



The sole purpose of this risk assessment is to support schools for all pupils in all year groups whilst at school, to **reduce the risk of coronavirus transmission**

- For the purpose of this risk assessment, the term 'coronavirus' to refer to coronavirus disease 2019 (COVID-19).
- Schools must ensure that this risk assessment reflects the local setting and context of the school.
- Staff and unions must be consulted with regard to this risk assessment.
- This risk assessment is not exhaustive and some of the controls will be dynamic. This is issued to schools as a template to assist in the production of a comprehensive document that covers the particular circumstance of the setting – **as such, the risks and risk controls should be deleted/ amended/ added-to to reflect the school.**
- This should be viewed alongside relevant advice and guidance from the Department of Education and reflect any additional subsequent guidance issued to schools.
- When implemented in line with a revised risk assessment, these measures create an inherently safer environment for children and staff where the risk of transmission of infection is substantially reduced.

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

<https://www.gov.uk/guidance/education-and-childcare-settings-new-national-restrictions-from-5-november-2020>

for Newdale Primary School & Nursery

Assessment conducted by: Rachel Cook, John Griffiths	Job title: Headteacher/SBM	Covered by this assessment: Staff, children and visitors to Newdale Primary School site.
Date of assessment: 13 th November 2020 Updated: 26 th November 2020	Date of next review: 3 rd December 2020	This document was written on 13 th November 2020 and you must ensure you are completing the newest format

Key:	
Level of risk prior to control	Identifies the risk before any steps to reduce the risk have been taken
Risk Description:	Outlines the area of concern. This list is not exhaustive, and schools should add/amend/delete where appropriate e.g. risks for pupils with complex needs.
Risk Controls:	The measures that will be taken to minimise the risk. These are generic and should be adapted for the school context.
Impact:	Could be L/M/H or numeric, depending on what is used in the school setting.
Likelihood:	Could be L/M/H or numeric, depending on what is used in the school setting. NB IF IMPACT AND LIKELIHOOD ARE BOTH HIGH, THEN THE ACTIVITY SHOULD BE STOPPED UNTIL ADDITIONAL CONTROL MEASURES ARE PUT IN PLACE.
Responsible person:	The identified staff member(s) responsible for implementing the risk controls Head Teacher Sign Rachel Cook Date 13/11/2020 Chair of Governors sign Carole Williams Date 13/11/2020
Completion Date:	The date by which required plans for controls will be in place. To support planning, identify which controls need to be in place before pupils return to the setting. Individual schools can then personalise to their own setting.
Line Manager Check:	Sign off to ensure that the risk has been minimised as far as possible.

Risk Description/Area of Concern	Level of risk prior to control <>	Risk Controls	Level of risk is now <>	Likelihood <>	Responsible person	Planned completion Date	Line Manager Check
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The school lapses in following national guidelines and advice, putting everyone at risk	M	Follow Master Risk Assessment for Return to school – phase one and review all controls you previously applied to ensure they are still effective.	L	L	Rachel Cook/John Griffiths		Confer with Chair of Governor s
Poor communication with parents and other stakeholders	M	Follow Master Risk Assessment for Return to school – phase one and review all controls you previously applied to ensure they are still effective Parent's provided with a new update 26/11/2020.	L	L	Rachel Cook		Confer with Chair of Governor s
Lack of awareness of policies and procedures	M	Follow Master Risk Assessment for return to school – phase one and review all controls you previously applied to ensure they are still effective. Staff provided with an update on the National Covid guidelines and also the local amended guidelines re symptoms/testing.	L	L	Rachel Cook/John Griffiths		Confer with Chair of Governor s
Extremely clinically vulnerable (Higher risk) individuals	H	<ul style="list-style-type: none"> Individual risk assessment to be completed for staff in high risk category exposure to Coronavirus <p>Over this period of lock down, we are advising the clinically extremely vulnerable to work from home. If you cannot work from home, you are advised not to go to work</p> <p>See further guidance and risk assessment for individuals that are at higher risk due to COVID</p> <p>People who live with those who are clinically extremely vulnerable can attend the workplace unless advised otherwise by an individual letter from the NHS or a specialist doctor.</p>	M	M	Rachel Cook/John Griffiths		Confer with Chair of Governor s
Clinically Vulnerable staff	M	<ul style="list-style-type: none"> Individual risk assessment to be completed for vulnerable staff and pupils 	L	L	Rachel Cook/John Griffiths		Confer with Chair of

		<ul style="list-style-type: none"> protective measures will be put in place for staff and pupils, as far as is possible, to ensure that the risk of transmission is reduced <p>Clinically vulnerable staff can attend school. While in school they should follow the sector-specific measures in this document to minimise the risks of transmission.</p> <p>This includes taking particular care to observe good hand and respiratory hygiene, minimising contact and maintaining social distancing in line with the provisions set out in section 6 of the 'prevention' section of this guidance.</p> <p>This provides that ideally, adults should maintain 2 metre distance from others, and where this is not possible avoid close face to face contact and minimise time spent within 1 metre of others. While the risk of transmission between young children and adults is likely to be low, adults should continue to take care to socially distance from other adults including older children and adolescents.</p> <p>People who live with those who are clinically vulnerable can attend the workplace unless advised otherwise by an individual letter from the NHS or a specialist doctor.</p> <p>See further guidance and risk assessment for individuals that are at higher risk due to COVID</p>					Governors
Poor hygiene practice in school - General	M	<p>Follow master Risk Assessment: for return to school – phase one and review all controls you previously applied to ensure they are still effective.</p> <ul style="list-style-type: none"> Pupils and staff to wash hands on entry to school 	L Some pupils will be M	L M for pupils who refuse to wash their hands,	Rachel Cook/ John Griffiths/ All staff in school		Confer with Chair of Governors

		<ul style="list-style-type: none"> The 'catch it, bin it, kill it' approach continues to be very important, so schools must ensure that they have enough tissues and bins available in the school to support pupils and staff to follow this routine <p>Follow the new updated cleaning guidance for educational settings</p>		parents will be called to assist and until such time pupils will not be permitted to mix in their bubble.			
Hand Hygiene	M	<p>Coronavirus (COVID-19) is an easy virus to kill when it is on skin. This can be done with soap and running water or hand sanitiser. Schools must ensure that pupils clean their hands regularly, including :</p> <ul style="list-style-type: none"> when they arrive at school, when they return from breaks, when they change rooms before and after eating. <p>Regular and thorough hand cleaning is going to be needed for the foreseeable future. Points to consider and implement:</p> <ul style="list-style-type: none"> whether the school has enough hand washing or hand sanitiser 'stations' available so that all pupils and staff can clean their hands regularly supervision of hand sanitiser use given risks around ingestion. Small children and pupils with complex needs should continue to be helped to clean their hands properly. Skin friendly skin cleaning wipes can be used as an alternative building these routines into school culture, supported by behaviour expectations and helping ensure younger children and those with complex needs understand the need to follow them 		L	L M – as above	Rachel Cook/ John Griffiths / All staff in school	Confer with Chair of Governors

		Follow the new updated cleaning guidance for educational settings					
Poor hygiene practice – specific – school entrance	M	Follow Master Risk Assessment for return to school – phase one and review all controls you previously applied to ensure they are still effective. Follow the new updated cleaning guidance	L	L	John Griffiths/Office Staff		Confer with Chair of Governors
Poor hygiene practice – specific – office spaces.	M	Follow Master Risk Assessment for return to school – phase one and review all controls you previously applied to ensure they are still effective. Follow the new updated cleaning guidance	L	L	John Griffiths/Office staff		Confer with Chair of Governors
System of Controls - Prevention	H	<p>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</p> <p>2) Where recommended, the use of face coverings in schools.</p> <p>All staff must now wear a face covering in all communal areas of the school.</p> <p>See face masks and face coverings guidance</p> <p>3) clean hands thoroughly more often than usual see cleaning and hand hygiene guidance</p> <p>4) ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach see cleaning and hand hygiene guidance</p> <p>5) introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach</p>	L	L	Rachel Cook		Confer with Chair of Governors

		<p>see cleaning and hand hygiene guidance</p> <p>Class bubbles in place, no mixing. Breakfast and ASC will be smaller consistent bubbles. Phase assemblies only, with social distancing between bubbles in the hall. Both year groups to use different entry and exit points to the hall.</p> <p>6) minimise contact between individuals and maintain social distancing wherever possible</p> <p>see social distancing guidance</p> <p>7) where necessary, wear appropriate personal protective equipment (PPE)</p> <p>See PPE guidance, provision table and forms</p> <p>5/11/2020 – Face coverings – All parents/carers to wear face coverings when on school premises. Staff monitoring drop off/collections outside will also wear face coverings.</p> <p>All visitors to school will wear face coverings.</p> <p>8) Always keeping occupied spaces well ventilated</p> <p>See Ventilation guidance</p> <p>Numbers 1 to 5, and number 8 must be in place in all schools, all the time.</p> <p>Number 6 must be properly considered and schools must put in place measures that suit their particular circumstances.</p>					
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		<p>Number 7 applies in specific circumstances.</p> <p>See details of actions here: https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#school-workforce</p>					
System of Control - Responsive	M	<p>9) Engage with the Health Protection Hub at Telford & Wrekin Following the process that has been provided to schools and use the notification form provided to advise of any confirmed or suspected cases of staff or pupils within the school</p> <p>10) manage confirmed cases of coronavirus (COVID-19) amongst the school community</p> <p>11) contain any outbreak by following health protection hub and PHE advice</p> <p>Numbers 9 to 11 must be followed in every case where they are relevant</p> <p>See details of actions here: https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#school-workforce</p>	L	L	Rachel Cook/John Griffiths		Confer with Chair of Governors
Poor hygiene practice – specific - spread of potential infection at the start of the school day.	M	Follow Master Risk Assessment for return to school – phase one and review all controls you previously applied to ensure they are still effective.	L	L	Rachel Cook/ Staff in classrooms		Confer with Chair of Governors

Poor hygiene practice – specific – toilet/changing facilities.	H	Follow Master Risk Assessment for return to school – phase one and review all controls you previously applied to ensure they are still effective.	L	L	All school staff		Confer with Chair of Governor s
Poor hygiene practice – specific - end of the school day.	M	Follow Master Risk Assessment for return to school – phase one and review all controls you previously applied to ensure they are still effective.	L	L	Rachel Cook		Confer with Chair of Governor s
Ill health in school.	H	<p>Follow Master Risk Assessment for return to school – phase one and review all controls you previously applied to ensure they are still effective.</p> <p>Staff are informed of the symptoms of possible coronavirus infection,</p> <ul style="list-style-type: none"> ➤ A high temperature – this means they feel hot to touch on their chest or back (they do not need to measure their temperature ➤ A new continuous dry cough – this means coughing a lot for more than an hour, or 3 or more coughing episodes in 24 hours (if they usually have a cough, it may be worse than usual) ➤ A change to their normal sense of taste or smell (anosmia) ➤ Children may also display gastrointestinal symptoms and you should follow advice on the flow chart provided by the Health Protection Hub <p>They must be sent home and advised to follow 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection', which sets out that they must self-isolate for at least 7 days and should arrange to have a test to see if they have coronavirus (COVID-19). Other members of their household (including any siblings) should self-isolate for</p>	L	L	Rachel Cook/ John Griffiths		Confer with Chair of Governor s

		<p>14 days from when the symptomatic person first had symptoms. Complete the school notification form and send to HealthProtectionHub@telford.gov.uk</p> <ul style="list-style-type: none"> Engage with the NHS Test and Trace process. Manage confirmed cases of coronavirus (COVID-19) amongst the school community. Contain any outbreak by following local health protection team advice. <p>These points must be followed in every case where they are relevant</p>					
Poor management of pupil numbers reduces the ability of pupils and staff to practice social distancing.	M	<p>Follow Master Risk Assessment for return to school – phase one and review all controls you previously applied to ensure they are still effective.</p> <p>Schools must do everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum.</p> <p>The overarching principle to apply is reducing the number of contacts between children and staff. This can be achieved through keeping groups separate (in ‘bubbles’) and through maintaining distance between individuals. These are not alternative options and both measures will help, but the balance between them will change depending on:</p> <ul style="list-style-type: none"> children’s ability to distance the lay out of the school the feasibility of keeping distinct groups separate while offering a broad curriculum (especially at secondary) 	L	L	Rachel Cook		Confer with Chair of Governors

		<p>It is likely that for younger children the emphasis will be on separating groups and for older children, it will be on distancing. For children old enough, they should also be supported to maintain distance and not touch staff where possible.</p> <p>Points to consider</p> <ul style="list-style-type: none"> • How to group children • Measures within classrooms • Measures elsewhere • Measures for arriving and leaving school <p>See details of actions here: https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#school-workforce</p>					
Mental Health and Wellbeing for pupils	M	<p>Follow Master Risk Assessment for return to school – phase one and review all controls you previously applied to ensure they are still effective.</p> <p>The government has recently launched the <u>Wellbeing for Education Return programme</u>, which will provide training and resources for teachers and staff in all state-funded schools to respond to the wellbeing and mental health needs of children and young people as a result of coronavirus (COVID-19). The training provides practical examples to support staff, children and young people within a school.</p> <p>Local authorities have received funding to employ skilled staff to deliver the training to schools and provide ongoing advice and support from the autumn until March 2021.</p>	M	M	School staff/Pastoral		Confer with Chair of Governors

A pupil is tested and has a confirmed case of coronavirus.	M	<p>In line with government advice:</p> <p>Schools must take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19).</p> <p>Follow guidance from the Test and Trace team in the Health Protection Hub</p> <p>Based on their advice, schools must 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"> • 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) • proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual • travelling in a small vehicle, like a car, with an infected person <p>They will provide definitive advice on who must be sent home. To support them in doing so, we recommend schools keep a record of pupils and staff in each group, and any close contact that takes places between children and staff in different groups</p>	M	M	Rachel Cook		Confer with Chair of Governors
Insufficient staff to run face-to-face	M	<ul style="list-style-type: none"> • Minimise contact with staff and pupils • Maintain social distancing 	M	L	Rachel Cook		Confer with Chair of

sessions for pupils. Supply teachers and temporary staff		Follow Master Risk Assessment for return to school – phase one and review all controls you previously applied to ensure they are still effective					Governors
Pupil movement between lesson, at breaktime and lunchtime increases the risk of infection.	H	Follow Master Risk Assessment for return to school – phase one and review all controls you previously applied to ensure they are still effective.	M	M	Rachel Cook		Confer with Chair of Governors
Spread of infection in classrooms/shared areas.	H	<p>Follow Master Risk Assessment for return to school – phase one and review all controls you previously applied to ensure they are still effective.</p> <ul style="list-style-type: none"> • Bubbles can be up to the size of a class or where possible try to keep the bubbles as small as practicable. • Seat pupils side by side, not face to face or side on • Stagger movement around classroom • Staff to maintain social distancing • Individual equipment such as pens and pencils allocated for each pupil • Allocate items such as books/toys to bubbles, to avoid mix use • Shared equipment such as PE, art, science etc should be cleaned in between use and where possible isolated for 48-72 hours • Ideally, adults should maintain 2 metre distance from each other, and from children. This may not always be possible with younger children or children with complex needs • Secondary teachers will need to move between classes and year groups, they should try and 	M	M	Rachel Cook/ All school staff		Confer with Chair of Governors

		<p>keep their distance from pupils and other staff as much as they can</p> <ul style="list-style-type: none"> • When staff or children cannot maintain distancing, particularly with younger children in primary schools, the risk can also be reduced by keeping pupils in the smaller, class-sized groups • make small adaptations to the classroom including 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 • avoid large gatherings such as assemblies • adapt timetables to avoid creating busy corridors • Follow the new updated cleaning guidance • Streaming of pupils in lessons to stop until Christmas (unless it can be ensured that children from different classes can be adequately socially distanced) and then for further review. 					
Music Lessons	H	<p>Schools should note that there is now some evidence that additional risk can build from aerosol transmission with volume and with combined numbers of individuals within a confined space. This is particularly evident for singing and shouting.</p> <p>Measures to consider</p> <p>Activities Outdoors</p> <ul style="list-style-type: none"> • Playing instruments and singing in groups should take place outdoors wherever possible. <p>Activities Indoors</p> <ul style="list-style-type: none"> • If indoors, consider limiting the numbers to account for ventilation of space and the ability to social distance • If indoors use a room with as much space as possible, for example, larger rooms; rooms with high ceilings 	L	L	Rachel Cook/Jenny Thomas/Paul Wilcox		Confer with Chair of Governors

		<ul style="list-style-type: none"> • It is important to ensure good ventilation <p>Singing, wind and brass playing should not take place in larger groups such as choirs and assemblies unless significant space, natural airflow (at least 10l/s/person for all present, including any audiences) and strict social distancing must apply.</p> <p>Social Distancing</p> <p>In the smaller groups where these activities can take place, schools should observe strict social distancing between each singer and player, and between singers and players, and any other people such as conductors, other musicians, or accompanists. Current guidance is that if the activity is face-to-face and without mitigating actions, 2 metres is appropriate.</p> <p>Seating positions</p> <p>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.</p> <p>Microphones</p> <p>Use microphones where possible or encourage singing quietly</p> <p>Handling Equipment and instruments</p> <p>Measures to be considered when handling equipment, instruments;</p> <ul style="list-style-type: none"> • Handwashing – increase before and after handling • Avoiding sharing of instruments – Place name labels on equipment to help identify the designated user. If instruments and equipment have to be shared, disinfect regularly (including 					
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		<p>any cases, handles, props, chairs and music stands) and always between users.</p> <ul style="list-style-type: none"> • Music scores, parts and scripts should be individual use 					
Physical Activities	M	<p>Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising natural ventilation flows (through opening windows and doors or using air conditioning systems wherever possible) distancing between pupils any paying scrupulous attention to cleaning and hygiene</p> <p>Schools should refer to the following guidance:</p> <ul style="list-style-type: none"> • guidance on the phased return of sport and recreation and guidance from Sport England for grassroots sport • advice from organisations such as the Association for Physical Education and the Youth Sport Trust • guidance from Swim England on school swimming and water safety lessons available at returning to pools guidance documents • using changing rooms safely 	L	L	Crossbar coaches/Gymnastic coaches		Confer with Chair of Governors
Breakfast club/After school provisions	M	<p>Schools should be working to resume any breakfast and after school provisions. If external wraparound provider the school should be working closely with them, to ensure as far as possible, children can be kept in a group with other children from the same bubble they are in during the school day</p> <p>Where this is not possible, or it is impractical to group children in the same bubbles as in the school day, they should keep children in small consistent groups with the same children each time, as far as possible</p>	L	L	Rachel Cook/Teresa Kirwan/Tracy Marshall		Confer with Chair of Governors

		<u>Schools can consult the guidance produced for providers who run community activities, holiday clubs, after-school clubs, tuition and other out-of-school provision for children,</u>					
Poor pupil behaviour increases the risk of the spread of the infection.	M	Follow Master Risk Assessment for return to school – phase one and review all controls you previously applied to ensure they are still effective.	M	M	Rachel Cook		Confer with Chair of Governors
Pupils with complex needs are not adequately prepared for a return to school or safely supported.	M	<ul style="list-style-type: none"> Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, we expect schools to be able to immediately offer them access to remote education. Schools should monitor engagement with this activity 	M	M	Rachel Cook		Confer with Chair of Governors
Vulnerable pupils and pupils with SEND do not receive appropriate support.	H	<ul style="list-style-type: none"> Appropriate planning is in place to support the mental health of pupils returning to school Agree what returning support is available to pupils with SEND in conjunction with families and other agencies. <p>As a result, pupils with SEND and those concerned about returning to school are well supported.</p>	M	H	Aimee Plimmer/pastoral		Confer with Chair of Governors
Increased number of safeguarding concerns reported after lockdown.	H	Follow Master Risk Assessment for return to school – phase one and review all controls you previously applied to ensure they are still effective.	M	H	Rachel Cook/DSLs		Confer with Chair of Governors
Emergency evacuation due to fire etc.	M	Follow Master Risk Assessment for return to school – phase one and review all controls you previously applied to ensure they are still effective.	L	L	Rachel Cook/ John Griffiths		Confer with Chair of Governors

Cleaning is not sufficiently comprehensive.	M	<p>Follow Master Risk Assessment for return to school – phase one and review all controls you previously applied to ensure they are still effective.</p> <p>Follow the new updated cleaning guidance</p> <p>Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach.</p> <p>Points to consider and implement:</p> <ul style="list-style-type: none"> • putting in place a cleaning schedule that ensures cleaning is generally enhanced and includes: <ul style="list-style-type: none"> • more frequent cleaning of rooms / shared areas that are used by different groups • frequently touched surfaces being cleaned more often than normal • different groups don't need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet <p>By the end of the summer term, Public Health England will publish revised guidance for cleaning non-healthcare settings to advice on general cleaning required in addition to the current advice on COVID-19: cleaning of non-healthcare settings guidance.</p>	L	L	Rachel Cook/John Griffiths		Confer with Chair of Governor s
Contractors, deliveries and visitors increase the risk of infection.	M	Follow Master Risk Assessment for return to school – phase one and review all controls you previously applied to ensure they are still effective.	M	L	John Griffiths		Confer with Chair of Governor s
Professional Visitors	M	Follow Master Risk Assessment for return to school – phase one and review all controls you previously applied to ensure they are still effective.	L	L	John Griffiths		Confer with Chair of Governor s
Transport	N/A	Follow the transport guidance					

		<p>The approach to dedicated transport should align wherever possible with the principles underpinning the system of controls set out in this document and with the approach being adopted for your school. It is important, wherever it is possible, that:</p> <ul style="list-style-type: none"> • social distancing should be maximised within vehicles • children either sit with their 'bubble' on school transport, or with the same constant group of children each day • children should clean their hands before boarding transport and again on disembarking • additional cleaning of vehicles is put in place • organised queuing and boarding is put in place • through ventilation, fresh air (from outside the vehicle) is maximised, particularly through opening windows and ceiling vents <p>Children must not board home to school transport if they, or a member of their household, has symptoms of coronavirus (COVID-19).</p> <p>There must be no car sharing by staff from different households.</p>					
Educational Visits	H	<p>It is advised against any domestic (UK) overnight and overseas educational visits</p> <p>Things to consider when arranging and completing educational visits</p> <ul style="list-style-type: none"> • Keeping children within their consistent groups (Bubbles) 	M	M	All EVCs		Confer with Chair of Governors

		<ul style="list-style-type: none"> • Destination has COVID-secure measurements in place • Aware of current advice on visiting indoor and outdoor venues 					
Hiring of Premise	N/A	Schools may also choose to open up or hire out their premises for use by external bodies or organisations, such as external coaches or after-school or holiday clubs or activities. In doing so, schools should ensure they work with providers to consider how they can operate within their wider protective measures and should also have regard to any other relevant government guidance. For example, where opening up school leisure facilities for external use, ensuring they do so in line with government guidance on working safely during coronavirus (COVID-19) for providers of grassroots sport and gym or leisure facilities .					
Contingency Plans	H	<p>For individuals or groups of self-isolating pupils, remote education plans should be in place. These should meet the same expectations as those for any pupils who cannot yet attend school at all due to coronavirus (COVID-19). See the section on remote education support.</p> <p>In local areas, where restrictions have been implemented for certain sectors (from national direction), we anticipate that schools will usually remain fully open to all. There is an additional requirement that face coverings should be worn by staff and students, in schools and colleges, from year 7 and above, outside classrooms when moving around communal areas where social distancing cannot easily be maintained.</p>	M	M	Rachel Cook		Confer with Chair of Governors

School-specific arrangements relating to risk assessment that may need additional detail:

Capacity and organisation of teaching spaces, Staffroom and offices

Arrival to and departure from school, Movement around the school, Pupil expectations

Classroom allocations, Timetable arrangements, Classroom expectations

Role of teaching assistants

Break time plan, Lunchtime plan

Catering staff

Cleaning

Toilets

Transport

- Guidance for full opening of school: <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>
- Guidance for full opening: Special schools and other specialist settings: https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings?utm_source=02a881e2-265a-4b6d-a67d-38470d12440a&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate
- Action for early years and childcare providers during coronavirus (COVID-19) outbreak: https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings?utm_source=02a881e2-265a-4b6d-a67d-38470d12440a&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate
- Actions for school a during the coronavirus outbreak: https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak?utm_source=572d62e4-ce85-4056-8338-e87b1cbaf0c5&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate
- Protective measures for holiday or after school clubs and other out of school settings for children during coronavirus: 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?utm_source=4b581021-d798-4565-8fa0-579175be88cb&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate

- Providing free school meals during coronavirus: https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance?utm_source=17707caa-1f12-4a5e-b1dc-611eb591a116&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate