in an emergency the importance of immediate action to save life takes precedence over social distancing.</p> <p>We will provide refresher training for all staff re: the requirements for individual children with known allergies and ensure that those supervising groups of children at lunchtime are aware of the importance of avoiding cross contamination.</p> <p>Tables will be cleaned after lunch, rubbish disposed of and bin emptied to avoid allergens remaining in the classroom for longer than necessary</p> <p>(NB - Comment from colleague)</p> <p>“The prevalence of allergens such as egg and dairy will be much higher in classroom – some schools are insisting that pupils have a school packed lunch – this won’t work for allergic children and the offering seems to be egg mayo, cheese, tuna – all understandable; schools should consider the offering in light of the allergic children they have in their school. The issue around this is that</p>		
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				there is change and the risks need to be considered in light of that change.”		
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1: J Premises						
Preparation of school building	Failure to complete compliance checks renders the building unfit for use.	All premises occupants	Serious	<p>We will ensure that all outlets have been flushed before resuming normal operation. Following this, we have commissioned a water treatment specialist to test the system, which we anticipate will present no problems. If it does, they will chlorinate and flush the complete system for all hot and cold-water systems (including drinking water) and certify the water system is safe before the buildings are reoccupied. Allow sufficient time for this activity, approx. 1 week before opening if possible.</p> <p>All systems have been recommissioned before re-opening, as would normally be done after a long holiday period. This includes gas, heating, water supply, mechanical and electrical systems, and catering equipment.</p> <p>Our fire safety systems have been checked including and making sure:</p> <ul style="list-style-type: none"> <li>• all fire doors are operational</li> <li>• the fire alarm system and emergency lights are operational</li> </ul> <p>All areas and surfaces have been cleaned and disinfected prior to reopening and if necessary,</p>		

				<p>pest control deployed for insect infestations, particularly in the kitchen and/or food preparation areas. The kitchen has been deep cleaned too prior to reopening and before food preparation resumes.</p> <p>See:  <a href="https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak?utm_source=c51bac38-4a28-4136-b096-4d23f07da6f4&amp;utm_medium=email&amp;utm_campaign=govuk-notifications&amp;utm_content=daily">https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak?utm_source=c51bac38-4a28-4136-b096-4d23f07da6f4&amp;utm_medium=email&amp;utm_campaign=govuk-notifications&amp;utm_content=daily</a></p>		
Ventilation (Open windows and doors are recommended as a means of improving air circulation within the building)	Falls from height (open windows)	All premises occupants	Serious	<p>Whilst taking into consideration the necessity to increase ventilation by improving air circulation within the building we have advised staff that window opening restrictors must not be removed.</p>		
	Use of air conditioning accelerates the spread of coronavirus	All premises occupants	Serious	<p>We have taken advice from our contractors re: the suitability of our air conditioning system for use at this time and taken the following action:</p>		
	Additional doors and windows are left open compromising site security/fire safety.	All premises occupants	Serious	<p>We have reviewed our site and identified doors that could remain open without compromising fire safety/ and or security.</p> <p>Here, for high risk areas such as kitchens and boiler rooms fire doors will be kept in the closed position. Lower risk rooms such as classrooms and offices may be propped open with removeable things - a weight or wedge - if there are people</p>		

				<p>present who will be tasked with removing it if the alarm goes off and at the end of the day.</p> <p>Door guards etc, will continue to be used to improve circulation in the building (and also reduce the need for touching the door handles).</p>		
Emergency Evacuation and lockdown	Failure to follow procedures leads to injury or loss of life.	Pupils and staff	Serious	<p>Measures necessary for additional ventilation of the building have been and will be assessed and will not compromise fire safety or site security arrangements.</p> <p>We have briefed staff who are aware of the measures to take in the event of an emergency evacuation or lockdown. Registers for different groups will be required.</p> <p>Safe evacuation/ lockdown takes priority over the maintenance of social distancing arrangements temporarily.</p>		
<b>Lettings</b>	<b>School control measures re: cleaning, social distancing etc are compromised leading to increased risk of infection, expense and possible reputational damage.</b>	<b>Pupils Staff Wider community</b>	<b>Serious</b>	<b>Our buildings are not let after school hours.</b>		

**1: K Curriculum delivery: Music and PE**

<p>Curriculum delivery: Music</p>	<p>Increased likelihood of infection from coronavirus from playing musical instruments and singing.</p>	<p>Pupils and staff</p>	<p>Serious</p>	<p><b>Singing, wind and brass instrument playing can be undertaken in line with this and other guidance, in particular guidance provided by the DCMS for professionals and non-professionals, available at <a href="#">working safely during coronavirus (COVID-19): performing arts</a>.</b></p> <p><b>We will mitigate the potential aggregate risk of aerosol transmission by:</b></p> <ul style="list-style-type: none"> <li>• Playing instruments and singing outdoors where possible. If indoors limiting numbers where necessary to take account of space.</li> <li>• If indoors using a room with as much space as possible eg: large room with high ceiling. Limiting numbers to take into account ventilation and the ability to social distance.</li> <li>• Singing, wind and brass playing will not take place in larger groups such as choirs and ensembles or assemblies unless significant space, natural airflow (at least 10l/s/person for all present including audiences) and strict social distancing is in place.</li> <li>• In smaller groups where activities can take place strict social distancing between each singer and player and between singers and players and any other persons eg: conductors or accompanists. Current guidance is that if the activity is fact to face</li> </ul>
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				<p>and without mitigating actions 2m is appropriate.</p> <ul style="list-style-type: none"> <li>• Pupils should be positioned back to back or side to side when playing or singing (rather than face to face) whenever possible. Position wind and brass players so that the air from their instrument does not blow into another player.</li> <li>• Microphones will be used where possible or singing to be carried out quietly</li> </ul> <p>When handling instruments:</p> <ul style="list-style-type: none"> <li>• <b>Increased handwashing is required before and after handling equipment particularly if it is being used by more than one person.</b></li> <li>• <b>Sharing equipment will be avoided. Any shared equipment including cases, props, chairs and microphones must be disinfected regularly and always between users.</b></li> <li>• <b>Instruments should be cleaned by the pupils playing them where possible.</b></li> <li>• <b>Handling of music, parts and scripts to be limited to individual using them only. Pick up and drop off points to be set up</b></li> </ul>		
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				<b>rather than passing equipment etc hand to hand.</b>		
<b>Curriculum delivery: Drama and dance</b>	<b>Increased likelihood of infection from coronavirus</b>	<b>Pupils Staff</b>	<b>Serious</b>	<p><b>In addition to the adherence to agreed pupil groupings particular care will be taken to maintain social distancing.</b></p> <p><b>Staff will not physically correct pupils.</b></p> <p><b>Lessons will be devised that do not incorporate opportunities for contact between pupils</b></p> <p><b>Background or accompanying music will be kept at levels that do not encourage teachers or other performers to raise their voices unduly.</b></p> <p><b>Microphones will be used to reduce the need for shouting/ raised voices. If it is necessary to share these they will be cleaned between use by individuals.</b></p>		
<b>Curriculum delivery: Physical Education</b>	<b>Increased likelihood of infection from coronavirus</b>	<b>Pupils and staff</b>	<b>Serious</b>	<p><b>Pupils will be kept in consistent groups (Bubbles), sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided.</b></p> <p><b>Outdoor sports should 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. This is particularly important in a sports setting because of the way in which people breathe during exercise. External facilities can also be</b></p>		

				<p>used in line with government guidance for the use of, and travel to and from, those facilities.</p> <p><b>Sports whose national governing bodies have developed guidance under the principles of the government's guidance on team sport and been approved by the government are permitted. Schools must only provide team sports on the list available at <a href="#">return to recreational team sport framework</a>.</b></p> <p>Schools should refer to the following advice:</p> <ul style="list-style-type: none"><li>• <a href="#">guidance on the phased return of sport and recreation</a> and guidance from <a href="#">Sport England</a> for grassroot sport</li><li>• advice from organisations such as the <a href="#">Association for Physical Education</a> and the <a href="#">Youth Sport Trust</a></li><li>• guidance from Swim England on school swimming and water safety lessons available at <a href="#">returning to pools guidance documents</a></li></ul> <p>Schools are able to work with external coaches, clubs and organisations for curricular and extra-curricular activities where they are satisfied that this is safe to do so. Schools should consider carefully how such arrangements can operate within their wider protective measures.</p>		
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<b>1: L Social distancing in the wider school environment</b>						
<b>The rationale for our approach is set out in a separate operating procedure which will be retained for reference with this risk assessment.</b>						
Arrival and departure from school	Exposure to infection from inadequate social distancing	Pupils and staff	Serious	We will review start/ finish times to keep groups of pupils apart as they arrive and finish school. This will not involve the loss of teaching time		
Circulation within the building	Exposure to infection from inadequate social distancing	Pupils and staff	Serious	<p>Circulation routes around the school have been reviewed. Where possible there are one-way circulation routes in corridors and stairways. Pupil numbers are low and where cross over in corridor spaces take place</p> <p>Arrangements are in place to stagger breaktimes and lunchtimes to reduce numbers accessing circulation routes.</p>		
Lunchtimes	Exposure to infection from inadequate social distancing during preparation and serving of food (catering staff)	Pupils and staff	Serious	<p>Liaison with catering contractors is in place.</p> <p>Our own catering staff arrangements for social distancing have been implemented.</p>		
	Payment for food (secondary)	Pupils and staff		Finger recognition systems for meal payment will be cleaned between each pupil's use.		

	Exposure to infection from inadequate social distancing: Collection of food by pupils and eating arrangements	Pupils and staff	Serious	<p>Pupils will enter the lunch area in their existing groups.</p> <p>Groups to be kept apart as far as possible.</p> <p>We have addressed the potential for eating in classrooms and will use/use this option if necessary, as long as suitable levels of supervision can be achieved and cleaning is carried out before and after the consumption of food.</p>		
Breaktimes	Exposure to infection from inadequate social distancing: breaktimes	Pupils and staff	Serious	<p>Outside areas can be shared but pupils will remain in their distinct groups. Different groups of pupils must not play sports or games together.</p> <p>Outdoor equipment will be cleaned regularly. Multiple groups of children will not use it simultaneously.</p>		
Public performances	Exposure to infection from inadequate social distancing.	<p>Pupils</p> <p>Staff</p> <p>Wider community</p>	Serious	<p>If planning an indoor or outdoor face-to-face performance in front of a live audience, we will follow the latest advice in the DCMS performing <u>arts guidance</u>, implementing events in the lowest risk order as described. If planning an outdoor performance we will also give particular consideration to the guidance on <u>delivering outdoor events</u>.</p>		
Residential settings	Exposure to infection from inadequate social distancing	Pupils and staff	Serious	N/A to Lansdown		

Educational visits	Exposure to infection from inadequate social distancing etc	Pupils and staff	Serious	<p>We note government guidance advises against domestic (UK) overnight and overseas educational visits at this stage see <u><a href="#">coronavirus: travel guidance for educational settings</a></u>.</p> <p>In line with government guidance we will consider the reintroduction of non-overnight domestic educational visits. These trips will include any trips for pupils with SEND connected with their preparation for adulthood (for example, workplace visits, travel training etc.).</p> <p>Our risk assessment for carrying out these visits will be carried out in line with protective measures, such as keeping children within their consistent group, and the COVID-secure measures in place at the destination and wider advice on visiting indoor and outdoor venues.</p> <p>We will also make use of outdoor spaces in the local area to support delivery of the curriculum if this can be carried out in line with the implementation of the protective measures outlined in this risk assessment.</p> <p>(See <u><a href="https://oeapng.info/downloads/download-info/4-4k-coronavirus/">https://oeapng.info/downloads/download-info/4-4k-coronavirus/</a></u> )</p>		
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<b>1:M Social distancing: Offices and shared staff areas</b>					
School Reception areas	Exposure to infection from inadequate social distancing: visitors to school.	Pupils and staff	Serious	<p>Any visitors to site are to be by appointment only. Parents have been advised that they should call the office rather than coming into school.</p> <p>Door entry systems to be adjusted so that visitors cannot enter the reception area where there is not a physical barrier between office staff and visitors.</p> <p>Signage has been erected to advise visitors of social distancing protocols.</p> <p>Consultations with parents/ outside agencies etc, to take place over the phone/ video conferencing where feasible. If this is not possible 2m social distancing will be observed in any consultation room and the room cleaned after use.</p> <p>Payments to be online/ contactless where possible. Office staff to wear gloves when handling cash.</p> <p>Hand sanitiser will be provided to all persons entering premises with signage to explain control measures etc.</p>	
	Exposure to infection from deliveries arriving at the school.	Staff	Serious	<p>Clear guidance for delivery drivers to be placed at the school entrance to include advising the school reception by phone of their arrival.</p> <p>School staff will advise the delivery driver of a safe space to leave the goods and must not come into contact with the driver.</p> <p>Where it is not feasible to quarantine deliveries staff must wash their hands after unpacking items and dealing with waste packaging.</p>	

	Violence and aggression towards school staff causes injury and distress	Pupils and staff	Serious	<p>We will maintain transparency and regular contact with all members of the school community.</p> <p>Regular briefings/updates for all staff so that they are aware of school response to the COVID 19 virus and can communicate consistently to those who ask.</p> <p>Readiness to deploy the range of behaviour remedies if behaviour becomes unacceptable from warning to full banning from site/sect 547 warnings/action.</p>		
Other work areas	Exposure to infection from inadequate social distancing: other work areas	Staff	Serious	<p>We are continuing the opportunity for working from home for PPA time/ office staff where work does not involve direct contact with pupils, etc.</p> <p>Staff meetings will be held remotely; if this is not possible 2m social distancing guidance will be followed.</p> <p>Furniture reconfigured in staff areas to allow 2m distancing; screens between office workers etc, has been implemented.</p> <p>All areas are cleaned regularly, a dishwasher is available for cleaning crockery, utensils etc. No tea towels or hand towels are to be used.</p> <p>ICT equipment should not be shared. If this is not possible keyboards and work areas must be cleaned between use.</p>		
Contractors working on the premises.	Exposure to infection from inadequate social distancing/ hygiene arrangements	All	Serious	<p>All contractors working on the premises will be required to follow control measures listed for visitors above. Where possible they will be required to visit after school hours.</p>		

				For areas where there are larger scale building projects in place, contractors will remain entirely separate from the school community.		
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1:N Afterschool and breakfast clubs						
Afterschool and Breakfast Clubs	Arrangements for infection control, social distancing etc are not practised at Breakfast and Afterschool Club thus increasing the risk of infection within the school community.	All members of the school community	Serious	<p><del>We will consider how this provision will work alongside our wider protective measures, including keeping children within their year groups or bubbles where possible. If it is not possible to maintain bubbles being used during the school day then we will use small, consistent groups.</del></p> <p>Guidance for September 2020 may be found as follows:</p> <p><a href="https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak/protective-measures-for-out-of-school-settings-during-the-coronavirus-covid-19-outbreak">https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak/protective-measures-for-out-of-school-settings-during-the-coronavirus-covid-19-outbreak</a></p> <p><u>Where school is the provider:</u></p> <p>Control measures re: hygiene, cleaning etc set out above will be followed. Children will remain in their year group or bubbles where possible. Otherwise we will group children in small consistent groups. . We will retain records of attendance and groupings.</p>		

				<p>Multiple groups may use the same space with distancing between the groups. Here other protective measures set out within this risk assessment will be in place</p> <p><u>If an external provider is used on school premises:</u></p> <p>We will liaise with the external provider to ensure that they are aware of the control measures set out in our risk assessment and guidance above. We will support them in matching or exceeding the expectations set out within it.</p> <p>We will share information re; grouping our grouping of pupils so that these are maintained where possible.</p> <p>As with physical activity during the school day, contact sports should not take place.</p>		
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## Part 2: Maintaining educational provision in the event of a local outbreak

Maintaining contact with pupils staying at home	Safeguarding concerns are not reported; pupil/ student is placed at risk.	All	Serious	<p>Concerns may become apparent during interaction in the community, online communication etc</p> <p>All school staff to be aware of arrangements in place for contact school DSL/ Deputies during the closure period.</p>		
	Enhanced risks to pupils re: online safety resulting from increased internet	Pupils	Serious	School to provide information to parents and pupils re: online safety. Including encouraging parents to set up age-appropriate parental controls and internet filters as		

	exposure; working remotely without access to support from peer group and school			<p>applicable. Also signposting to support available for reporting bullying and online abuse.</p> <p>School to make parents aware of sites they are asking their children to use and school staff their child will interact with.</p>		
	E-Safety. Inappropriate staff contact with pupils/ students	Pupils	Minor to Serious	<p>School E-Safety Policies continue to apply.</p> <p>Communication must only take place through school channels approved by the senior leadership team.</p> <p>Staff must not make informal arrangements to contact students using their own phones/ devices etc.</p>		
	<p>Injury or contamination of staff undertaking home visits.</p> <p>Vulnerable pupils/ students are 'missed' through lack of contact etc.</p>	Visiting staff	Serious	<p>Staff to follow government guidance on social distancing. Speak to families on the door step or through a window if they are self-isolating.</p> <p>Any home visit will be carried out by 2 members of staff subject to risk assessment associated with that home, location and family profile. School Lone Working Procedures to be followed (including the maintenance of a school contact during the visit).</p> <p>Where the family is self-isolating ask that the child comes to the window so that they can be seen by professionals.</p> <p>If phoning families we will speak to the child as well.</p>		

**PART 3: Arrangements for staff working from home during a local outbreak**

Use of display screen equipment eg: laptop, desktop etc.	Back/neck/wrist injury from poor posture and use of equipment over a prolonged period of time.	Staff working from home	Serious	<p>We follow guidance from HSE (March 2020) as follows:</p> <p>For those people who are working at home, the risks associated with DSE must be controlled. This includes doing home workstation assessments.</p>		
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				<p>However, there is no increased risk from DSE work for those working at home very temporarily.</p> <p>We have provided workers with advice on completing their own basic assessment at home using: <a href="http://www.hse.gov.uk/pubns/ck1.pdf">www.hse.gov.uk/pubns/ck1.pdf</a></p> <p>We advise staff that there are some simple steps to be taken to reduce the risks from display screen work:</p> <ul style="list-style-type: none"> <li>• breaking up long spells of DSE work with rest breaks (at least 5 minutes every hour) or changes in activity</li> <li>• avoiding awkward, static postures by regularly changing position</li> <li>• getting up and moving or doing stretching exercises</li> <li>• avoiding eye fatigue by changing focus or blinking from time to time.</li> </ul>		
Data protection	<p>Data breach exposes staff or students to risk of harm.</p> <p>Data breach is undetected.</p>	All	Serious	<p>All staff have received GDPR training and are aware of their responsibilities re: use and transfer of personal data.</p> <p>School Data Protection Policies and Procedures apply.</p> <p>Staff are aware of their responsibilities for reporting a data breach to relevant staff at school. Our DPO is involved if required.</p>		
Workplace stress exacerbated by social isolation.	<p>Depression</p> <p>Anxiety and other forms of mental illness</p>	Staff working from home	Serious	<p>Opportunities are in place for regular contact from line managers and colleagues. Albeit remotely via online methods.</p>		

### **Section 3 – ACTION PLAN**

#### Instructions for completion

1. Any item that has a risk rating of Red or Amber in section 2 above - the right-hand risk rating column needs to be addressed in this action plan. When you have completed this section, then decide and complete the box on page 2 that confirms when you will review this whole assessment. When you then review the assessment: 1. clear the review date box and 2. Move all the controls in the action plan section up into the main section to show they are now incorporated into what you do. *Now reassess and see if you can decrease the risk rating conclusions?*
2. When an item can be removed altogether (e.g. a dangerous staircase is removed) it can be deleted from section 2 but there must be a historic evidence trail (see point 4)
3. Some items are so high hazard that they will never be reduced to a risk rating lower than Medium – these must be kept in the action plan but can be marked as addressed and all being done that is reasonably practicable.
4. The original document and any changes to the Risk Assessment, over time, need to be documented for record-keeping purposes. This is especially relevant in the event of any legal claims.

What is the <b>Hazard</b> you need to Control? (high or amber from the risk rating column above)	What <b>Additional Precautions</b> do you need to either eliminate or reduce the risk to an acceptable level.	Who is <b>Responsible</b> for implementing these controls?	<b>When</b> are these controls to be implemented (Date)?	When <b>Were</b> these controls implemented (Date)?
<b>HIGH</b> item 1				
<b>HIGH</b> item 2				
<b>MEDIUM</b> item 1	-Enforce a strict hygiene regime for all people from entry to exit of site -Ensure all staff and pupils are regularly asked and checked for symptoms of the virus -Provide PPE for all people to wear (if they want too) and regularly change when on site. -We have identified all the reasonably practicable control measures	Head Teacher or delegated Lead on site	01/09/20	01/09/20

	available and will actively monitor.			
<b>MEDIUM item 2</b>	-Ensure all staff are briefed on maintaining and regulating a social distancing throughout the day -Ensure all cleaners are on site throughout the day to maintain highest cleanliness levels throughout the site all day. Followed by a deep clean at the end of each day. -We have identified all the reasonably practicable control measures available and will actively monitor.	Head Teacher or delegated Lead on site	01/09/20	01/09/20
<b>MEDIUM item 3</b>				

**References:** Describe what standards are being applied (such as HSE Approved code of practice or Design and technology association training course guidance etc.) other supporting material. This can of course include the MAT/Establishment's own policies and guidance. For major risk assessments notes of consultation or other discussion may also be useful.

1. .
2. .
3. .
4. .

**Information to Aid the completion of the Risk Assessment format**

**Table 1: Definitions**

<b>Potential Severity of Harm</b>	<b>Meaning of the harm description</b>	<b>Likelihood of Harm</b>	<b>Meaning of likelihood</b>
<b>Fatal/Major Injury</b>	Death, major injuries or ill health causing long term disability/absence from work.	<b>High (frequent)</b>	Occurs repeatedly/ to be expected.
<b>Serious Injury</b>	Injuries or ill health causing short-term disability/absences from work (over three days absence)	<b>Medium (possible)</b>	Moderate chance/could occur sometimes.
<b>Minor Injury</b>	Injuries or ill health causing no significant long-term effects and no significant absence from work.	<b>Low (unlikely)</b>	Not Likely to occur

**Table 2: Risk rating matrix: Potential severity of Harm + Likelihood of Harm = Risk rating**

	+ High (Likely)	+ Medium (Possible)	+ Low (Improbable)
Fatal/Major Injury	VERY HIGH Risk	HIGH Risk	MEDIUM Risk
Serious Injury	HIGH Risk	MEDIUM Risk	LOW Risk
Minor Injury	MEDIUM Risk	LOW Risk	No Significant Risk

**Table 3: Action required: Key to Ranking and what action to take.**

<b>VERY HIGH Risk</b>	<b>STOP ACTIVITY! Take action to reassess the work/activity and apply reduction hierarchy before proceeding.</b>
<b>HIGH Risk</b>	<b>Action MUST be taken as soon as possible to reduce the risks and before activity is allowed to continue.</b>
<b>MEDIUM Risk</b>	<b>Implement all additional precautions that are not unreasonably costly or troublesome and monitor the situation on an agreed frequency.</b>
<b>LOW Risk</b>	<b>Monitor and review your rolling programme.</b>

## Appendix A



### **Framework method statement for cleaning a room after a suspected coronavirus case**

#### **A room means a general purpose room or classroom**

\* Adapt to your local situation as needed. Ask us for advice if you wish.

#### 1.0 Background

There is currently a covid-19 disease pandemic. The UK is presently relaxing stringent lockdown rules that have restricted people moving around between premises. Many businesses and other organisations are re-opening to the public and their employees and service users.

#### 1.1 Status of pandemic

The disease is still present in the UK. The government issues televised bulletins each evening. Copies of the programme and slides are published on the government website the next day.

#### 1.2 Status of “our premises”

The building and grounds will be opened to users in a controlled way and as soon as possible. This method statement relates to the use of general rooms and classrooms. It describes the procedure for cleaning a room if there is a suspicion that a diseased person had inadvertently used the room.

ANY person who is aware they have symptoms of covid-19 or any other transmissible disease ( e.g. norovirus, mumps, chickenpox etc) should STAY AWAY.

## 2.0 Method statement: source of the specification

Public Health England published the following:

“Guidance **COVID-19: cleaning in non-healthcare settings**

Updated 15 May 2020”

Find it at: <https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings>

### 2.1 Confirmation/disconfirmation of a person being infected

The person who potentially has the disease will be asked to get tested and link with the government test and trace scheme. The person will also be asked to tell you of the result of the test, as soon as it is received.

We will keep, as far as possible, names and contact details for all people using the room (s), by group, to facilitate test and trace. We will do this in line with our data protection policy.

In any case the cleaning and disinfection procedure below will be followed.

### 2.2 Hygiene procedures by all users of the room in normal use

All users of the room(s) are expected to wipe down surfaces and things like door handles regardless of any people present being suspected of being infected by Covid-19. Covid-19 is NOT the only infectious disease circulating and so good hygiene is important at all times.

Windows will be open to allow for good ventilation.

Users should follow social distancing rules.

Before entering the room(s) users should wash their hands thoroughly. Where not possible a hand sanitising liquid or gel will be used.

2.3 Action if a person is suspected of showing symptoms of covid-19 and has used the room.

The person will be isolated or go out of the nearest door to outside the building and be asked to go home unless they are visibly ill and need collecting. Then advice is needed from NHS 111 or Public Health England. If they go home they should book a test for covid-19. Should their symptoms worsen and become severe then they need to speak to a medical advisor via NHS 111 so they may triage their situation.

We will remember that the person may be suffering from a condition **other** than covid-19 and so if necessary we/they may need to ring 999.

Whilst the person remains on site in an isolation room, anyone entering the isolation room for care and communication purposes will put on and take off personal protective equipment we supply carefully, following best practice guidelines and disposing of it safely.

**Cleaning and disinfection will then follow the guidance from Public Health England.**

(i)The/Our cleaner will put on and take off personal protective equipment of gloves, apron and eye protection to protect them against splashes of cleaning chemicals and any virus. We will also follow the DS recommendation of including a mask too, in all circumstances. (Public Health England advises a mask for situations where there are bodily fluids (from coughing and so on) present, but we take the attitude it is easier to just use them all the time.) Again disposal will be carefully done to best practice guidelines.

(i)(a) For advice on put on and taking off PPE (gloves, apron, mask etc) we suggest viewing:

<https://www.bing.com/videos/search?q=PHE+covid+ppe+social+care+youtube&docid=608020231855868647&mid=8B4977AEA2280A8B02E28B4977AEA2280A8B02E2&view=detail&FORM=VIRE>

And there are posters at:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/877658/Quick guide to donning doffing standard PPE health and social care poster .pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/877658/Quick_guide_to_donning_doffing_standard_PPE_health_and_social_care_poster_.pdf)

<https://www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-non-aerosol-generating-procedures>

(ii) Using the approved cleaning materials\* namely our chosen proprietary brand **Screen Powerful Disinfectant** (such as a detergent containing chlorine that meets the PHE guidance) the cleaner will use disposable tissues or cloths to clean all surfaces likely to have been touched or in contact with the person.

(iii) Furniture and fittings will be dealt with in a similar way. The exception is for equipment which may be damaged by bleach or water when **Screen Powerful Disinfectant** (an alcohol based cleaner) will be a substitute. We will use steam cleaning for some furniture but will not use it, for obvious reasons, on electrical equipment or sensitive items. We will seek advice from the manufacturer of the item if this information is not already known.

(iv) Electrical equipment will not be wet washed due to the risk of electrocution or fire or damage to the equipment. We will use alcohol "dry wipes" or an equivalent, while avoiding any penetration of fluids into the equipment. Electrically powered equipment will always be disconnected from the mains supply before it is cleaned.

(v) The floor will be cleaned with the approved cleaner (using the version for floors if there is an option); Doors and wall surfaces, to ceiling height, will also be cleaned using suitable janitorial equipment and disposable cloths.

(vi) Warning signs for a wet floor on the doors to the room will be positioned/displayed.

(vii) A sign will be positioned to say when the room will be dry and can be used again.

(viii) Personal protective equipment will be removed in the approved manner. (See separate guidance).

(ixi) Used tissues and other disposable cleaning items, including personal protective items, will be put in a bin bag and then double-bagged by putting it in another bag and then setting aside in the secure waste store area with a label on when it can be disposed of. The date will be 3 days from the date of bagging. (Note: if the cleaning items have been used with the disinfectant then any virus on them should be destroyed anyway.)

(x) We will record the cleaning done in the premises logbook/or equivalent, as per our procedure.

(xi) Where necessary/appropriate we will Email any room hirers and confirm cleaning, disinfection and when the room will be available again.

\* We note that steam cleaning is an alternative method in some cases. This requires additional safety procedures since it uses pressurised hot water and steam. We recognise that we will need to have available the safety information for any chemicals used and where necessary record a Control of Substances Hazardous to Health risk assessment, COSHH. This will be part of the overall cleaning risk assessment. Chemicals will at all times be out of reach and/or secured from children and other vulnerable people.

Version 3.0 ( General framework) 7th June 2020 by MH after LW

Produced by the Risk, Property and Facilities Director, Delegated Services,

(RP&F D), as Competent Person

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Delegated Services is a not for profit, community interest company providing affordable, expert and comprehensive support services, in partnership with schools and community organisations.

For more information visit: [www.delegatedservices.org](http://www.delegatedservices.org)

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## Appendix B

### Hand Sanitiser Guidance

#### How to use an alcohol-based hand sanitiser:

1. Apply enough of the product to the palm of your **hand** to wet your **hands** completely.
2. Rub your **hands** together, covering all surfaces, for up to 25 seconds or until they're dry.
3. If your **hands** are visibly dirty, however, wash **with** soap and water.

### Hand Sanitiser Data Sheet

Please refer to the attached document “**Safety Data Sheet Alcohol Gel Hand Rub 260820**”.

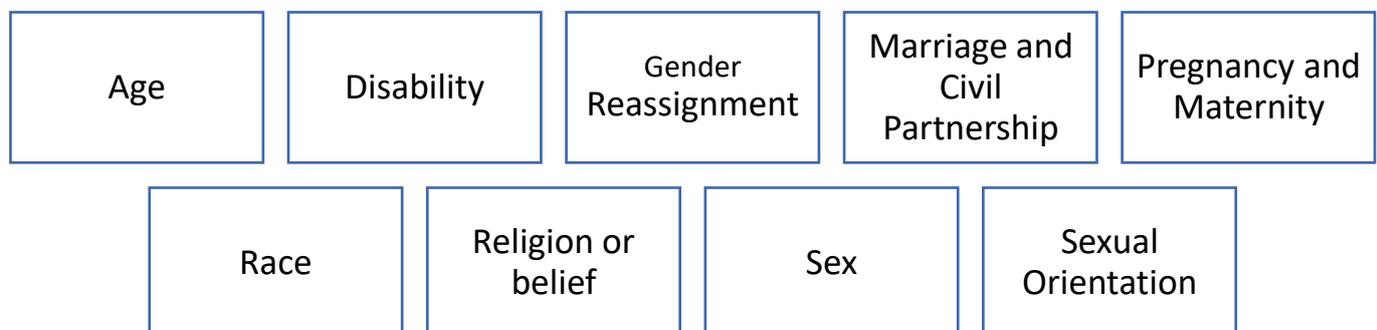
## Appendix C

Please refer to the attached document “**Talking with your workers about preventing coronavirus**”.

## Appendix D- Equality Impact Assessments and the Law

**The Equality Act 2010** legally protects people from discrimination in the workplace and in wider society.

The Act protects people on the basis of nine ‘**protected characteristics**’. These are:



The **Public Sector Equality Duty** means that public bodies have to consider all individuals when carrying out their day-to-day work – in shaping policy, in delivering services and in relation to their own employees.



It requires that public bodies have 'due regard' to the need to:

- eliminate discrimination
- advance equality of opportunity
- foster good relations between different people when carrying out their activities

**Equality Impact Assessments** are the main way that we pay, and demonstrate, 'due regard' to the Public Sector Equality Duty in our decision-making.

**Case law** outlines what paying 'due regard' looks like in practice for public bodies, and these are the principles that should be considered when doing Equality Impact Assessments.

The general principles of due regard were set in the case *Brown v. Secretary of State for Work and Pensions* (2008). This can be found over the page. The courts have said that even where the context of decision-making is financial resources in a tight budget, that does not excuse non-compliance with the duty and 'indeed there is much to be said that in straitened times the need for clear well-informed decision making when assessing the impacts on less advantaged members of society is as great, if not greater.'

## Appendix E

### Bristol City Council Equality Impact Assessment Form

(Please refer to the Equality Impact Assessment guidance when completing this form)

<b>Name of proposal</b>	<b>Draft Model Risk Assessment for Schools Re-Opening after Covid-19 Closure</b>
<b>Directorate and Service Area</b>	People , Education Services
<b>Name of Lead Officer</b>	Christina Czarkowski Crouch

#### Step 1: What is the proposal?

Please explain your proposal in Plain English, avoiding acronyms and jargon. This section should explain how the proposal will impact service users, staff and/or the wider community.

### 1.1 What is the proposal?

The model risk assessment for School Re-Opening, has been prepared to assist Schools negotiate the various Public Health England guidance in relation to the risks associated with the COVID 19 virus. The assessment has been prepared to help Schools instigate suitable control measures to help protect the School's Staff / Pupils and Visitors.

### Step 2: What information do we have?

Decisions must be evidence-based, and involve people with protected characteristics that could be affected. Please use this section to demonstrate understanding of who could be affected by the proposal.

### 2.1 What data or evidence is there which tells us who is, or could be affected?

#### Citywide data

Bristol Joint Strategic Needs Assessment (JSNA) and citywide data available from Open Data Bristol shows that Bristol is a thriving and diverse city, but its success is not shared by everyone, and inequality is growing. Bristol has 41 areas in the most deprived 10% in England, including 3 in the most deprived 1%. The greatest levels of deprivation are in Hartcliffe & Withywood, Filwood and Lawrence Hill. In Bristol 15% of residents - 70,400 people - live in the 10% most deprived areas in England, including 18,900 children and 7,900 older people.

Bristol has a relatively young age profile with more children aged 0-15 than people aged 65 and over. The median age of people living in Bristol is 32.5 years old, compared to 40 years in England and Wales.

The population of Bristol has become increasingly diverse and some local communities have changed significantly. There are now at least 45 religions, at least 180 countries of birth and at least 91 main languages spoken.

The proportion of the Bristol population who are not 'White British' in census records increased from 12% (2001) to 22% (2011).

#### Age 70+ people in Bristol City Council

The government is asking people aged over 70 to take extra precautions to avoid getting ill. There are an estimated 43,200 people aged 70 and over living in Bristol (Mid-2018), making up 9.3% of the total population. This **proportion** varies across the city from as high as 19% of residents in Westbury-on-Trym and Henleaze ward to just 3% of residents in Central ward.

Wards with the highest proportions of people aged 70 and over include:

- 19% Westbury-on-Trym and Henleaze
- 16% Stockwood
- 16% Hengrove and Whitchurch Park
- 15% Stoke Bishop

Wards in Bristol vary significantly in size. The highest **numbers** of people aged 70 and over include the following with more than 2,000 people aged 70 and over:

3,716 Westbury-on-Trym and Henleaze  
2,714 Hengrove and Whitchurch Park  
2,395 Avonmouth and Lawrence Weston

Another useful geography for mapping the number of people aged 70 and over is by Lower Layer Super Output Area (LSOA). There are 12 LSOAs where more than a fifth of residents are aged 70 and over, these include:

- 5 LSOAs in Westbury-on-Trym & Henleaze
- 3 LSOAs in Stoke Bishop
- 2 LSOAs in Hengrove & Whitchurch Park
- 1 LSOA in Stockwood
- 1 LSOA in Bishopsworth.

### **Health inequality in Bristol**

Life expectancy for women is 82.8 years and for men 78.7 years, both are significantly worse than the national average. In the past five years life expectancy for women has not increased and has risen by less than 0.5 years for men. The inequalities gap in life expectancy between the most and least deprived areas in Bristol is 9.6 years for men and 7.1 years for women.

<b>Ward Name</b>	<b>% with illness or health condition which limits day-to-day activities</b>
Hartcliffe & Withywood	42.5%
Southmead	40.9%
Stockwood	39.0%
Avonmouth & Lawrence Weston	35.2%
Horfield	33.3%
Frome Vale	30.6%
Filwood	30.5%
Henbury & Brentry	30.1%
Hillfields	29.8%
Bedminster	29.1%
Knowle	28.7%
Lockleaze	28.6%
Hengrove & Whitchurch Park	26.5%
Central	26.3%
Lawrence Hill	24.9%
Stoke Bishop	24.8%
St George Troopers Hill	24.8%
St George West	24.8%
Brislington West	24.7%
Bishopsworth	22.9%
Easton	22.9%
Clifton	22.4%
Brislington East	22.4%
St George Central	21.4%
Ashley	20.8%
Windmill Hill	20.1%
Eastville	20.0%

Southville	19.7%
Bishopston & Ashley Down	19.6%
Westbury-on-Trym & Henleaze	19.6%
Hotwells & Harbourside	18.4%
Cotham	16.2%
Redland	15.6%
Clifton Down	11.6%
<b>Bristol Average</b>	<b>25.7%</b>

Data from Bristol Quality of Life Survey 2019-20

### Asthma

Avonmouth; Easton; Filwood; Hartcliffe and Withywood; Horfield; Lawrence Hill; Southmead; and St George Central Wards have the highest overall proportion of emergency admissions for asthma in Bristol.

Bedminster; Central; Easton; Hotwells and Harbourside; Lawrence Hill; and Southville Wards have the highest proportion of emergency admissions of children aged 0-18 for asthma in Bristol.

### The Coronavirus Act 2020 <sup>1</sup>

The new Coronavirus Act 2020 contains provisions:-

- increasing the available health and social care workforce
- easing the burden on frontline staff – by reducing the number of administrative tasks they have to perform, enabling local authorities to priorities care for people with the most pressing needs, allowing key workers to perform more tasks remotely and with less paperwork, and taking the power to suspend individual port operations

<sup>1</sup> Link to Bill and Explanatory Notes:

<https://services.parliament.uk/Bills/2019-21/coronavirus/documents.html>

Link to Government's assessment of the impacts here (considerable detail):-

<https://www.gov.uk/government/publications/coronavirus-bill-summary-of-impacts/coronavirus-bill-summary-of-impacts>

LGA summary:

<https://www.local.gov.uk/sites/default/files/documents/20032020-%20Coronavirus%20Bill%20-%20LGA%20briefing.pdf>

- containing and slowing the virus – by reducing unnecessary social contacts, for example through powers over events and gatherings, and strengthening the quarantine powers of police and immigration officers
- supporting people – by allowing them to claim Statutory Sick Pay from day one, and by supporting the food industry to maintain supplies

### **Coronavirus / COVID-19 response**

UK Government has published a summary of impacts from the Coronavirus Act 2020 here <https://www.gov.uk/government/publications/coronavirus-bill-summary-of-impacts/coronavirus-bill-summary-of-impacts>

The Equality and Human Rights Commission (EHRC) published its letter to the Prime Minister on 20<sup>th</sup> March saying:

“COVID-19 does not discriminate, but it does impact people differently. The priority remains those who are directly most seriously affected, more likely to be older people and those with underlying health conditions, and the people who care for them – whether that is their loved ones or our dedicated health and social care professionals. The restrictions being extended by today’s emergency coronavirus legislation are designed to protect those in vulnerable situations and safeguard our future. They have significant implications for all of us, but as they come into effect it will be important to consider carefully the specific impacts they may have on groups who are already disadvantaged in other ways. We must ensure they are not left further behind”.

### **Temporary closure and continuity of educational institutions and childcare premises**

The Act enables the Secretary of State for Education to give directions for the temporary closure of premises used for the provision of education, including schools, 16 to 19 Academies, further and higher education and childcare providers. It allows a local authority to exercise any of the Secretary of State’s functions in relation to all schools and settings in its area, including academies and free schools.

### **Mental Health**

The Act will enable existing mental health legislation powers to detain and treat patients who need urgent treatment for a mental health disorder and are a risk to themselves or others, to be implemented using just one doctor’s opinion. It also allows for a temporary extension or removal of time limits in mental health legislation to allow for greater flexibility where services are less able to respond. These temporary changes would be brought in only in the instance that staff numbers were severely adversely affected.

### **Powers relating to potentially infectious persons**

The Act provides public health officers, constables and (in some circumstances) immigration officers with the means to enforce sensible public health restrictions, including returning people to places that they have been required to stay. Where necessary and proportionate, constables and immigration officers will be able to direct individuals to attend, remove them to, or keep them at suitable locations for screening and assessment.

### **Health Protection (Coronavirus Business Closures) Regulations**

If Bristol City Council operates in contravention of the Regulations, it will be committing an offence. The Health and Safety Executive officers will monitor compliance with these regulations. Breaches will be subject to prohibition notices, and potentially unlimited fines.

### **Changes to Council Services**

A summary of changes and closures to council services will be updated on our webpage: <https://www.bristol.gov.uk/crime-emergencies/coronavirus-covid-19-what-you-need-to-know>

As a baseline requirement the 'reasonable adjustments' duty under the Equality Act 2010 has three requirements that organisations must consider for their workplace and services that apply in situations where a disabled person would otherwise be placed at a substantial disadvantage compared with people who are not disabled. There are:

- changing the way things are done e.g. opening times;
- changes to overcome barriers created by the physical features of premises.
- providing auxiliary aids e.g. extra equipment or a different or additional service.

People with neurological differences including Dyspraxia, Dyslexia, ADHD, Dyscalculia, Autism, or Tourette Syndrome etc. may require adjustments such as making sure that communication is clear, concise and unambiguous; setting out time-scales to give sufficient advance notice; or managing any known issues around anxiety or sensory sensitivities around meetings.

### **Workforce pressures**

To cope with reduced capacity and increased work pressure for public bodies there is likely to be significant diversification of existing job roles, loosening of qualification criteria (e.g. for health care professional and social workers), recruiting of retired staff etc.

Bristol City Council needs to continue delivering essential statutory services to our communities. To allow us to do this, we will need to move colleagues from services which are currently closed to the public to help keep critical services running. Our

HR team will ask managers in services which are currently closed to identify colleagues who are available to work in other parts of the organisation.

If members of staff are asked to work in a different role, as far as possible this will be within their existing skill set and they will receive appropriate training and risk assessment. The current grade will be maintained even where employee is redeployed into a lower graded role and matched if a higher graded role. Members of staff who are in any of the high risk groups and are currently self-isolating won't be asked to work elsewhere. Employees whose reasonable adjustments cannot be met in the redeployed role and those on emergency care leave should also be excluded.

We have a dedicated [intranet \(The Source\) page for up-to-date information](#) and have set up an email address for staff queries related to our response to Coronavirus.

### **2.2 Who is missing? Are there any gaps in the data?**

We know that there are gaps in our diversity data for some protected characteristics citywide, especially where this has not historically been included in census and statutory reporting e.g. for sexual orientation.

We also know there are some gaps in some school's diversity information - especially where personal and confidential information is voluntarily requested from staff.

### **2.3 How have we involved, or will we involve, communities and groups that could be affected?**

- Bristol, City Council (BCC) are working with local partners including VOSCUR to update a COVID-19 volunteer and key worker register.
- BCC are utilising and seeking advice from local equality groups and stakeholders championing the needs of people from different protected groups.

## **Step 3: Who might the proposal impact?**

Analysis of impacts on people with protected characteristics must be rigorous. Please demonstrate your analysis of any impacts in this section, referring to all of the equalities groups as defined in the Equality Act 2010.

### **3.1 Does the proposal have any potentially adverse impacts on people with protected characteristics?**

We are aware of the following issues for protected characteristic groups relating to coronavirus/COVID-19 which we will seek where possible to address / mitigate through this proposal<sup>2</sup>:

#### **Age**

- Children and young people who are not able to leave their home may be more

<sup>2</sup> For Equality and Human Rights Commission response see: <https://www.equalityhumanrights.com/en/our-work/news/human-rights-and-equality-considerations-responding-coronavirus-pandemic>

likely to experience neglect or other forms of abuse (e.g. through increased contact and lack of external professional support)<sup>3</sup>.

- Concerns regarding increased vulnerability to extra-familial risks such as child criminal exploitation, child sexual exploitation, trafficking and grooming of young people into drugs gangs including county lines.
- Duties for young people transitioning to adult social care have been suspended. The absolute duty to admit a child to a school where they are named on an EHCP has been replaced with a 'reasonable endeavours' duty.
- Although 'vulnerable' children and young people (including looked after children and children with special education needs) are being offered ongoing education placements, resources and staffing will be very depleted, which may have negative impact on wellbeing and safety. Provision for SEN pupils unlikely to extend to siblings. There are continuity plans to ensure residential and secure children's homes are adequately staffed and resourced.
- Young disabled people unable access therapies (e.g. hydrotherapy) and lack of access to groups providing breaks and socialisation.
- Families in one-bedroom accommodation, particularly single-parent families, have likened lockdown to prison.
- Disadvantaged young people may not have access to appropriate technology for learning, social connection and entertainment.
- Older people: Older BAME, men and those with underlying health conditions are most at risk from COVID-19. Some Families and Staff may have this concern with their family members.
- Only 47.8% of people in Bristol aged 65+ say they are comfortable using digital services, compared to 81.8% overall<sup>4</sup>. We need to ensure that wherever possible telephone numbers are provided as an alternative to digital services as face-to-face services are not available, as well as making use of any available community volunteer support as appropriate. We also need to ensure as appropriate possible that communications channels include multiple platforms including radio, TV, press, post/letters and print media.
- At a local level we are working with partner organisations to ensure key messages for older people are being delivered via telephone, radio and print/postal media.

### **Disability**

- Under new emergency legislation, various duties of the Care Act 2014 including the duty to meet the eligible needs of Disabled people (Section 18) and their carers (Section 20) are suspended and Local Authorities instead have to provide care they consider necessary to avoid breach of the European Convention of Human Rights (ECHR). There is a risk that the needs of disabled people may not be met due to increased demands and a reduced workforce.
- Reduced checks may lead to more people from equalities groups being detained under the Mental Health Act unfairly.
- As many face-to-face services have been cancelled in response to the

<sup>3</sup> <https://www.nspcc.org.uk/keeping-children-safe/reporting-abuse/coronavirus-abuse-neglect-vulnerable-children/>

<sup>4</sup> Bristol Equality of Life Survey 2019-20

coronavirus crisis we must do everything we can to ensure we are making reasonable adjustments (see 2.1 above) and wherever possible we must ensure that there are alternative arrangements in place to meet the needs of disabled people who may not be able to access online and telephone services (including for accessing information<sup>5</sup>). For example our Translation and Interpreting Service can provide telephone or video interpreting (for BSL only) as an alternative to face to face interpreting<sup>6</sup>. Include options for SMS contact to helplines.

- Ensure communications are in plain English and that Easy Read versions are available (or on request if appropriate<sup>7</sup>).
- Alternative arrangement for people with sight loss to provide signatures and documents as evidence for applications.
- There is a guide to making new documents accessible on The Source<sup>8</sup>.
- People with visual impairments may find it difficult to meet social distancing requirements. Many cannot judge distances, or need to physically touch objects to be aware of their presence. Guide dogs for example are not trained to keep distance from people or objects. Therefore exercise that involves walking can be stressful as they have to be very aware of people around them and sighted people do not always move out of the way. Lack of face-to-face contact with friends and key/support workers, and restrictions over movement is likely to exacerbate mental health issues. Even people with low-level mental health issues that had previously maintained their wellbeing through social prescribing and community services are reporting escalating conditions without support<sup>9</sup>.
- Lack of PPE – There is a risk that people who are not able to access the requisite PPE to safeguard their health due to national supply shortages.

## **Sex**

### Women:

- Workforce pressures are likely to place an additional burden on women who still bear the majority of caring responsibilities for both children and older relatives. There is a risk that good practice in recruitment may be bypassed e.g. in acting up arrangements (which in the circumstances are more likely to be given to people without caring responsibilities).

<sup>5</sup> Public Health England campaign resources in BSL:

<https://campaignresources.phe.gov.uk/resources/campaigns/101/resources/5080> ; BSL users can talk to NHS111 using the InterpreterNOW app (registration is required). They can also connect via a PC or laptop.

<sup>6</sup> This may change without notice in line with NHS and government guidance.

<sup>7</sup> UK Government advice is available in accessible formats/languages, for example:

<https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance>

<https://campaignresources.phe.gov.uk/resources/campaigns/101/resources/5080> Hand washing guidance in Easy Read, Larger Print and BSL

<https://www.gov.uk/government/publications/covid-19-guidance-on-social-distancing-and-for-vulnerable-people>

<sup>8</sup> Internal link for BCC workforce only

<sup>9</sup> Advice from <https://www.voscur.org/>

- Women are more likely to be key workers, particularly in healthcare and supermarkets.
- Women are more likely to be furloughed – more women than men work in retail and hospitality sectors
- Nationally 27% of women experience domestic abuse in their lifetimes, with negative impacts on mental and physical health and further impact on families including children. The rate of recorded domestic abuse incidents in Bristol has shown a significant rise over the last two years and 74% of victims were female. Women who are victims of domestic violence may be trapped indoors with an abuser during coronavirus social isolation measures.
- Concerns regarding women with no recourse to public funds unable to leave their situations.
- Reports that PPE is poorly fitting as it has been made to fit men's bodies.

### **Sexual Orientation**

- The Stonewall [LGBT in Britain - Health Report](#) shows LGBT people are at greater risk of marginalisation during health crises, and those with multiple marginalised identities can struggle even more. In communications we should signpost and refer where possible to mutual aid and community support networks<sup>10</sup>.
- LGBTQ+ couples are being maliciously reported for being out with friends when they are with their partners/ spouses or families.
- Many LGBTQ+ people will have no choice in lockdown but to be in close contact with family that don't accept them. Many aspects of Bristol's LGBTQ+ scene have transferred online in response to COVID-19, and some businesses and performers are adapting to changing circumstances by providing digital services<sup>11</sup>.
- Stonewall research indicates that lesbian, gay and bisexual people may be at increased risk of domestic abuse, which is exacerbated through social isolation.
- Research has shown that LGBT people are more likely to be living with long-term health conditions, are more likely to smoke, and have higher rates of drug and alcohol use, and so may be at higher risk of getting seriously ill from COVID-19<sup>12</sup>.
- A Stonewall survey found that 14% of LGBT people have avoided treatment for fear of discrimination because they are LGBT. This may mean that LGBT people with severe COVID-19 symptoms may delay accessing healthcare or may not access healthcare at all.

### **Pregnancy & Maternity**

- Pregnant women are identified as a high risk group for coronavirus.
- There is a risk of disruption to non-emergency medical treatment.

<sup>10</sup> FFI see <https://www.stonewall.org.uk/about-us/news/covid-19-%E2%80%93-how-lgbt-inclusive-organisations-can-help> + <http://lgbtbristol.org.uk/>

<sup>11</sup> <https://www.bristol247.com/news-and-features/lgbt/coronavirus-how-bristols-lgbtq-community-is-responding/>

<sup>12</sup> [https://www.stonewall.org.uk/system/files/lgbt\\_in\\_britain\\_health.pdf](https://www.stonewall.org.uk/system/files/lgbt_in_britain_health.pdf)

- There is a risk pregnant women and those on maternity leave may be indirectly disadvantaged in their careers by coronavirus measures.

### **Gender Reassignment**

- People seeking or undergoing gender reassignment have had trouble accessing specific healthcare (e.g. hormones and surgery) due to COVID-19, on top of already very long wait times for this type of care.
- There is risk of disruption to non-emergency medical treatment.
- 37% of transsexual people and 33% of non-binary people have avoided healthcare through fear of discrimination<sup>13</sup>.

### **Race**

- There is evidence of significantly higher mortality risk from COVID-19 among Black, Asian and Minority Ethnic (BAME) groups, but these deaths do not appear consistent across BAME groups. As well as other issues identified below a contributing factor is to be the overrepresentation of BAME populations in lower socio-economic groups and disproportionate employment in lower band key worker roles.
- There is disproportionate death / impact of C19 symptoms on BAME key workers.
- BAME groups remain over-represented in the “at-risk” communities identified by the Government, which is concerning and leading to higher death rates.
- Hate Crime – a slight spike in hate crimes locally towards Chinese and South East Asian communities, as well as targeting of and abuse towards police officers and health service practitioners. There are clear risks associated with the impact of Covid-19 including a rise in frustration, ASB and Hate Crime as people are forced to stay home, may lose income and structure to their day and don't have access to many leisure and public facilities<sup>14</sup>.
- Multi-generational and large households have struggled with social distancing due to the size of the household, and young people have struggled to keep within the home.
- Digital disadvantage – lack of IT for educational and information purposes.
- Emergency measures legislation - The lack of guidance around emergency measures, such as police powers and school closures is already leading to local variation and disproportionate impact on BAME communities.
- We have a statutory duty to foster good relations between people who share a protected characteristic and those who do not. This means we should be providing ‘myth-busting’ information and challenging misunderstanding wherever possible through our communications.
- People who do not speak English as a main language will require local updates and information in plain English, and alternative languages/formats to address the risk of misinformation being spread e.g. through social media.
- Concerns around historic pattern of BAME students being under-predicted in

<sup>13</sup> [https://www.stonewall.org.uk/system/files/lgbt\\_in\\_britain\\_health.pdf](https://www.stonewall.org.uk/system/files/lgbt_in_britain_health.pdf)

<sup>14</sup> Advice from <https://www.sariweb.org.uk/>

grades and not able to determine validation of their own achievement through the exam process – may be left behind with no current provision for them to be able to 'catch up'.

- GRT (Gypsy, Roma, Traveller) people may not be registered with GP, have higher levels of poor health, experience additional complications with lockdown/social isolation e.g. travelling season during expected peak of virus in UK.
- Our Translation and Interpreting Service can help with translation and interpreting in many languages. Video Interpreting over Zoom is being offered in addition to telephone interpreting and translations services.

### **Religion or Belief**

- Not being able to meet face-to-face for worship/prayer is likely to impact on communication channels for some faith groups.
- Challenge for faith groups in adapting religious festivals e.g., Ramadan during social isolation measures.

### **Deprivation / Socio-economic**

- People living in the most deprived areas of England are significantly more likely to die from COVID-19<sup>15</sup>
- An increased number of people are accessing foodbanks and there is reliance on VCSO sector to support. Food poverty exacerbated by price-hikes in local convenience stores e.g. double for basics such as rice.
- As the coronavirus outbreak and response will have an especially negative impact on the most deprived people in Bristol we must ensure that we are doing everything we can as a local authority to mitigate this e.g. by pausing debt collection activities; coordinating food-bank activities etc.

### **Homelessness**

- Increased risk of infection in hostels
- Those who previously have sofa-surfed are now at risk of homelessness.
- BCC will have a dedicated task-group to respond to emerging issues

### **Refugees and Asylum Seekers**

- Difficulties accessing healthcare
- Poor quality housing
- Need to provide translation and interpretation services
- Digital poverty – people on asylum support receive only £37 a week on cards which cannot be used online so are unable to purchase WiFi contracts - there is no WiFi installed in asylum support properties provided by the home office.

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<https://www.ons.gov.uk/peoplepopulationandcommunity/birthsdeathsandmarriages/deaths/bulletins/deaths-involvingcovid19bylocalareasanddeprivation/deathsoccurringbetween1marchand17april>

Limited access to mobile data, or even devices on which to access the internet or contact friends/family and support services. Lack of information and ability to shop online.

- Young refugees and asylum seekers in shared property may be from different cultural and linguistic backgrounds.
- Fear of NHS charges to access healthcare – may not know Covid-19 treatment is exempt from charges
- Fear of data sharing between the NHS and the home office, means that some people in this group are afraid to access health care.
- BCC have a dedicated task-group to respond to emerging issues

### **Carers**

- Significant increase in work and pressure for unpaid carers together with diminishing resources and support lead to a decrease in their mental health and wellbeing. Particularly where the person they care for is unable to leave the home to attend social activities (e.g. attending a community/ day service) or they are not able to get their usual amount of breaks or respite from their caring role. The person they care for may be experiencing exacerbated impact on their mental health due to being socially isolated or not having the mental capacity to understand why they cannot go out.
- Young carers are often hidden but with the pandemic and subsequent lockdown, they are more likely to be performing inappropriate caring duties and their education and health will suffer disproportionately compared with non-caring young people.

### **3.2 Can these impacts be mitigated or justified? If so, how?**

[See section 3.1 above for specific mitigations]

- The BCC COVID-19 advice hotline is accessible to BSL users and people who whose first language is not English. It was made a free phone number available 7 days a week to increase access.
- Communities where there are high levels of economic and/or social capital have been more able to mobilise quickly and tap into mainstream systems. Bristol has been able to mitigate this by quickly establishing a coordinated infrastructure with the community and voluntary sector to support the tremendous volunteer effort. Through this we have been able get help to the people who need it quickly across the whole city. This has been made possible because Bristol has built a strong infrastructure by investment in the Voluntary, Community and Social Enterprise (VCSE) sector, Community Development, voice and influence partnerships and social action.
- Bristol has been able to mobilise volunteers with specific skills and security checks as appropriate through the existing CanDo Bristol volunteering web platform.
- Bristol's One City Approach brings together a wide range of public, private, voluntary and third sector partners within Bristol. They share an aim to make Bristol a fair, healthy and sustainable city. A city of hope and aspiration, where

everyone can share in its success.

- In collaboration with our five other thematic multi-agency boards made up of experts from across the public, private and voluntary sectors, the One City Economy Board is forming an economic recovery taskforce. This will work collaboratively to develop a framework and prospectus for Bristol's requirements for economic recovery, best practice, and an action plan for advancing our aims under the One City Approach. It will do so in an inclusive manner with a continued awareness of regional, sub-national and national guidance and activity.
- The Corporate Safety, Health and Wellbeing Team have produced a Risk Assessment form for vulnerable persons working on front line services.
- Bristol City Council Education services are producing a guidance document about Hate Crime.

**3.3 Does the proposal create any benefits for people with protected characteristics?**

**3.4 Can they be maximised? If so, how?**

#### **Step 4: So what?**

The Equality Impact Assessment must be able to influence the proposal and decision. This section asks how your understanding of impacts on people with protected characteristics has influenced your proposal, and how the findings of your Equality Impact Assessment can be measured going forward.

**4.1 How has the equality impact assessment informed or changed the proposal?**

- A) That a large majority of our pupils and families live (Hartcliffe & Withywood) in the most deprived 1% of England.
- B) The proportion of Bristol population who are not 'White British' has increased from 12% (2001) to 22% (2011). This is reflected in our pupil and staff community.
- C) Wards with the highest proportions of people aged 70 and over include, 16% Hengrove and Whitchurch Park. Again a large proportion of our pupils and families live in this area.
- D) All of our pupils have EHCP's and some are more vulnerable than others.

**4.2 What actions have been identified going forward?**

- 1) We are providing education to all pupils on our roll because they have EHCP's and some are more vulnerable than others. We cannot have all pupils onsite due to social distancing and transport constraints. Therefore, will have implemented a staff and pupil rota to reduce infection and spread of covid-19, a robust home learning and communication system, and regular home visits to ensure safeguarding. We are also aware of our vulnerable staff and parent/carers and have implemented actions to reduce risk.

**4.3 How will the impact of your proposal and actions be measured moving forward?**

We will measure the impact of our proposals through;

- 1) Regular communication with pupils and parent/carers which is being recorded on a daily basis.
- 2) Term 5 pupil and parent/carer survey data.
- 3) Daily updates with staff.
- 4) Weekly Knowle DGE leadership meetings.
- 5) Weekly Learn@MAT Head Teacher meetings.
- 6) Reviewing our Risk Assessment on a regular basis.