

# Full Opening of Schools/Settings from Autumn 2020 – Coronavirus (Covid-19) Pandemic Risk Assessment



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| <b>Activity:</b> | Full Opening of Schools/Settings from Autumn 2020 during Coronavirus (Covid-19) Pandemic |                              |             | <b>Location:</b>     |         |
| <b>Assessor:</b> |  | <b>Ref No.:</b>              |             | <b>Distribution:</b> |         |
| <b>Date:</b>     | 1 September 2020   | <b>Proposed Review Date:</b> | As required | <b>Signed:</b>       | S. Mose |

All students, in all year groups should return to school full-time from the beginning of the autumn term 2020. The [Actions for schools during the coronavirus outbreak \(Full Opening: Schools\)](#) is intended to support schools, both mainstream and alternative provision. The guidance also covers expectations for children with SEND, including those with education, health and care plans, in mainstream schools.

## PART 1 – STAFF AND STUDENT MANAGEMENT ISSUES TO SUPPORT FULL OPENING OF THE SCHOOL/SETTING

| Hazard                                  | Risk                               | Individuals at risk   | Risk Rating | Control Measures<br>What are we doing now?   | Notes/Additional Control Measures<br>What more do we need to explain/do?   | Residual Risk |
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| Contact with individuals who are unwell | Serious respiratory illness, death | All building users, including visitors/ parents, contractors/ maintenance personnel | High        | <p>Ensure that students, staff and other adults do not come into school if they have <a href="#">coronavirus (COVID-19) symptoms</a> (a new continual cough, a temperature in excess of 37.8°C or a loss of, or change in their normal sense of taste or smell (anosmia)) or have tested positive in the last 10 days, and ensure anyone developing those symptoms during the school day is sent home (<a href="#">Stay at home guidance for households with possible Covid-19 infection</a>).</p> <p><b>This will be communicated to parents and students frequently and signs placed on reception to inform visitors to school. Signs in school remind everyone.</b></p> <p>If anyone in the school becomes unwell with coronavirus symptoms, they must be sent home and advised to follow the above <a href="#">Stay at home guidance</a>, which sets out that they must self-isolate for at least 10 days and should <a href="#">arrange to have a test</a>. Other members of their household (including any siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms.</p> <p>If someone in a child or staff member's <a href="#">support bubble</a> is showing coronavirus symptoms, or otherwise self-isolating, everyone in that support bubble should stay home. If the child/staff member or a member of their support bubble is contacted as part of the <a href="#">NHS Test and Trace programme</a>, the individual contacted should stay at home. If the individual becomes symptomatic, everyone in the support bubble should then isolate.</p> | <p>Ensure all staff and parents are made aware.</p> <p>Public Health England is clear that routinely taking the temperature of students is not recommended as this is an unreliable method for identifying coronavirus (Covid-19).</p> | Medium        |

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|  |  |  | <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 and needs of the child, with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, we will move them to an area which is at least 2 metres away from other people.</p> <p><b>The office at the front of school beside reception will be used for this purpose. The meeting room at the bottom of the F floor stairs is an alternative/additional space.</b></p> <p>If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom will be cleaned and disinfected using standard cleaning products before use by anyone else.</p> <p>If a child needs direct personal care until they can return home, a fluid-resistant surgical face mask will be worn by the supervising adult if a distance of 2m cannot be maintained. If contact with the child is necessary, then disposable gloves and a disposable apron will also be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, e.g. from coughing, spitting, or vomiting, then eye protection will also be worn.</p> <p><b>The school holds a stock of PPE for this purpose and First Aiders are aware of these additional procedures.</b></p> <p>In an emergency, call 999 if someone is seriously ill, injured or their life is at risk.</p> <p>Anyone who has helped someone with symptoms and any students who have been in close contact with them do not need to go home to self-isolate unless they develop symptoms themselves (in which case, they should arrange a test) or if the symptomatic person subsequently tests positive or they have been requested to do so by NHS Test &amp; Trace.</p> <p>Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. The area around the person with symptoms must be cleaned with normal household disinfectant after they have left to reduce the risk of passing the infection on to other people. Refer to <a href="#">COVID-19: cleaning of non-healthcare settings outside the home</a>.</p> <p>If a child starts displaying coronavirus symptoms while at their school or setting they must, wherever possible, be collected by a member of their family or household. In exceptional circumstances, where this is not possible, and the setting needs to take responsibility for transporting them home.</p> | <p>A small supply of fluid-resistant surgical face masks should be purchased e.g. <a href="https://www.medisave.co.uk/surgical-face-masks-type-iir-x-50.html">https://www.medisave.co.uk/surgical-face-masks-type-iir-x-50.html</a></p> <p>Refer to <a href="#">safe working in education, childcare and children’s social care settings, including the use of personal protective equipment (PPE)</a></p> <p>Anyone with coronavirus (Covid-19) symptoms should not visit the GP, pharmacy, urgent care centre or a hospital.</p> |  |
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|                               |  |   |      | <p><b>Cockermouth School has an approved procedure for the transportation of students using the school minibus.</b></p> <ul style="list-style-type: none"> <li>• All occupants of the minibus will wear a face mask if they are old enough and able to do so.</li> <li>• Hand sanitiser will be used on entry and exit of the vehicle.</li> </ul>   |   |        |
| Poor response to an infection | Infection spread leading to serious respiratory illness, death | All building users, including visitors/ parents, contractors/ maintenance personnel | High | <p>We will ensure all staff and parents are aware of the NHS Test and Trace process. We will ensure that staff and parents/carers understand that they will need to be ready and willing to:</p> <ul style="list-style-type: none"> <li>• <a href="#">book a test</a> if they or their child are displaying symptoms (or order via Tel No. 119). Staff and students 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 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 or their child have been in close contact with if they were to test positive for coronavirus (Covid-19) or if asked by NHS Test &amp; Trace/Public Health;</li> <li>• <a href="#">self-isolate</a> if they have been in close contact with someone who develops coronavirus (Covid-19) symptoms or if anyone in their household develops symptoms of coronavirus (Covid-19).</li> </ul> <p>We will assist the Test and Trace service by keeping a temporary record of staff shift patterns for 21 days and assist NHS Test and Trace with requests for that data if needed.</p> <p>By the autumn term, all schools will be provided with a small number of home testing kits that we can give directly to parents/carers collecting a child who has developed symptoms at school, or staff who have developed symptoms at school, where we think providing one will significantly increase the likelihood of them getting tested.</p> <p><b>The provision of these kits to families will be controlled by the school and administered according to government guidelines.</b></p> <p>We will ask parents and staff to inform us immediately of the results of a test:</p> <ul style="list-style-type: none"> <li>• If a child or member of staff tests negative, if they feel well and no longer have symptoms similar to coronavirus (Covid-19), they can stop self-isolating although it is still best to avoid contact with other people until they are better. Other members of their household can stop self-isolating.</li> <li>• If a child or member of staff tests positive, they should follow the <a href="#">‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’</a> and must continue to self-isolate for at least 10 days from the onset of their symptoms and then return to school only if they do not have a temperature (a cough or anosmia can last for several weeks once the infection has gone). The</li> </ul> | <p>We (school) will contact the <a href="#">Cumbria Covid-19 Call Centre</a></p> <p>Refer to <a href="#">Maintaining records of staff, customers and visitors to support NHS Test and Trace</a></p> <p>If any individual with symptoms is believed to have contracted the Covid-19 virus ‘whilst at work’, the relevant information must be reported to the HSE under RIDDOR legislation.</p> <p>In the sad event of the death of a worker in children’s services from coronavirus (COVID-19) follow: <a href="#">Actions for employers and providers following a coronavirus (COVID-19) related death of a carer or colleague across children’s services</a></p> | Medium |

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|   |  |   |      | <p>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> <ul style="list-style-type: none"> <li>• If a child or member of staff is not experiencing symptoms but has tested positive for Covid-19, they must self-isolate for at least 10 days, starting from the day the test was taken. If symptoms develop during this isolation period, then they must restart the 10 day isolation from the day symptoms developed. Others in the household must self-isolate for 14 days from the date of the positive test.</li> <li>• At this stage, all those who have been in close contact with the student or member of staff in their group or bubble will be asked to self-isolate for 14 days.</li> <li>• If a further child who is self-isolating develops symptoms, they should be tested for Covid-19. If this result is positive, they will begin the 10 day isolation from the day they became ill. All those in the second child's household will need to self-isolate for 14 days from the onset of the symptoms. If the result is negative, the second child will continue with their 14 day isolation period as a result of being in contact with the first child.</li> </ul>   |  |        |
| There is a confirmed case of coronavirus amongst the school community | Infection spread leading to serious respiratory illness, death | All building users, including visitors/ parents, contractors/ maintenance personnel | High | <p>We will take swift action when we become aware that someone who has attended has tested positive for coronavirus (Covid-19). We will contact the local health protection team. This team will also contact us directly if they become aware that someone who has tested positive for coronavirus (Covid-19) attended 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 us in this situation to guide us through the actions we need to take. Based on the advice from the health protection team, we 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.</p> <p>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 2m 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> |  | Medium |

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|  |  |   |      | <p>The health protection team will provide definitive advice on who must be sent home. To support them, we will keep a record of students and staff in each group, and any close contact that takes places between children and staff in different groups. This will be a proportionate recording process - we do not need to ask students 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>A template letter will be provided to us, on the advice of the health protection team, to send to parents and staff if needed. We will not share the names or details of people with coronavirus (Covid-19) with anyone except the public health authority for public health reasons e.g. to trace contacts and protect against the serious threat to public health.</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 could still develop the coronavirus (Covid-19) within the remaining days.</li> <li>• if the test result is positive, they should inform school 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 will 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>We will ensure our privacy notices for both parents/students and staff are updated accordingly.</p> |        |
| Poor containment of an outbreak by not following local health protection team advice | Infection spread leading to serious respiratory illness, death | All building users, visitors/ parents, contractors/ maintenance personnel | High | <p>If we have 2 or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (Covid-19) is suspected, we may have an outbreak, and will continue to work with the local health protection team who will advise if additional action is required.</p> <p>In some cases, health protection teams may recommend that a larger number of other students self-isolate at home as a precautionary measure – perhaps the whole site or year group. If we implement the controls from this risk assessment, whole school closure based on cases within the</p>   |  | Medium |

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|  |                                    |  |      | <p>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 our school is confirmed, a mobile testing unit may be dispatched to test others who may have been in contact with the person 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>  |  |        |
| Clinically vulnerable or extremely clinically vulnerable persons returning to school | Serious respiratory illness, death | Clinically vulnerable & extremely clinically vulnerable staff and students | High | <p><b>Students who are shielding or self-isolating</b></p> <p>There will be far fewer children advised to shield and majority of students will be able to return to school. However:</p> <ul style="list-style-type: none"> <li>• A small number of students will still be unable to attend in line with public health advice as they are self-isolating and have had symptoms or a positive test result themselves; or because they are a close contact of someone who has coronavirus (Covid-19);</li> <li>• If rates of the disease rise in local areas, children (or family members) from that area, and that area only, will be advised to shield during the period where rates remain high and therefore they may be temporarily absent (see below);</li> <li>• Some students no longer required to shield but who generally remain under the care of a specialist health professional may need to discuss their care with their health professional before returning to school in September (usually at their next planned clinical appointment).</li> <li>• Where a student is unable to attend school because they are complying with clinical and/or public health advice, we will be able to offer them access to remote education and we will monitor engagement with this activity.</li> </ul> <p><b>Immunisation</b></p> <ul style="list-style-type: none"> <li>• As normal, we will engage with our local immunisation providers to provide immunisation programmes on site, ensuring these will be delivered in keeping with the school's control measures.</li> </ul> <p><b>School workforce</b></p> <ul style="list-style-type: none"> <li>• Shielding measures were paused from 01/08/20, with the exception of areas where local lockdown means that shielding will continue. It is therefore appropriate for teachers and other school staff to return to school and we expect that staff who need to will attend school.</li> <li>• Employers have now been given more discretion about where staff work. Most school-based roles are not ideally suited to home working and schools may expect most staff to return to work in settings. Some roles, such as some administrative roles, may be conducive to home working, and school leaders will consider what is feasible and appropriate.</li> </ul> | <p>Shielding advice for all adults and children was paused on 01/08/20. This means that even the small number of students who will remain on the shielded patient list can also return to school, as can those who have family members who are shielding. Refer to <a href="#">RCPC COVID-19 - 'shielding' guidance for children and young people</a></p> <p>More advice is available from the Royal College of Paediatrics and Child Health</p> <p>Where children do not attend school as parents are following clinical &amp;/or public health advice (self-isolating, quarantine or the clinically extremely vulnerable during a future local lockdown), absence will not be penalised (record as Code 'X') – see <a href="#">Recording attendance in relation to Covid-19</a>.</p> <p>Refer to <a href="#">current advice on shielding</a>. Where necessary, we will provide equipment for people to work at home safely and effectively, e.g. remote access to work systems</p> | Medium |

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|  |  |  | <ul style="list-style-type: none"> <li>• We will explain to staff the measures the school is putting in place to reduce risks. We anticipate adherence to the measures in this Risk Assessment will provide the necessary reassurance for staff to return to schools.</li> <li>• We will discuss any concerns individuals including those who may be clinically vulnerable, clinically extremely vulnerable or at increased comparative risk from coronavirus, may have around their particular circumstances, reassure staff about the protective measures in place <b>and carry out a specific Individual Risk Assessments with them.</b></li> </ul> <p><b><i>Staff who are extremely clinically vulnerable</i></b></p> <ul style="list-style-type: none"> <li>• Those who are clinically extremely vulnerable can return to school in September 2020 provided we implement the system of controls outlined in <a href="#">Full Opening: Schools</a> and this Risk Assessment.</li> <li>• In all respects, the clinically extremely vulnerable should now follow the same guidance as the clinically vulnerable population (see below), taking particular care to practise frequent, thorough hand washing, and cleaning of frequently touched areas in their home and/or workspace.</li> <li>• People who live with those who are clinically extremely vulnerable can attend the workplace.</li> </ul> <p><b><i>Staff who are clinically vulnerable</i></b></p> <ul style="list-style-type: none"> <li>• Clinically vulnerable staff can return to school in September. While in school they should follow the specific measures in this Risk Assessment to minimise the risks of transmission.</li> <li>• This includes taking particular care to observe good hand and respiratory hygiene, minimising contact and maintaining social distancing. This provides that ideally, adults should maintain 2m distance from others, and where this is not possible avoid close face to face contact and minimise time spent within 1 metre of others. While the risk of transmission between young children and adults is likely to be low, adults should continue to take care to socially distance from other adults including older children/adolescents.</li> <li>• People who live with those who are clinically vulnerable can attend school.</li> </ul> <p><b><i>Staff who are pregnant</i></b></p> <ul style="list-style-type: none"> <li>• Pregnant women are in the ‘clinically vulnerable’ category, and are advised to follow the above advice, which applies to all staff in schools.</li> <li>• We will conduct a risk assessment for new and expectant mothers in line with the Management of Health and Safety at Work Regulations 1999 (MHSW).</li> <li>• The <a href="#">Royal College of Obstetrics and Gynaecology (RCOG)</a> guidance includes advice for women from 28 weeks gestation or with underlying health conditions who may be at greater risk. We will follow this advice and continue to monitor for future updates to it.</li> </ul> | <p>Refer to template <a href="#">Risk Assessment for staff and students previously shielding or BAME</a> on the KAHSC website</p> |  |
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|   |  |   |      | <p><b>Staff who may otherwise be at increased risk from coronavirus</b></p> <ul style="list-style-type: none"> <li>Those with particular characteristics such as those from the Black, Asian, Ethnic Minority community (BAME) who may be at comparatively increased risk from coronavirus (Covid-19) can return to school in September as long as the system of controls set out in <a href="#">Full Opening: Schools</a> and this Risk Assessment are in place.</li> <li>People who live with those who have comparatively increased risk from coronavirus (Covid-19) can attend school.</li> </ul>  | <p>Refer to <a href="#">COVID-19: review of disparities in risks and outcomes report</a> and <a href="#">Schools and COVID-19: guidance for Black, Asian and minority ethnic (BAME) staff and their employers in school settings</a></p>   |        |
| Inadequate hand and respiratory hygiene leading to spread of Covid-19 virus | Infection spread leading to serious respiratory illness, death | All building users, visitors/ parents, contractors/ maintenance personnel | High | <p>Everyone will be reminded to clean their hands before leaving home, on arrival at school, on return from breaks, when they change rooms and before and after handling cleaning chemicals, eating/drinking, using the toilet, sports activities, using public transport and after coughing or sneezing and not to touch face (eyes, mouth, nose) with hands that are not clean.</p> <p>Wash with liquid soap &amp; water for a minimum of 20 seconds (see hand wash guidance). Alcohol based hand cleansers/gels (containing at least 60% alcohol) can be used if soap and water are not available or practical. <b>We will ensure there are sufficient hand washing or hand sanitiser (70% alcohol) 'stations' available throughout school for staff and students. These will be in every classroom, each entrance to school and at the main entrance and dining hall entrance.</b></p> <p>For students with complex needs will continue to be helped to clean their hands properly. Skin friendly skin cleaning wipes can be used as an alternative. We will ensure supervision of hand sanitiser use given the risks around ingestion. <b>We will build these routines into school culture, supported by behaviour expectations and help ensure younger children and those with complex needs understand the need to follow them.</b></p> <p>Hands must be dried properly to prevent infection and drying out. Pat dry rather than rub to avoid discomfort.</p> <p>Ensure suitable hand washing facilities are available including running water, liquid soap and paper towels or hand driers. KAHSC recommend using disposable paper towels/rolls in preference to hand driers. <b>Paper towels are available in each bathroom and hand dryers have been temporarily turned off. Stocks will be checked frequently throughout the day to ensure a continuous supply.</b></p> <p>Where in place, toilet lids should be closed prior to flushing and remain closed after use. Where not in place, staff and children will be instructed to move away from the toilet as soon as it has been flushed, more frequent cleaning of the toilets and, most importantly, students will be reminded verbally, and through information posters, about strict hand</p> | <p>Ensure all attending understand how to clean hands correctly - Posters around the school as appropriate.</p> <p>Ensure all sinks have necessary stock &amp; restock as necessary. HSE have issued guidance on <a href="#">Choosing the right hand sanitisers and surface disinfectants</a></p> <p>We will ensure there are enough tissues and bins available to support students and staff to follow the 'Catch it, bin it, kill it' routine</p> <p><a href="#">e-Bug</a> has produced a series of helpful posters for display in appropriate locations: <a href="#">Horrid hands</a>, <a href="#">Super sneezes</a>, <a href="#">Hand hygiene</a>, <a href="#">Respiratory hygiene</a> and <a href="#">Microbe mania</a></p> | Medium |

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|   |  |   |      | <p>hygiene measures are observed following every visit to the toilet. <b>We have ensured all toilets have a closing lid.</b></p> <p>Different groups being allocated their own toilet blocks could be considered but is not a requirement if the site does not allow for it but toilets will be cleaned regularly and students encouraged to clean their hands thoroughly after using the toilet.<br/><b>Each year group bubble has been assigned their own set of toilets and additional toilet facilities provided for the Year 7 students.</b></p> <p>The 'catch it, bin it, kill it' approach will continue. Everyone will be reminded to sneeze into a tissue or sleeve NEVER into hands and to wash hands immediately after (as above). <b>'Catch it, bin it, kill it' posters are displayed throughout the school.</b></p> <p>Used tissues will be put in a bin immediately - all waste bins to be lined (they do <b>NOT</b> need to be double lined) and should be lidded and foot operated where possible and emptied regularly.<br/><b>All staff and students will be asked to sanitise their hands after using tissues.</b></p> <p>As with hand cleaning, we will ensure those with complex needs are helped to get this right, and all students understand that this is now part of how school operates.</p> <p>Some students with complex needs will struggle to maintain as good respiratory hygiene as their peers, e.g. those who spit uncontrollably or use saliva as a sensory stimulant. This will be considered in risk assessments in order to support these students and the staff working with them and is not a reason to deny these students face to face education.</p> |  |        |
| Inadequate personal protection & PPE & spread of Covid-19 virus | Infection spread leading to serious respiratory illness, death | All building users (particularly those staff performing personal and intimate care) | High | <p>We have reviewed tasks in school which require PPE like first aid, intimate care, cleaning, food preparation etc. and identify where we need extra equipment (like visors where splashing to the eyes is a new significant risk) or more of it (because we change it more often) and we used <a href="#">Covid-19: Personal Protective Equipment (PPE)</a> to help us decide. Where PPE is required, staff will be trained in and must scrupulously follow the guidance <a href="#">how to put PPE on and take it off safely</a> to reduce cross and self-contamination. Removal, cleaning and disposal – as in the cleaning section above.</p> <p>Where staff are performing intimate care procedures the normal procedures and usual PPE will be used – disposable apron and disposable gloves. If a child shows symptoms of Covid-19 they must not attend the school and stay at home.</p>  | Ensure adequate bins (lidded and foot operated where possible) and tissues are made available. Ensure school has a stock of rubber gloves and if needed, disposable gloves/aprons/facemasks. | Medium |



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|                                |                                    |                                    |      | <p>the use of face coverings for staff, pupils or other visitors would provide additional confidence to parents to support a full return of children to school.</p> <ul style="list-style-type: none"> <li>• Face coverings will not generally be necessary in the classroom even where social distancing is not possible.</li> <li>• In addition, and consistent with WHO's new advice, additional measures will be taken in areas where the transmission of the virus is high. In these areas, defined as <a href="#">areas of national government intervention</a>, face coverings should be worn by adults and pupils in secondary schools when moving around the school, such as in corridors and communal areas where social distancing is difficult to maintain. It will not be necessary to wear face coverings in the classroom, where protective measures already mean the risks are lower, and where they can inhibit learning.</li> <li>• It is vital that that face coverings are worn correctly so clear instructions will be provided to staff, children and young people on how to put on, remove, store and dispose of face coverings (<a href="#">Face coverings: when to wear one and how to make your own</a>) in all of the circumstances above, to avoid inadvertently increasing the risks of transmission.</li> <li>• 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.</li> <li>• Where a face covering becomes damp, it should not be worn and the face covering should be replaced carefully.</li> <li>• Staff and children should have access to their own face coverings, 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.</li> <li>• No-one should be excluded from education on the grounds that they are not wearing a face covering.</li> </ul> <p><b>At Cockermonth School we are not currently requiring anyone to wear a face covering in the classrooms or around the school site (unless carrying out specific activities that requires them, as detailed in this risk assessment). Staff and students may choose to wear a face covering. Where used we require face coverings to be worn correctly and the recommended procedure followed for safe wearing.</b></p> | <p>and other staff to be sensitive to those needs.</p> <p>In the event of new local restrictions being imposed, we will communicate quickly and clearly to staff, parents, pupils and learners that the new arrangements require the use of face coverings in certain circumstances.</p> |        |
| Failure to adequately identify | Vulnerable students do not receive | All students classed as vulnerable | High | We will continue to have regard to statutory guidance <a href="#">Keeping Children Safe in Education (from September 2020)</a> .  | Refer to the <a href="#">coronavirus (COVID-19): safeguarding in schools, colleges and other providers guidance</a> (now   | Medium |

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| vulnerable students/<br>safeguarding                                | appropriate support and protection                             | either by DfE guidance, LA or school |      | <p><b>Staff will be required to complete an online refresher (through Firefly) based on Safeguarding and the changes to KCSIE 2020 by 1 September 2020.</b></p> <p>Review/update our child protection policy (led by the DSL) to reflect the return of more students.</p> <p>We will identify all those children whom we believe to be vulnerable in addition to those classed as vulnerable under current DfE guidance. This will include children on the edge of receiving support from children’s social care, adopted children, those at risk of becoming NEET, those living in temporary accommodation and those who are young carers.</p> <p>We will take the opportunity to contact all parents to confirm correct emergency numbers and ask for additional emergency contacts where these are available.</p> <p>The DSL (and deputy) will ensure they have sufficient time, especially in the first few weeks of term, to help provide support to staff and children regarding any new safeguarding and welfare concerns and the handling of referrals to children’s social care and other agencies where these are appropriate, and agencies and services should prepare to work together to actively look for signs of harm.</p> <p>Communication with school nurses is important for safeguarding and supporting wellbeing, as they have continued virtual support to students who have not been in school.</p> | withdrawn). Refer to the model <a href="#">‘Covid-19 Addendum to the Child Protection Policy’</a> on the KAHSC website.   |        |
| Inappropriate arrangements for opening the school to student groups | Infection spread leading to serious respiratory illness, death | All building users                   | High | <p><b>Preparations will need to be agreed with Governors and staff prior to re-occupation by students and staff.</b></p> <p><b>Minimise contact between individuals and maintain social distancing wherever possible</b></p> <ul style="list-style-type: none"> <li>● Reduce the number of contacts between children and staff.</li> <li>● Maintain distinct groups or ‘bubbles’ that do not mix with other bubbles.</li> <li>● For younger children, those with complex needs the emphasis will be on separating groups (class bubbles), and for older children it will be on distancing.</li> <li>● In secondary schools groups are likely to be the size of a year group to enable schools to deliver the full range of curriculum subjects and students to receive specialist teaching. If this can be achieved with smaller groups, then this is recommended.</li> </ul> <p><b>Students will be taught, and spend their social time, in year group sized bubbles. The integrity of these bubbles will be maintained as much as is possible and the school has been divided up physically to maintain teaching areas for each bubble. Where space is shared, such as the dining</b></p>  | <p>Individuals displaying symptoms of Covid-19 should follow the government guidance <a href="#">COVID-19: guidance for households with possible coronavirus infection</a></p> <p>Provide ongoing health and safety information not only to staff through induction, training and regular updates/reminders but also for children and young people and parents/carers where applicable. Schools should consider providing virtual tours for prospective parents and carers wishing to visit the setting for September admissions. Induction checklist/staff handbook or code of conduct to be updated in line with Covid-19 risk assessment and information for parents displayed on the school</p> | Medium |

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|  |  |  | <p><b>hall for lunch, bubbles will be maintained and tables cleaned between use by those in different bubbles.</b></p> <p>We will try to keep children in their class groups for the majority of the classroom time but may also need to allow mixing into wider groups for specialist teaching/or teaching sets and transport.</p> <p>All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable. <b>Where staff need to move between classes and year groups, they should try and keep their distance from students and other staff as much as they can, ideally 2m from other adults.</b></p> <p><b>Measures within the classroom</b></p> <ul style="list-style-type: none"> <li>• Staff must maintain distance from students, staying at the front of the class, and away from colleagues where possible. Ideally, adults should maintain 2m distance from each other, and from children, although this will not always be possible.</li> <li>• Avoid close face to face contact and minimise time spent within 1m of anyone. This will not be possible when working with students who have complex needs or who need close contact care. These students' educational and care support should be provided as normal. <b>Additional support is being provided for Teaching Assistants and visors are available to them.</b></li> <li>• Children old enough, will be supported to maintain distance and not touch staff and their peers where possible. This will not be possible some children with complex needs.</li> <li>• We have made reasonable adaptations to the classroom to support distancing where possible e.g. seating students side by side and facing forwards, rather than face to face or side on, and moving unnecessary furniture out of classrooms to make more space.</li> <li>• Spaces used will be ventilated using natural ventilation where possible. Maximise ventilation by opening windows and propping open doors (bearing in mind safeguarding in particular).</li> </ul> <p><b>Window latches on the F and S floor have been assessed and, where possible, extended to allow additional ventilation. We will keep all rooms as well ventilated as possible throughout the school day.</b></p> <ul style="list-style-type: none"> <li>• Doors may be held open to avoid them being touched by those coming and going from the classroom. This will also aid ventilation. This is only permitted where the room is occupied and doors must be closed once the group has left the room. At the end of the day, all doors to all rooms must be closed for fire purposes.</li> <li>• Wherever possible students will use the same area of school throughout the day, with a thorough cleaning of the rooms at the end of the day.</li> </ul> | <p>website. The <a href="https://www.gov.uk/government/covid-19/posters">GOV.UK: Staying Covid-19 Secure Poster</a> to be displayed. Consideration must be given to ensuring our plans are communicated to those parents who have English as an additional language and parents of vulnerable children including young carers.</p> <p>Parents will be reminded of the complaints Policy which currently sets out how low level concerns will be resolved.</p> |  |
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|  |  |  |  | <ul style="list-style-type: none"> <li>• Students and staff will be asked to bring in their own water bottles. <b>Water drinking stations have been replaced by pedal operated ones to prevent cross contamination.</b></li> <li>• In order to facilitate cleaning, remove unnecessary items from learning environments where there is space to store them elsewhere</li> <li>• We will ensure all items that are laundered within the school, e.g. towels, flannels and bedding are washed in line with guidance on <a href="#">Cleaning in non-healthcare settings outside the home</a> and that these items are not shared by children between washes.</li> <li>• Where possible, external doors from classrooms will be used to access outside areas thus reducing the need to use internal areas.</li> <li>• IT suites can be used by students. Disinfection of workstations, keyboard and mouse after each class/bubble use will be necessary. Communal headphones will not be used. We will ask students to bring in their own headphones/earphones.</li> <li>• Practical lessons can go ahead if equipment can be cleaned thoroughly and the classroom or other learning environment is occupied by the same children in one day, or properly cleaned between bubbles. <b>This will rarely be the case for most classrooms but areas such as the dining hall and PE changing rooms (when used) will receive additional cleaning between bubbles.</b></li> </ul> <p><b>Measures for break and lunchtimes</b></p> <ul style="list-style-type: none"> <li>• We will stagger student break and lunch times (and time for cleaning surfaces in the dining hall between groups). Where dining halls are used, social distancing will be considered and no mixing of students from different bubbles must take place.</li> </ul> <p><b>The Sixth Form bubble will have their lunch separate from the main school in the Sixth Form area or off site. Split break and lunch times have been introduced for September. Year group bubbles will share the main Hall catering and dining facilities. However, these will be in their bubbles and tables cleaned by staff between each use. Each bubble will be separated by a minimum of 2 meters.</b></p> <ul style="list-style-type: none"> <li>• Where student numbers do not allow for each group to use the dining facilities, lunches may be served which are 'take-away' to be eaten elsewhere in the school to reduce the need for groups to mix or delivered to each classroom to be eaten at student desks.</li> <li>• Students may bring their own packed lunch.</li> <li>• Playgrounds will be divided to minimise mixing between groups - where there is more than one group using the outdoor space, the space will be zoned so that groups are kept apart.</li> <li>• Shared staff spaces will be set up to help staff to distance from each other. Use of staff rooms will be minimised, although staff must still</li> </ul> |  |
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|  |  |  | <p>have a break of a reasonable length during the day. Use safe outdoor areas for staff breaks.</p> <ul style="list-style-type: none"> <li>• We have reconfigured seating and tables in staff room/staff common areas to maintain spacing and reduce face-to-face interactions.</li> <li>• We will suggest staff and sixth form students to remain on-site at lunch time and, when not possible, maintaining social distancing while off-site &amp; wearing face coverings in enclosed public spaces.</li> </ul> <p><b>Measures elsewhere</b></p> <ul style="list-style-type: none"> <li>• Groups will be kept apart – we will also avoid large gatherings such as assemblies.</li> <li>• There may be an additional risk of infection when singing, chanting, playing wind or brass instruments or shouting even if individuals are at a distance. <b>Our curriculum has been modified in subjects such as music, drama (additional guidance and measures are outlined on pages 25-27) and PE (no contact sports will be taught and participation in activities that reduce close contact will be used).</b></li> <li>• When timetabling, groups have been kept apart and movement around the school site kept to a minimum. Passing briefly in the corridor or playground is low risk and will be minimised between students from different bubbles. <b>All staff and students will walk on the left in the corridors and staircases.</b></li> <li>• To reduce movement around the building, wherever possible, groups/classes remain in the same set of classroom, designated for use by their bubble, as much as possible with teachers moving between classes rather than students.</li> <li>• Where there are multiple stairways to upper floors, these are allocated and marked/signed as for use by students from a single year group bubble.</li> <li>• Lockers will be brought back into use only for where they can be accessed whilst maintaining the integrity of the year group bubbles. <b>Year 7 and the Sixth Form only from September.</b></li> <li>• Perspex shielding is in place for reception staff.</li> <li>• Maintain social distancing between people who work in one place such as office or reception staff.</li> <li>• Office staff to work in separate offices where possible.</li> <li>• Desks/workstations should allow staff to maintain social distancing wherever possible.</li> </ul> <p>If it is not possible to keep workstations 2m (or 1m with risk mitigation where 2m is not viable, is acceptable) apart, take all mitigating actions possible to reduce the risk of transmission:</p> <ul style="list-style-type: none"> <li>• review layouts and processes to allow staff to work further apart from each other;</li> <li>• only where it is not possible to move workstations further apart, arrange people to work side by side or facing away from each other rather than face-to-face;</li> </ul> | <p>For ‘catering activities and school meal provision, refer to the separate model <a href="#">Covid-19: Risk assessment for School Catering Operations</a> on the KAHSC website</p> |  |
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|  |  |  |  | <ul style="list-style-type: none"> <li>● only where it is not possible to move workstations further apart, use screens to separate people from each other;</li> <li>● use a consistent pairing system if workers have to be in close proximity;</li> <li>● manage occupancy levels to enable social distancing;</li> <li>● Workstations should be assigned to an individual as much as possible. If they need to be shared, they should be shared by the smallest possible number of people and establish cleaning rules after each use of another's workstation;</li> <li>● Avoid use of hot desks and spaces and, where not possible, clean and sanitise workstations between different occupants including shared equipment.</li> <li>● Keep distance between individuals when speaking or sharing a room, regularly wash hands and sanitise surfaces when the individual leaves including telephones, keyboards/mice etc.</li> <li>● Staff to observe social distancing when using communal equipment such as photocopiers – key pads etc. on copying machines to be wiped with anti-viral wipes after each use. <b>Only students in the Sixth Form can use copiers, and their use is restricted to the copier located in the Sixth Form. Guidance for cleaning between use and the necessary cleaning materials will be provided.</b></li> <li>● Ensure that any keypads or electronic entry systems are regularly sanitised throughout the day where different staff/visitors are entering or leaving the school. <b>Sanitiser and cleaning solution is available beside each machine.</b></li> <li>● Plan work to minimise contact between staff and avoid skin-to-skin and face-to-face contact. Where possible, staff working together (such as site teams for example) should work side by side or facing away from each other as opposed to face to face. Where face-to-face contact is essential, this must be kept to a minimum. Consideration will be given to wearing face coverings in this situation.</li> <li>● As much as possible, keep groups of staff working together in teams that are as small as possible.</li> <li>● Try to use stairs in preference to lifts. Where lifts must be used (including platform lifts), we will lower their capacity to reduce congestion and contact at all times, and regularly clean touchpoints, such as doors and buttons. <b>No more than two people can use a lifts at any one time. Where they are not from the same bubble, or a pupil with an adult, face coverings will be worn by both occupants of the lift.</b></li> <li>● Where staff are required to sign in/out, using a touch-screen, a supply of anti-viral wipes will be provided to be used by the visitor to clean the screen before/after use. A bin will be provided for the disposal of the used wipes. <b>Contactless cards allow staff to sign in and out without touching the screen.</b></li> </ul> |  |  |
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|  |  |  |  | <ul style="list-style-type: none"> <li>● Reduce transmission through contact with objects that come into school such as post and deliveries and limit those accepting and putting away deliveries.</li> <li>● Implement cleaning procedures for goods and merchandise entering the site.</li> <li>● Encourage increased handwashing and introducing more handwashing facilities for staff handling goods and merchandise or providing hand sanitiser where this is not practical.</li> <li>● Restrict non-business deliveries, e.g. personal deliveries to workers.</li> <li>● Revise pick-up and drop-off collection points, procedures, signage and markings.</li> <li>● Consider methods to reduce frequency of deliveries, e.g. by ordering larger quantities less often.</li> <li>● Minimise contact during payments and exchange of documentation, for example, by using electronic payment methods and electronically signed and exchanged documents.</li> <li>● Take steps to avoid people needing to unduly raise their voices to each other. This includes, but is not limited to, refraining from playing music or broadcasts that may encourage shouting, including if played at a volume that makes normal conversation difficult.</li> </ul> <p><b>No music will be allowed in the Sixth Form facilities.</b></p> <p><b>Measures for arriving at and leaving school</b></p> <ul style="list-style-type: none"> <li>● Under no circumstances must <b>anyone</b> displaying symptoms of Covid-19 attempt to enter the school site. This information will be included in the letter to parents, suppliers and contractors prior to the school opening. Notice to be displayed on the main school entrance door. All parents will be asked to confirm this when dropping off their child.</li> <li>● We will encourage parents and students to walk or cycle to school where possible.</li> <li>● Check details of who is eligible to drop off/collect children – they may be different.</li> <li>● Only one parent should bring the child/ren to school where children cannot attend unaccompanied. Pupils will be informed of the entrance they must use to enter and leave the site each day.</li> <li>● Parents will be informed and, if necessary, regularly reminded that they must maintain social distancing from the next adult or child at all times when bringing their child to or collecting them from school.</li> <li>● Where possible, we have implemented separate entrance/exit gates for students in different year groups.</li> <li>● Parents may only enter the site by appointment only and appointments must be made prior to the visit. Parents may, however, telephone the school at any time should they have any concerns or issues of which the school need to be informed.</li> <li>● Where possible, once the cohort of students has arrived, they will enter the school via an external door straight into the class where</li> </ul> |  |
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they will be based for the session. **Students will go directly to their form room on arrival at school each day via a designated route shown to them by their pastoral team.**

- Used PPE and any disposable face coverings that staff or children arrive wearing will be placed in a refuse bag and disposed of as normal domestic waste unless the wearer has symptoms of Covid-19 in which case it will be disposed of in accordance with the [guidance on cleaning for non-healthcare settings outside of the home](#). Any non-disposable washable cloth face coverings that staff or children are wearing when they arrive at school must be removed by the wearer and placed into a plastic bag that the wearer has brought with them in order to take it home. The wearer must then clean their hands.

### **Transport**

#### **Dedicated school transport, including statutory provision**

- All are advised to adopt a social distance of 2m from people outside their household or support bubble, or a '1m plus' approach where this is not possible (refer to [Coronavirus \(COVID-19\): safer travel guidance for passengers](#)).

Make an assessment of:

- how students are grouped together on transport, where possible this should reflect the bubbles that are adopted within school;
- use of hand sanitiser upon boarding and/or disembarking;
- additional cleaning of vehicles;
- organised queuing and boarding where possible;
- distancing within vehicles wherever possible;
- the use of face coverings for children aged 11 and over, where appropriate, e.g. if they are likely to come into very close contact with people outside of their group or who they do not normally meet.

A partnership approach between the LA, school/trust/diocese and others will be required. In particular, it is imperative that we work closely with the LA that have statutory responsibility for 'home to school transport' for many children, as well as a vital role in working with local transport providers to ensure sufficient bus service provision. *Further guidance due from DfE shortly.* Refer to [Coronavirus Covid-19 Safer transport guidance for operators](#).

The LA is responsible for arranging school transport for those pupils legally entitled to travel to and from school. Following [LA School Transport guidance](#):

External markings may be used to ensure parents and/or students are social distancing appropriately.

Where it is possible to do so, different entrances have been allocated to different cohorts of children i.e. a rear or side gate.

Refer to [safe working in education, childcare and children's social care including the use of PPE](#)

[Coronavirus Covid-19 Safer transport guidance for operators and LA School Transport guidance](#)

- Unless it is possible on the transport used, social distancing will **not** apply on dedicated school transport from the Autumn term 2020.
- Even if children are entitled to free or subsidised education transport, they should only use this transport if absolutely necessary.
- Parents and carers are responsible for supporting their child to maintain social distancing whilst queuing at bus stops.
- The school will put in place appropriate queuing or other arrangements needed for picking up and dropping off children at school.
- Where possible, children should try to sit within their school bubbles on vehicles.
- All pupils should clean their hands prior to boarding the bus.
- Hand sanitiser will be provided on board the vehicle and it should be used by pupils when getting on and getting off the bus. Child(ren) should also carry their own hand sanitiser.
- Where possible, the ventilation of fresh air (from outside the vehicle) will be maximised, particularly through opening windows and ceiling vents.
- Vehicles will be cleaned and sanitised after each journey.

We will ensure that a clear message is given to students about their general socialising behaviour beyond the school gates i.e. not congregating in large groups etc.

**Wider public transport**

- The use of public transport, particularly in peak times, should be kept to an absolute minimum.
- We will encourage parents, staff and students to walk or cycle to school if at all possible. We will consider using 'walking buses' (a supervised group of children being walked to, or from, school), or work with the LA to promote safe cycling routes. Driving children to school will also be an option. Refer to [Coronavirus \(COVID-19\): safer travel guidance for passengers](#)
- Students using public transport unaccompanied will be reminded that all passengers must wear a face covering.
- Car sharing to and from work/school is not currently advised unless the individuals are from the same household (or support bubble).
- We will ensure that a clear message is given to all students about their general socialising behaviour beyond the school gates i.e. not congregating in large groups etc.

**Other considerations**

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|  |  |  |  | <ul style="list-style-type: none"> <li>• Students with SEND will receive specific help and preparation for the changes to routine that this will involve, so teachers and SENDCo will plan to meet these needs, e.g. using social stories.</li> <li>• Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. They should ensure they minimise contact and maintain as much distance as possible from other staff. Specialists, therapists, clinicians and other support staff for students with SEND should provide interventions as usual.</li> <li>• Where a child routinely attends more than one setting on a part time basis, e.g. because they are dual registered at a mainstream school and an alternative provision setting or special school, we will work through the system of controls to the fullest extent collaboratively, enabling us to address any risks identified and allowing us to jointly deliver a broad and balanced curriculum for the child.</li> <li>• For individual and very frequently used equipment, such as pencils and pens, staff and students should, wherever possible, have their own items that are not shared.</li> </ul> <p><b>Additional information has been provided to students and parents regarding what each child must bring to school to reduce the sharing of basic equipment.</b></p> <ul style="list-style-type: none"> <li>• Classroom based resources, such as books, can be used and shared within the bubble; these will be cleaned regularly, along with all frequently touched surfaces. Cleaning materials are available for this in every classroom.</li> <li>• Resources that are shared between classes or bubbles, such as sports, art and science equipment will be cleaned frequently and meticulously and always between bubbles or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.</li> <li>• Students should still limit the amount of equipment they bring into school each day to essentials such as lunch boxes, hats, coats, books, stationery, sun protection and mobile phones. Bags are allowed.</li> <li>• Students and teachers can take books and other shared resources home, although unnecessary sharing will be avoided, especially where this does not contribute to student education and development. Similar rules on hand cleaning, cleaning of the resources and rotation will apply to these resources.</li> </ul> <p><b>Cleaning throughout the day – non-healthcare settings where no-one has symptoms of, or confirmed Covid-19</b></p> <p><b><i>Cleaning and disinfection</i></b></p> <ul style="list-style-type: none"> <li>• Define a new cleaning schedule that ensures cleaning is generally enhanced and includes more frequent cleaning of rooms / shared areas that are used by different groups, frequently touched surfaces being cleaned more often than normal.</li> </ul> | <p>For further information on students with SEND and EHCP plans, refer to Annex B of <a href="#">Full Opening: Schools</a>.</p> <p>Refer to <a href="#">COVID-19 Guidance for Supply Agencies, Head teachers and Supply Staff</a></p> |  |
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|  |  |  | <ul style="list-style-type: none"> <li>● Implement a cleaning log to track cleaning frequency for bathrooms, classrooms and communal areas.</li> <li>● Schedule frequent cleaning of resources</li> <li>● Schedule the isolation or cleaning of resources (e.g. books) shared between groups.</li> <li>● Reduce clutter with only the minimum items left on work and other surfaces. This allows for more intensive cleaning and reduces the risk of the virus landing on multiple surfaces.</li> <li>● Increase the frequency of cleaning, using standard cleaning products such as detergents and bleach, paying attention to all surfaces but especially ones that are touched frequently, such as door handles, light switches, work surfaces, remote controls and electronic devices.</li> <li>● As a minimum, frequently touched surfaces should be wiped down at the beginning and at the end of each day, and more frequently depending on: the number of people using the space, whether they are entering and exiting the setting, and access to hand washing and hand-sanitising facilities. Cleaning of frequently touched surfaces is particularly important in bathrooms and communal kitchens.</li> <li>● When cleaning surfaces, it is not necessary to wear personal protective equipment (PPE) or clothing over and above what would usually be used.</li> <li>● Regularly check stocks of cleaning supplies and purchase additional supplies as necessary.</li> <li>● Use disposable cloths or paper roll and disposable mop heads wherever possible, disposing of after use.</li> <li>● Avoid creating splashes and spray when cleaning.</li> <li>● We have made disposable tissues available in each room for both staff and students.</li> <li>● For ‘cleaning staff/activities and cleaning after an individual with symptoms of or confirmed Covid-19 has left the setting/area’, refer to the separate <a href="#">KAHSC Model Cleaning Schools during Coronavirus Pandemic Risk Assessment</a>.</li> </ul> <p><b>Laundry</b></p> <ul style="list-style-type: none"> <li>● Items should be washed in accordance with the manufacturer’s instructions.</li> <li>● There is no additional washing requirement above what would normally be carried out.</li> </ul> <p><b>Kitchens and communal canteens</b></p> <ul style="list-style-type: none"> <li>● It is very unlikely that Covid-19 is transmitted through food. However, as a matter of <a href="#">good hygiene practice</a>, anyone handling food should wash their hands often with soap and water for at least 20 seconds before doing so.</li> <li>● Crockery and eating utensils should not be shared.</li> <li>● Clean frequently touched surfaces regularly. <b>This will be done between each bubble of students using the dining hall facilities.</b></li> </ul> | <p><b>Do not rely on cleaning staff alone to clean/wipe surfaces when others leave as cleaners may not always be rostered during the school day - clean and wipe as you go as described.</b></p> <p>For ‘catering activities and school meal provision, refer to the separate model <a href="#">Covid-19: Risk assessment for School Catering Operations</a> on the KAHSC website.</p> <p>Carry out inventory check of cleaning products and stock at regular intervals, restocking as necessary. Ensure contingency plans are in place to respond to any shortages in supply.</p> <p>The Government are encouraging all schools to return to their usual uniform</p> |  |
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|  |  |  | <ul style="list-style-type: none"> <li>Food business operators should continue to follow the Food Standard Agency's (FSA) <a href="#">guidance on good hygiene practices in food preparation</a>, <a href="#">Hazard Analysis and Critical Control Point (HACCP)</a> processes and preventative practices (pre-requisite programmes (PRPs)).</li> </ul> <p><b>Bathrooms</b></p> <ul style="list-style-type: none"> <li>Clean frequently touched surfaces regularly.</li> <li>Ensure suitable hand washing facilities are available including running water, liquid soap and paper towels or hand driers.</li> <li>Where cloth towels are used, these should be for individual use and laundered in accordance with washing instructions.</li> </ul> <p><b>Waste</b></p> <ul style="list-style-type: none"> <li>Waste does not need to be segregated unless an individual in the setting shows symptoms of or tests positive for Covid-19 (refer to the separate <a href="#">KAHSC Model Cleaning Schools during Coronavirus Pandemic Risk Assessment</a>).</li> <li>Dispose of routine waste as normal, placing any used cloths or wipes and used PPE in 'black bag' waste bins. You do not need to put them in an extra bag or store them for a time before throwing them away. Do <b>NOT</b> use recycling bins. All bins will be lidded and foot operated where possible.</li> </ul> <p><b>School uniform</b></p> <ul style="list-style-type: none"> <li>It is for the governing body or trust to make decisions regarding school uniform.</li> <li>Uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal.</li> <li>We will consider how student non-compliance is managed, taking a mindful and considerate approach in relation to parents who may be experiencing financial pressures.</li> </ul> <p><b>Curriculum</b></p> <p>All students – particularly disadvantaged, SEND and vulnerable students must be given the catch-up support needed to make substantial progress by the end of the academic year. The key principles that underpin curriculum planning are:</p> <ul style="list-style-type: none"> <li>Education is not optional: all students receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life;</li> <li>The curriculum remains broad and ambitious: all students continue to be taught a wide range of subjects, maintaining their choices for further study and employment;</li> <li>Remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools and other</li> </ul> | <p>policies in the autumn term. <b>We are following this guidance.</b></p> <p>Refer also to <a href="#">Resources to support schools in delivering remote education</a>, <a href="#">Get help with technology for remote education during coronavirus (Covid-19)</a> and <a href="#">Get laptops and tablets for children who cannot attend school due to coronavirus (COVID-19)</a> and the Section below on Contingency Planning</p> |  |
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|  |  |  | <p>settings continue to build their capability to educate students remotely, where this is needed.</p> <ul style="list-style-type: none"> <li>• We will aim to meet the government’s key expectations if considering revisions to our school curriculum for academic year 2020 to 2021 and teach an ambitious and broad curriculum in all subjects from the start of the autumn term making use of existing flexibilities to create time to cover the most important missed content – refer to Section 3 of <a href="#">Full Opening: Schools</a>.</li> <li>• Supervising children when accessing the internet.</li> <li>• Particular consideration will need to be given to the learning needs and objectives of children with SEND, to ensure, for e.g. that they receive appropriate preparation for adulthood.</li> <li>• We will develop <b>remote education</b> so that it is integrated into school curriculum planning. Remote education may need to be an essential component in the delivery of the school curriculum for some students, alongside classroom teaching, or in the case of a local lockdown. We are therefore expected to plan to ensure any students educated at home for some of the time are given the support they need to master the curriculum and so make good progress. Refer to <a href="#">Remote education during Coronavirus (Covid-19)</a>.</li> <li>• In our regular communications with parents we will continue to emphasise and promote online safety for those students who are not attending the school.</li> </ul> <p><b><i>Physical Education, School Sport and Physical Activity (PESSPA)</i></b></p> <ul style="list-style-type: none"> <li>• We have the flexibility to decide how physical education, sport and physical activity will be provided whilst following the measures in our system of controls although <b>contact sports should not take place</b>.</li> <li>• 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. We must only provide team sports on the list available in Guidance on the phased return of sport and recreation.</li> <li>• Students will be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided.</li> <li>• Outdoor sports will be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between students and paying scrupulous attention to cleaning and hygiene.</li> <li>• External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities.</li> <li>• We are able to work with external coaches, clubs and organisations for curricular and extra-curricular activities where we are satisfied</li> </ul> | <p>Refer to:</p> <ul style="list-style-type: none"> <li>• <a href="#">Guidance on the phased return of sport and recreation</a></li> <li>• <a href="#">Sport England</a> for grassroots sport</li> <li>• <a href="#">Youth Sport Trust</a></li> <li>• <a href="#">AfPE COVID-19: Interpreting the Government Guidance in a PESSPA Context</a> and ‘<a href="#">frequently asked questions</a>’ for PE staff.</li> <li>• <a href="#">Swim England</a> – for guidance on school swimming</li> </ul> <p><b>Secondary D&amp;T (CLEAPSS):</b> <a href="#">GL344</a>, <a href="#">GL360</a>, <a href="#">GL356</a>, <a href="#">GL355</a>, <a href="#">GL347</a>, <a href="#">GL348</a> &amp; <a href="#">GL354</a></p> <p><b>Secondary Science (CLEAPSS):</b> <a href="#">GL336</a>, <a href="#">GL338</a>, <a href="#">GL339</a>, <a href="#">GL343</a>, <a href="#">GL345</a>, <a href="#">GL352</a> &amp; <a href="#">GL353</a></p> |  |
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that this is safe to do so. We will consider carefully how such arrangements can operate within our wider protective measures.

- Activities such as active miles, making break times and lessons active and encouraging active travel help enable students to be physically active while encouraging physical distancing.

**Science, Art and D&T**

- For guidance regarding Science and D&T in relation to returning to school and running practical activities, we will refer to the relevant CLEAPSS Guidance. Although specific risk assessments will not be required, our existing curricular risk assessments will be reviewed and where necessary updated to reflect altered practices and CLEAPSS Guidance.

**Music, Dance and Drama**

- Singing, wind and brass instrument playing can be undertaken in line with [Working safely during coronavirus \(COVID-19\) for performing arts](#)).
- We will take particular care in music, dance and drama lessons to observe social distancing where possible. This may limit group activity in these subjects in terms of numbers in each group. It will also prevent physical correction by teachers and contact between pupils in dance and drama.
- Additionally, we will keep any background or accompanying music to levels which do not encourage teachers or other performers to raise their voices unduly. If possible, we will use microphones to reduce the need for shouting.

**Peripatetic teachers**

- We can continue to engage peripatetic teachers during this period, including staff from music education hubs – refer to ‘Other Considerations’ above and ‘Rations/Qualifications’ below.
- They should avoid situations where distancing requirements are broken; e.g. demonstrating partnering work in dancing.
- Further information on the music education hubs, including contact details for local hubs, can be found at [music education hub](#) published by the Arts Council England.

***Music teaching including singing, and playing wind and brass instruments in groups***

- Playing instruments and singing in groups should take place outdoors wherever possible. If indoors, we will limit the numbers in relation to the space.

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|  |  |  |  | <ul style="list-style-type: none"> <li>• If indoors, we will use a room with as much space as possible, e.g. larger rooms; rooms with high ceilings. If playing indoors, we will limit the numbers to account for ventilation of the space and the ability to social distance and ensure good ventilation.</li> <li>• Singing, wind and brass playing should 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 and mitigation can be maintained.</li> <li>• In the smaller groups where these activities can take place, we will observe strict social distancing between singers and players, and any other people such as conductors, other musicians, or accompanists. If the activity is face-to-face and without mitigating actions, 2 metres is appropriate.</li> <li>• Pupils should be positioned back-to-back or side-to-side when playing or singing (rather than face-to-face) whenever possible.</li> <li>• Position wind and brass players so that the air from their instrument does not blow into another player.</li> <li>• Use microphones where possible or encourage singing quietly.</li> </ul> <p><b>Handling equipment and instruments</b></p> <ul style="list-style-type: none"> <li>• Increase handwashing before and after handling equipment, especially if being used by more than one person.</li> <li>• Avoid sharing equipment wherever possible. Place name labels on equipment to help identify the designated user, e.g. percussionists' own sticks and mallets.</li> <li>• If instruments and equipment have to be shared, disinfect regularly (including any packing cases, handles, props, chairs, microphones and music stands) and always between users.</li> <li>• Instruments should be cleaned by the pupils playing them, where possible.</li> <li>• Limit handling of music scores, parts and scripts to the individual using them.</li> <li>• Limit the number of suppliers when hiring instruments and equipment. We will agree whose responsibility cleaning hired instruments is with the suppliers. Clean hire equipment, tools or other equipment on arrival and before first use.</li> <li>• Equipment and instruments should be stored in a clean location if we take delivery of them before they are needed, and they should be cleaned before first use and before returning the instrument.</li> <li>• Pick up and drop off collection points should be created where possible, rather than passing equipment such as props, scripts, scores and microphones hand-to-hand.</li> </ul> <p><b>Individual lessons and performance in groups</b></p> |  |
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|   |   |                        |      | <ul style="list-style-type: none"> <li>Individual lessons in music, dance and drama can resume in schools and organisations providing out of school childcare. This may mean teachers interacting with pupils from multiple groups, so we will need to take particular care, in line with the measures set out above on peripatetic teachers.</li> <li>In individual lessons for music, dance and drama, social distancing should be maintained wherever possible, meaning teachers should not provide physical correction.</li> <li>Specific safety measures for individual music lessons are set out in the following sections.</li> <li>Measures will include specific social distancing between pupil and teacher (as above), accounting for ventilation of the space being used. Pupil and teacher should be positioned side by side if possible.</li> <li>Avoid sharing instruments and equipment and limit handling music scores, parts and scripts wherever possible as above.</li> </ul>  |   |        |
| Inadequate contingency plans for outbreaks and local lockdown | Inadequate planning in place for remaining open for vulnerable children/children of critical workers and for providing remote education to those students at home | All staff and students | High | <p>While the aim is to have all students back at school in the autumn, we will also need to plan for the possibility of a local lockdown and how we will ensure continuity of education.</p> <p>For individuals or groups of self-isolating students, remote education plans should be in place. These should meet the same expectations as those for any students who cannot yet attend school at all due to coronavirus (Covid-19 – refer to Section under ‘Curriculum’ above on remote education support. The LA with the support of NHS Test and Trace, Public Health England and other government departments will lead on plans when local or national restrictions are required.</p> <p>We are aware of the <a href="#">COVID-19 contain framework: a guide for local decision-makers</a> guidance, in particular, <b>Annexe 3: Tiers of national restriction for education and childcare</b> and ensure plans are in place to meet the educational needs of students should any of the 4 Tiers of Restrictions be applied.</p> <p>A local lockdown may involve a return to remaining open only for vulnerable children and the children of critical workers and providing remote education for all other students – plans must be developed to ensure these can be staffed and managed.</p> <p>Where a class, group or small number of students need to self-isolate, or there is a local lockdown requiring students to remain at home, we will ensure we have the capacity to offer <b>immediate</b> remote education.</p> <p>Our Emergency/Contingency Plan(s) will be reviewed/updated to reflect our plans should there be a spike in infections, to meet the educational</p> | Refer to <a href="#">Local lockdowns: guidance for education and childcare settings</a> | Medium |

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|  |  |                    |      | <p>needs of students should any of the '4 Tiers of Restrictions be applied' and schools are advised to temporarily close (local lockdown). This must enable us to:</p> <ul style="list-style-type: none"> <li>• use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school's curriculum expectations;</li> <li>• give access to high quality remote education resources;</li> <li>• select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback, and make sure staff are trained in their use;</li> <li>• provide printed resources, such as textbooks and workbooks, for students who do not have suitable online access;</li> <li>• recognise that younger students and some students with SEND may not be able to access remote education without adult support, and so schools should work with families to deliver a broad and ambitious curriculum.</li> </ul> <p><b>When teaching students remotely, we will:</b></p> <ul style="list-style-type: none"> <li>• set assignments so that students have meaningful and ambitious work each day in a number of different subjects;</li> <li>• teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject;</li> <li>• provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos;</li> <li>• gauge how well students are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work;</li> <li>• enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure students' understanding;</li> <li>• plan a programme that is of equivalent length to the core teaching students would receive in school, ideally including daily contact with teachers.</li> </ul> <p>We will consider the above in relation to the students' age, stage of development and/or special educational needs, e.g. where this would place significant demands on parent's help or support. We will avoid an over-reliance on long-term projects or internet research activities.</p> | <p>Refer to <a href="#">Remote education during Coronavirus (Covid-19)</a>, <a href="#">Resources to support schools in delivering remote education</a>, <a href="#">Get help with technology for remote education during coronavirus (Covid-19)</a> and <a href="#">Get laptops and tablets for children who cannot attend school due to coronavirus (COVID-19)</a></p> |        |
| Poor or inappropriate behaviour and attendance | Infection spread leading to serious respiratory illness, death | All building users | High | <p><b>Behaviour</b></p> <ul style="list-style-type: none"> <li>• <b>Our Behaviour policy has been updated with an addendum and any new rules/policies and will be communicated clearly and consistently to staff, students and parents, setting clear, reasonable and proportionate expectations of student behaviour.</b> We will set</li> </ul>   |  | Medium |

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|  |  |  |  | <p>out clearly at the earliest opportunity the consequences for poor behaviour and deliberately breaking the rules and how we will enforce those rules including any sanctions.</p> <ul style="list-style-type: none"> <li>• We will work with staff, students and parents to ensure that behaviour expectations are clearly understood, and consistently supported, taking account of individual needs and we will also consider how to build new expectations into our rewards system.</li> <li>• It is likely that adverse experiences and/or lack of routines of regular attendance and classroom discipline may contribute to disengagement with education upon return to school, resulting in increased incidence of poor behaviour. We will work with those students who may struggle to reengage in school and are at risk of being absent and/or persistently disruptive, including providing support for overcoming barriers to attendance and behaviour and to help them reintegrate back into school life.</li> <li>• Some students will return to school having been exposed to a range of adversity and trauma including bereavement, anxiety and in some cases increased welfare and safeguarding risks. This may lead to an increase in social, emotional and mental health concerns and some children, particularly vulnerable groups such as children with a social worker and young carers, will need additional support and access to services such as educational psychologists, social workers, and counsellors. Additionally, provision for children who have SEND may have been disrupted during partial school closure and there may be an impact on their behaviour. We will work with local services (such as health and the LA) to ensure the services and support are in place for a smooth return to schools for students.</li> <li>• The disciplinary powers that schools currently have, including exclusion, remain in place. Permanent exclusion will only be used as a last resort. Where a child with a social worker is at risk of exclusion, their social worker will be informed and involved in relevant conversations.</li> <li>• Any disciplinary exclusion of a student, even for short periods of time, must be consistent with the relevant legislation.</li> </ul> <p><b>Attendance</b></p> <p>School attendance will be <b>mandatory</b> again from the beginning of the autumn term. From that point, the usual rules on school attendance will apply, including:</p> <ul style="list-style-type: none"> <li>• parents' duty to secure that their child attends regularly at school where the child is a registered student at school and they are of compulsory school age;</li> <li>• schools' responsibilities to record attendance and follow up absence;</li> <li>• the availability to issue sanctions, including fixed penalty notices in line with the LA code of conduct.</li> </ul> |  |
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| Inadequate arrangements in place for managing off-site visits  | Infection spread leading to serious respiratory illness, death   | Staff and students on school trips | High | <ul style="list-style-type: none"> <li>The Government continues to advise against domestic (UK) overnight and overseas educational visits at this stage see <a href="#">coronavirus: travel guidance for educational settings</a>.</li> <li>In the autumn term, we can resume non-overnight domestic educational visits including any trips for students with SEND connected with their preparation for adulthood (e.g. workplace visits, travel training etc.). This will be done in line with protective measures, such as keeping children within their consistent group, and the coronavirus (Covid-19) secure measures in place at the destination.</li> <li>We can make use of outdoor spaces in the local area to support delivery of the curriculum.</li> </ul>   | <p>Refer to <a href="#">health and safety guidance on educational visits</a> when considering visits.</p> <p>The Association of British Insurers (ABI) has produced information on travel insurance implications (<a href="#">ABI: Coronavirus Hub</a>) following the coronavirus (COVID-19) outbreak. If we have any further questions about our cover or need further reassurance, contact our travel insurance provider.</p> <p>As normal, we will undertake full and thorough risk assessments in relation to all educational visits to ensure they can be done safely. As part of this risk assessment, we will consider what control measures need to be used and ensure we are aware of wider advice on visiting indoor and outdoor venues.</p>   | Low    |
| Inadequate staffing ratios, staff availability and recruitment | Inadequate supervision of children, access to DSLs and inadequate statutory first aid or medical provision | Staff and students                 | High | <p><b>Ratios and Qualifications</b></p> <p>We will undertake an appropriate audit to ensure staffing levels are appropriate.</p> <p>We have contingency plans in place should staff be absent as a result of Covid-19. Our possible approaches to managing a shortfall in staffing include:</p> <ul style="list-style-type: none"> <li>We will ensure that appropriate support is made available for students with SEND, e.g. by deploying teaching assistants and enabling specialist staff from both within and outside the school to work with students in different classes or year groups.</li> <li>Where support staff capacity is available, we will consider using this to support catch-up provision or targeted interventions. TAs may also be deployed to lead groups or cover lessons, under the direction and supervision of a qualified, or nominated, teacher. Any redeployments will not be at the expense of supporting students with SEND. The Headteacher will be satisfied that the person has the appropriate skills, expertise and experience to carry out the work, and discuss and agree any proposed changes in role or responsibility with the member of staff. This includes ensuring that safe ratios are met, and/or specific training undertaken, for any interventions or care for students with complex needs where specific training or specific ratios are required.</li> <li>We can continue to engage supply teachers and other supply staff during this period.</li> <li>Supply staff and other temporary workers can move between schools, but we will minimise the number of visitors to the school</li> </ul> | <p>Refer to <a href="#">making the best use of teaching assistants</a>.</p> <p>Refer to <a href="#">COVID-19 Guidance for Supply Agencies, Head teachers and Supply Staff</a></p> <p>If asked to do so, we should be able to explain why the first aider hasn't been able to requalify and demonstrate what steps have taken to access the training. The school or certificate holders must do their best to arrange requalification training at the earliest opportunity. Where it is not possible to have a DSL or Deputy physically in school, arrangements may be made for the DSL to be contactable via phone or video link if they are working from home. Alternatively, arrangements may be made with an alternative school to use the expertise of their DSL. Further advice can be found in <a href="#">'Safeguarding in schools'</a></p> | Medium |

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|  |  |  | <p>where possible. Where it is necessary to use supply staff and peripatetic teachers, they will be expected to comply with our arrangements for managing and minimising risk, including taking particular care to maintain distance from other staff and students.</p> <ul style="list-style-type: none"> <li>• To minimise the numbers of temporary staff in school, we will (where possible) use longer assignments with supply teachers and agree a minimum number of hours across the academic year (also applies to other temporary staff, peripatetic teachers such sports coaches, and those delivering before and after school clubs).</li> <li>• We will continue to host a small number of ITT trainees.</li> <li>• Volunteers may be used to support the work of the school - they will be properly supported and given appropriate roles.</li> <li>• Mixing of volunteers across groups should be kept to a minimum, and they should remain 2m from students and staff where possible.</li> <li>• Key telephone numbers of all available DSL's/deputy to be displayed in school.</li> <li>• Ensure the contact details of the <a href="#">Safeguarding Hub/Early Help Team/LADO</a> are available to all staff on duty.</li> <li>• Ensure sufficient competent staff on duty to administer or supervise the administration of medication. Wherever possible, children to self-administer, witnessed by staff. Where not possible (age, SEND etc.) social distancing cannot be maintained – think about how this can be done safely – PPE, vigilant personal hygiene etc.</li> </ul> <p><b>Staff taking leave (those returning from abroad)</b></p> <ul style="list-style-type: none"> <li>• Staff (or students) returning from holidays/work abroad must follow current Government guidance and quarantine for 14 days on their return from <b>certain countries</b>.</li> <li>• As would usually be the case, most staff will need to be available to work in school during term time. There is a risk that where staff have travelled abroad, their return travel arrangements could be disrupted due to factors arising beyond their control in relation to Covid-19, such as the potential for reinstatement of lockdown measures in the place they are visiting.</li> <li>• Where it is not possible to avoid a member of staff having to quarantine during term time, we will consider if it is possible to temporarily amend working arrangements to enable them to work from home.</li> </ul> <p><b>Recruitment</b></p> <ul style="list-style-type: none"> <li>• Recruitment will continue as usual – staff, volunteers, supply teachers, other temporary or peripatetic teachers and ITT trainees.</li> <li>• We will continue to adhere to the legal requirements regarding pre-appointment checks (Keeping Children Safe in Education). During the summer, safeguarding checks can be carried out remotely as set out in <a href="#">coronavirus (COVID-19): safeguarding in schools, colleges and other providers</a> (now withdrawn).</li> </ul> | <p>The latest guidance on quarantine can be accessed at <a href="#">coronavirus (COVID-19): how to self-isolate when you travel to the UK</a> and <a href="#">Travel Corridors</a></p> <p>Refer to <a href="#">experience of implementing interviews remotely</a> and <a href="#">how to prepare for remote interviews</a></p> |  |
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|  |  |   |      | <ul style="list-style-type: none"> <li>From the start of the autumn term checks will revert to being carried out in person.</li> </ul>  |  |        |
| Visiting children in their own homes and contact with Covid-19 virus | Infection spread leading to serious respiratory illness, death | Staff   | High | <ul style="list-style-type: none"> <li>Should we have a situation where a child requires a home visit particularly in relation to safeguarding concerns, we will consider and adhere to guidance issued in <a href="#">Safe working in education, childcare and children’s social care settings, including the use of PPE.</a></li> </ul> <p><b>We have an agreed procedure in place for visiting homes which must always be followed.</b></p>  | Refer to model <a href="#">Covid-19 Home Visits Risk Assessment</a> on the KAHSC website   | Medium |
| Visitors & spread of Covid-19 virus                                  | Infection spread leading to serious respiratory illness, death | All building users, visitors/ parents, contractors/ maintenance personnel | High | <ul style="list-style-type: none"> <li>Visitors to the premises will be discouraged and meetings held remotely where possible. <b>Visitors will be allowed on site by appointment only.</b></li> <li>In instances where we need to use other essential professionals such as social workers, speech and language therapists or counsellors, or professionals to support delivery of a child’s EHC plan, we will assess whether the professionals need to attend in person or can do so virtually. If they need to attend in person, they should closely follow the protective measures in the school, and the number of attendances should be kept to a minimum. Where possible to do so, social distancing should be maintained.</li> <li>We will manage other visitors to the site, such as contractors, and ensure that the risks associated with managing contractors, visitors, catering staff and deliveries, as well as cleaning staff on site who may be working throughout the school and across different groups, are addressed. This will require close cooperation between both school and the other relevant employers. We will have discussions with key contractors about the school’s control measures and ways of working as part of planning for the autumn term.</li> <li>Access to contractors/external maintenance personnel will be by appointment only and wherever possible, arranged after school, holidays or weekends to reduce contact with others and appropriate hygiene and social distancing arrangements are followed (including in an emergency situation where access is required urgently to undertake maintenance/repair).</li> <li>A record must be kept of all visitors/contractors. Create a signing in sheet – with date, times, name, company (where relevant), contact Tel No., where in the building they are going to be for the majority of the time and who they are meeting with. Do not leave a pen available – they should use their own. If a touch screen is used, anti-viral wipes must be available along with a bin for disposal.</li> <li>Site guidance on physical distancing and hygiene should be documented &amp; explained to visitors/contractors on or before arrival - make it clear via a notice on the inner door that all visitors must wash their hands as soon as they enter the building or sanitise their hands. Ensure that any keypads or electronic entry systems are regularly sanitised throughout the day (as above).</li> </ul> | Undertake effective liaison with contractors <b>BEFORE</b> they attend site – ask contractors to provide key information in relation to how they are managing infection control (risk assessments) and any control measures we have in place which we expect them to follow will be shared with them either in advance or on immediate arrival. Contractors should be complying with <a href="#">Construction Leadership Council - Site-Operating-Procedures</a> | Medium |

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|   |                   |              |      | <ul style="list-style-type: none"> <li>Where possible, limit the areas that visitors/contractors can go in the building and reduce the number of people they come into contact with.</li> </ul> <p><b>Lettings will be restricted to outdoor spaces, including the Astro-turf and playing fields from September.</b></p> <p>Where Lettings (private hire) are to take place, our documented Lettings Arrangements/Procedures which include conditions of hire, will be revised to identify any specific rules school expects hirers to follow in light of Covid-19, thinking about, for example (list not exhaustive):</p> <ul style="list-style-type: none"> <li>ensuring details of those attending each Let is kept by the organiser (for NHS Test &amp; Trace purposes);</li> <li>restricting numbers if social distancing cannot be adhered to;</li> <li>where hirers can and can't go. Initially the changing rooms will not be available and will only be reintroduced when additional cleaning can be implemented after each use. This may involve additional charges to hirers.</li> <li>what they can &amp; can't do;</li> <li>what equipment (if any) they can use etc.</li> <li>include cleaning regimes – who is expected to clean premises/ equipment following a Let, particularly if there has been a suspected or confirmed case of Covid-19 during the Let. How do hirers report such a case?</li> <li>who will provide hand sanitiser, tissues etc. – school or the hirer;</li> <li>provision of more waste facilities (for tissues etc.);</li> <li>will there be any necessary changes needed to fire evacuation procedures and assembly points to allow for social distancing?</li> <li>We will check that each organiser has their own suitable Covid-19 risk assessment in place which we are satisfied with.</li> </ul> <p><b>We will work with each external hirer to ensure safe use of the facilities, restrict access to certain areas of the site and provide additional cleaning. These arrangements will vary between users and depend on the facility being used.</b></p> |  |        |
| Lack of wellbeing management for students | Mental ill health | All students | High | <p>School staff will need to consider how to support:</p> <ul style="list-style-type: none"> <li>individual children who have found the long period at home hard to manage;</li> <li>those who have developed anxieties related to the virus;</li> <li>those about whom there are safeguarding concerns;</li> <li>those who may make safeguarding disclosures once they are back in schools;</li> <li>children from black, asian and minority ethnic (BAME) communities and their families who may be at increased risk of serious ill-health as a result of contracting Covid-19. They may have additional or heightened worries about returning to school;</li> </ul>   | <p>Refer to <a href="#">DfE - teaching about mental wellbeing</a> and the <a href="#">DfE/PHE/NHS YouTube webinar</a>.</p> <p>Refer to <a href="#">BAMEed Network guidance</a> and template <a href="#">Risk Assessment for staff and students previously shielding or BAME</a> on the KAHSC website for assistance in</p> | Medium |

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|  |  |  | <ul style="list-style-type: none"> <li>● those who have experienced bereavements in their immediate family or wider circle of friends or family or had increased/new caring responsibilities.</li> </ul> <p>We consider the provision of pastoral and extra-curricular activities to all students designed to:</p> <ul style="list-style-type: none"> <li>● support the rebuilding of friendships and social engagement;</li> <li>● address and equip students to respond to issues linked to coronavirus (Covid-19);</li> <li>● support students with approaches to improving their physical and mental wellbeing.</li> <li>● We will also provide more focused pastoral support where issues are identified that individual students may need help with, drawing on external support where necessary and possible.</li> <li>● We will also consider support needs of particular groups they are already aware need additional help (e.g. children in need), and any groups they identify as newly vulnerable on their return to school. To support this, teachers may wish to access the free MindEd learning platform for professionals, which includes a <a href="#">coronavirus (Covid-19) staff resilience hub</a> with materials on peer support, stress, fear and trauma and bereavement.</li> <li>● We will consider how we are working with school nursing services to support the health and wellbeing of our students; school nursing services have continued to offer support as students return to school – school nurses as leaders of the <a href="#">healthy child programme</a> can offer a range of support including: <ul style="list-style-type: none"> <li>● support for resilience, mental health and wellbeing including anxiety, bereavement and sleep issues;</li> <li>● support for students with additional and complex health needs;</li> <li>● supporting vulnerable children and keeping children safe.</li> </ul> </li> <li>● We will work together with school nurses to ensure delivery of the healthy child programme (which includes immunisation), identifying health and wellbeing needs which will underpin priorities for service delivery.</li> <li>● Staff will need to strike an appropriate balance between reintegrating students into a reassuring and familiar work ethic to support their mental wellbeing on the one hand and identifying and taking time to address explicitly individual concerns or problems on the other.</li> <li>● If parents of students with significant risk factors are concerned, we will discuss their concerns and provide reassurance of the measures we are putting in place to reduce the risk in school. We will be clear with parents that students of compulsory school age must be in school unless a statutory reason applies (e.g. the student has been granted a leave of absence, is unable to attend because of sickness, is absent for a necessary religious observance etc).</li> </ul> | <p>completing an individual risk assessment before affected students return to school.</p> <p>Refer to <a href="#">MindEd learning platform for professionals</a>, which contains materials on peer support, stress, fear and trauma, and bereavement and <a href="#">MindEd coronavirus (COVID-19) staff resilience hub</a> which provides advice and tips for frontline staff.</p> |  |
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|  |   |           |      | <ul style="list-style-type: none"> <li>If safeguarding issues come to light they will be addressed using the school's Child Protection policy, which may need to be updated in light of full opening. Head teachers should consider how they might manage any increase in referrals as students return to school.</li> </ul> <p><b>Extra-curricular activities will be offered from September. These activities will be limited to students from specific year group bubbles (no mixing).</b></p>   |   |        |
| Lack of wellbeing management for staff               | Mental ill health                         | All staff | High | <ul style="list-style-type: none"> <li>Governing bodies and senior leaders will be conscious of the wellbeing of all staff, including senior leaders themselves, and the need to implement flexible working practices in a way that promotes good work-life balance and supports teachers and leaders.</li> <li>Particular regard will be given to ensuring staff who are BAME (Black, Asian and Minority Ethnic) and those with existing health conditions (but do not fall into the category of critically vulnerable) are appropriately supported, given that they may be at increased risk of severe ill-health should they contract Covid-19.</li> <li>Workload will be carefully managed and the school will assess whether staff who are having to stay at home due to health conditions are able to support remote education, while others focus on face-to-face provision. This issue will be factored into our resource and curriculum planning and consideration given to where additional resource could be safely brought in if necessary.</li> <li>We may need to alter the way in which we deploy staff and use existing staff more flexibly to welcome back all students at the start of the autumn term. We will discuss and agree any changes to staff roles with individuals.</li> <li>We will monitor the wellbeing of people who are working from home, on furlough or who are shielding and help them stay connected to the rest of the workforce, especially if the majority of their colleagues are on-site. We will keep in touch with off-site workers on their working arrangements including their welfare, mental and physical health and personal security.</li> <li>We will consider how to support the mental wellbeing of our staff who are returning after a significant period of either home working, shielding or furlough. Where work-related issues present themselves, the HSE's published stress Management Standards will be followed. We will also review how we can support employees on broader issues, such as bereavement support and general anxiety about the ongoing situation (for example by signing up for a formal Employee Assistance Programme providing confidential telephone advice and counselling).</li> </ul> | <p>Refer to <a href="#">extra mental health support for students and teachers</a>.</p> <p>Refer to <a href="#">BAMEd Network guidance</a> for assistance in completing an individual risk assessment before affected staff return to work.</p> <p>Refer to the DfE <a href="#">workload reduction toolkit</a> and <a href="#">case studies to support remote education</a></p> <p>Refer to template <a href="#">Risk Assessment for staff and students previously shielding or BAME</a> on the KAHSC website</p> <p><a href="#">Education Support Partnership</a> provides a free helpline for school staff and targeted support for mental health and wellbeing.</p> | Medium |
| Inadequate communications with and training of staff | Staff do not understand safety procedures | All staff | High | <p><b>Returning to work</b></p> <ul style="list-style-type: none"> <li>We will ensure all staff understand coronavirus related safety procedures.</li> </ul>  |   | Medium |

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|  |  |  |  | <ul style="list-style-type: none"> <li>● We will provide clear, consistent and regular communication to improve understanding and consistency of ways of working amongst staff.</li> <li>● We will engage with staff through existing communication routes and staff representatives to explain and agree any changes in working arrangements.</li> <li>● We will develop communication and training materials for staff prior to returning to site, especially around new procedures for arrival at work.</li> </ul> <p><b>Ongoing communications</b></p> <ul style="list-style-type: none"> <li>● We will ensure all staff are kept up to date with how safety measures are being implemented or updated.</li> <li>● We will ensure ongoing engagement with staff, (including through trades unions or employee representative groups) to monitor and understand any unforeseen impacts of changes to working environments.</li> <li>● We will promote awareness and focus on the importance of mental health at times of uncertainty (see above).</li> <li>● We will use simple, clear messaging to explain guidelines using images and clear language, with consideration of groups for which English may not be their first language and those with protected characteristics such as visual impairments.</li> <li>● We will use visual communications, e.g. whiteboards or signage, to explain safe working practices around the working site to reduce the need for face-to-face communications.</li> </ul> |  |  |
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**PART 2 – PREMISES AND MAINTENANCE ISSUES REQUIRED PRIOR AND DURING OPENING**

| Hazard               | Risk   | Individuals at risk                                   | Risk Rating | Control Measures<br>What are we doing now?   | Notes/Additional Control Measures<br>What more do we need to explain/do?  | Residual Risk |
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| Fire and emergencies | Inability to operate emergency systems or procedures | All building users, contractors/maintenance personnel | High        | <ul style="list-style-type: none"> <li>In preparing for reoccupation, review the fire risk assessment and the fire management arrangements contained within it. Not only should this review consider any changes to fire safety systems and equipment (see 'Maintenance' below), but also issues such as adequate provision of fire wardens and the suitability of Personal Emergency Evacuation Plans (PEEPS) – especially if working hours are elongated and/or previous role holders are no longer available to continue.</li> <li>Consider whether assembly points need to be reviewed (or more points created to allow for social distancing) – how will the person in charge at each assembly point communicate with the others? How will students line up – is marking required? You may also need to make adjustments to your fire drill and practise it in the first week when students return.</li> </ul> <p><b>Assembly point remain as usual and students will be shown these on their first day. Fire practices will be held in Year group bubbles.</b></p> <ul style="list-style-type: none"> <li>Regular fire updates provided to staff and students, particularly where students are not being taught in their 'normal classroom' so that they can familiarise themselves with the nearest fire route and ultimate exit.</li> <li>We will consider the layout of muster points and whether the schools existing system works appropriately in relation to social distancing and the advice not to mix groups or bubbles.</li> </ul> <p><b>In the event of a fire alarm, students will follow the exit route form the building marked in each room. As students leave the building the requirement to stay in bubbles and restriction on the use of stairs by specific groups will be suspended.</b></p> <ul style="list-style-type: none"> <li>Review the first aid 'assessment of need' to ensure that it is still sufficient. Based on this, more first aiders may need to be trained to ensure that there is adequate coverage. Review levels of first aid equipment to ensure that these are still adequate. In particular, consideration will be given to the purchase of additional resuscitation face shields, disposable gloves and aprons.</li> <li>Where necessary, staff to undergo induction in the fire and emergency routines and accident/first aid procedures. This may not</li> </ul> | <p>Refer to advice on <a href="#">Fire safety in new and existing school buildings</a></p> <p>Review fire doors appropriate to setting. We will consider installing proprietary hold open devices triggered by the fire alarm as a longer-term objective.</p> <p>Train staff in the correct procedures in the event of fire emergency – repeat as necessary – monitor via fire drills</p> | Medium        |

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|   |  |  |      | <p>be the usual routes and normal nominated fire wardens may not be in attendance. Repeat as necessary.</p> <ul style="list-style-type: none"> <li>• Clarify means of summoning emergency assistance, particularly when operating social distancing.</li> <li>• Access to essential contractors / statutory inspections will need to be considered and managed.</li> <li>• Propping fire doors open by any other means other than proprietary hold open devices triggered by the fire alarm is normally not permitted. <b>However</b>, as a temporary measure, all reasonable methods of preventing infection spread will need to be introduced. The risk of a fire starting is probably lower than the risk of infection spread.</li> <li>• If fire doors are held open, alter your documented and practical procedures to ensure that more staff are appointed to ensure ALL fire doors are closed if the fire alarm sounds or fire is discovered.</li> <li>• Where fire doors are temporarily held open, these will be closed by a member of staff using the room in the event of the fire alarm activating.</li> <li>• Use wedges to hold open doors – these can be easily kicked out should there be an emergency situation. Only hold doors open where access through them is required during the day and where the room beyond is occupied. This will reduce the risk of contamination. Rooms which are not being used will have the doors closed at all times.</li> <li>• At the end of each day, <b>ALL</b> fire doors <b>must</b> be closed. Wipe down contact points with a proprietary cleaning product ready for the next day.</li> <li>• We will consider the closing of windows should the fire alarm activate. Because of the need for increased ventilation in the school during the Covid-19 pandemic, there may not be time to close all windows prior to evacuation. This situation is only permissible where to close all the windows would result in increased risk to staff and students.</li> </ul> |  |        |
| Lack of building/ property maintenance – preparing to re-open | Faulty equipment services leading to injury or death | All building users, contractors/ maintenance personnel | High | <ul style="list-style-type: none"> <li>• It is important that, prior to opening for the autumn term, all the usual pre-term building checks are undertaken to make the school safe.</li> </ul> <p><b>Health &amp; Safety Inspections</b></p> <ul style="list-style-type: none"> <li>• If the whole school site or buildings have been closed for many weeks, or if parts of the building have been out of use for a long period, undertake a health and safety check of the buildings, grounds and equipment concerned.</li> <li>• All routine in-house monitoring, testing and inspection to commence / continue as normal.</li> </ul> <p><b>Fire Safety Systems</b></p>   | Refer to DfE <a href="#">Managing school premises during the coronavirus outbreak</a> and the Chartered Institute of Building Services Engineers' guidance on <a href="#">emerging from lockdown</a> | Medium |

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|  |  |  | <ul style="list-style-type: none"> <li>● In terms of reoccupation, all relevant fire safety equipment and systems must be tested <b>before</b> employees and others are allowed back on site. This would typically include: <ul style="list-style-type: none"> <li>● a full functional test of the fire detection and alarm system (using multiple call points across the site and involving the call receiving centre if appropriate);</li> <li>● a full discharge test of the emergency lighting system across the site;</li> <li>● a visual inspection of all fire extinguishers to ensure that they are correctly located, full and not obviously damaged;</li> <li>● checking that fire escape routes are clear of any obstructions;</li> <li>● checking that final fire escape doors are unlocked and operational;</li> <li>● checking the operation of internal fire doors to ensure that they close properly;</li> <li>● checking that automatic fire dampers, smoke venting and smoke extraction systems are operational.</li> </ul> </li> </ul> <p><b>Water management – control of Legionella bacteria</b></p> <p><b>Water systems</b></p> <ul style="list-style-type: none"> <li>● Schools increasing operational capacity or opening should follow their usual water system building management procedures as they would at the end of the summer holidays.</li> <li>● Chlorinating and flushing water systems may not be necessary <b>if</b> the system has remained operational through routine flushing as advised in the cold water systems and domestic hot water services sections above.</li> <li>● You should contact your school’s legionella competent person who will advise on the action required. If a full system flush is required but not immediately available, seek advice from your competent person on alternative options.</li> </ul> <p><b>Drinking water</b></p> <ul style="list-style-type: none"> <li>● If it has not been possible to maintain system throughput of water from routine flushing to all outlets or a competent person has not tested the water and provided satisfactory bacterial test results, the water may not be safe to drink. In these circumstances, you should supply bottled drinking water until a thorough flushing and chlorination can be undertaken by a water treatment specialist.</li> </ul> <p><b>Hot water services</b></p> <ul style="list-style-type: none"> <li>● Water temperatures must be kept within limits recommended for the control of legionella bacteria in water systems.</li> <li>● Regularly check hot water generation for functionality and if required, temperature recording.</li> <li>● If the hot water system has been left operational the hot water should be circulating as normal and regular checks should be carried out.</li> </ul> | <p>Refer to <a href="#">Managing school premises during the coronavirus outbreak</a> and <a href="#">HSE: Legionella Risks during the Coronavirus Outbreak</a></p> <p>Schools to contact the competent organisation that carried out the last Legionella Risk Assessment for advice and/or to carry out any necessary recommissioning work</p> |  |
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|  |  |  | <p><b>Ventilation</b></p> <ul style="list-style-type: none"> <li>• Good ventilation is essential at all times in classrooms and particularly during this period. Schools should ensure all systems are working in their normal operating mode.</li> <li>• Natural ventilation via windows or vents should be used as far as possible and where available occupied room windows (particularly classrooms) should be open.</li> <li>• Where centralised or local mechanical ventilation is present, recirculatory systems should be adjusted to full fresh air. If this is not possible systems should be operated as normal. Where ventilation units have filters present ensure enhanced precautions are taken when changing filters. See HSE guidance <a href="#">HSG53: Respiratory protective equipment at work</a>.</li> <li>• Ventilation in toilets should be kept running where possible. When in use, avoid opening windows in toilets to assure the right direction of ventilation.</li> <li>• Ventilation in chemical stores should be kept running as normal.</li> </ul> <p><b>Asbestos Containing Materials (ACMs)</b></p> <ul style="list-style-type: none"> <li>• Complete a thorough visual inspection of all ACMs prior to reoccupation to confirm that there has been no damage during lockdown. Where any damage to ACMs is observed, the area should be isolated immediately and advice sought from a specialist asbestos management company.</li> </ul> <p><b>Restarting plant and equipment</b></p> <p>Recommission all systems before opening, as would normally be done after a long holiday period. This includes:</p> <ul style="list-style-type: none"> <li>• gas</li> <li>• heating</li> <li>• water supply</li> <li>• mechanical and electrical systems</li> <li>• catering equipment</li> </ul> <p>Establish a clear plan for restarting any equipment that has been taken out of service during lockdown to ensure the safety of those who are undertaking the maintenance as well as protecting the equipment from damage. The restart process may require electrical and mechanical isolations to be reconnected, fluids to be refilled and plant and equipment to be reenergised in a specific sequence or order. Planning should therefore be based on manufacturers' instructions, commonly accepted technical guidance and by making reference to specialist contractors (where required). Ensure that those who are carrying out the work are competent to do so and the work is correctly coordinated between them to avoid risks.</p> <p><b>Statutory inspections</b></p> | <p>Refer to the HSE <a href="#">air conditioning and ventilation during the coronavirus outbreak</a></p> |  |
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|  |  |  |  | <ul style="list-style-type: none"> <li>● Whilst the HSE ‘recognises the potential challenges when carrying out legal requirements for thorough examination and testing (TE&amp;T) of plant and equipment as a result of additional precautions people need to take to help reduce risk of transmission of coronavirus (Covid-19)’ they have stated that ‘the law for Lifting Operations and Lifting Equipment Regulations (LOLER) and Pressure Systems Safety Regulations (PSSR)’ remain in place. As such, employers must ensure that statutory inspections on lifting equipment (including passenger lifts and stair lifts), pressure systems, fixed electrical systems, PAT, gas appliances, etc are ‘in date’ prior to the reoccupation of buildings.</li> <li>● Consider whether equipment which has not been used for an extended period of time needs a statutory inspection even if one is not due. For example, where personal lifting equipment has been left in a condition which may have compromised its structural integrity or where a lift needs servicing to ensure it is going to be operated normally and safely.</li> </ul> <p><b>Training and supervision</b></p> <ul style="list-style-type: none"> <li>● In returning plant and equipment into full use, ensure that employees have retained adequate knowledge to use it safely. As such, it may be necessary to run refresher training for certain items and/or systems. This is particularly relevant to employees who only had limited experience prior to the lockdown. Review the status of any planned periodic refresher training which may have been missed during the lockdown.</li> <li>● Ensure that there is adequate supervision of those using plant and equipment, particularly if sites operate for an extended period of time and/or experienced supervisors are not available.</li> </ul> <p><b>Cleaning</b></p> <ul style="list-style-type: none"> <li>● New cleaning arrangements in line with coronavirus preparations should also include regular systematic checks:</li> <li>● on drainage systems, check traps have not dried out and ensure water seals are in place to prevent smells within the building, for example, hygiene rooms, sports hall showers</li> <li>● where toilets are put back into use ensure the flushing of the toilets occur with the lids down and toilet ventilation systems are working.</li> </ul> |  |
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