Risk Assessment – Full Opening September 2020

Section/Establishment Name:	**City of Derby Academy**		
Date of Assessment	5TH JUNE 2020	**Date of Issue**	June 2020
Assessment carried out by	A. Harding	Signature	

Reviews			
Reviewed by	**Date**	**Changes Made**	
		Y	**N**
A. Harding	15/7/20	Y	
A. Harding	19/8/20	Y	
A. Harding	6/9/20	Y	
A. Harding	2/11/20	Y	

Affected persons:	Students	X	Staff	X	Visitors	X	Contractor	X	Others (specify)

Name of Manager confirming and agreeing Assessment:	
Signature:	

Under the Management of Health and Safety at Work Regulations 1999, the minimum employers must do is: -identify what could cause injury or illness in the organisation (hazards)
-decide how likely it is that someone could be harmed and how seriously (the risk)
-take action to eliminate the hazard, or if this isn't possible, control the risk

N.B. This risk assessment is focused mainly on coronavirus (COVID-19). Given that the school is implementing all measures recommend by the government the likelihood that someone could be harmed is LOW, however the potential seriousness of the harm is HIGH.

I confirm that I am aware of and understand the findings of the Risk Assessment and agree to ensure that I will work to the stated control measures and bring to the attention of management any deficiencies in the findings of the assessment.

Print Name	Signature	Date	Print Name	Signature	Date

Where existing control measures are being/will be met they should be highlighted green. Where in progress amber, and where absent red.

Hazard	Existing Control Measures and Working Practices	Additional Measures	Actions: By when? Who?
1. Spread of Covid-19 through school and wider school community due to lack of guidance / awareness	1. Head Teacher/Deputy Headteacher to check for government guidance updates 2. Share most up to date guidance re. protective measures and hygiene with the school community via letter, website text/video, social media, and email 3. Share CODA's plans to ensure safe reopening with staff, unions, students and parents/carers in advance 4. Design and display signage/posters around the school site for staff, students and visitors 5. Provide a protective measures and hygiene induction to students upon reopening, and regular verbal reminders to students when on site and in lessons 6. Tell students, parents/carers or any visitors, such as suppliers, not to enter the education or childcare setting if they are displaying any symptoms of coronavirus 7. Tell parents that if their child needs to be accompanied to school, only one parent should attend 8. Tell parents and students their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use) 9. Make clear to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely) 10. Ensure parents and students are aware of recommendations on transport to and from school	Touchscreen sign-in system to be sanitised after use. All staff will be emailed relevant documents in advance of opening and have the opportunity to raise any questions or concerns before school re-opens. All relevant measures will be communicated to students on their return to school during extended form periods. All staff to read updated CODA guidance documents emailed by HT.	Prior to reopening and ongoing HT SLT

Hazard	Existing Control Measures and Working Practices	Additional Measures	Actions: By when? Who?
2. Spread of Covid-19 due to travel to and from school	**Ensure parents/carers and students are aware of recommendations on transport to and from school:** 1. Remind parents, staff and students **NOT** to use public transport if they have coronavirus symptoms. 2. Remind parents, staff and students that it is the law to wear a face covering on public transport. 3. Communicate to parents, staff and students the government's safer travel guidance for passengers 4. Encourage parents, staff and students to walk or cycle to school if at all possible. 5. Consider staggered school opening hours to avoid peak time travel.	Staff to delay departure until students/parents have cleared to avoid reduced social distancing space. Share DCC Home to School Travel guidance.	Prior to reopening and ongoing HT

Hazards	Existing Control Measures and Working Practices	Additional Measures	Actions: By when? Who?
3. Spread of Covid-19 due to direct and/or indirect transmission within school **This section covers "PREVENTION" STRATEGIES 1-8.** **Numbers 1 to 5, and number 8, must be in place in all schools, all the time.** **Number 6 must be properly considered and schools must put in place measures that suit their particular circumstances.** **Number 7 applies in specific circumstances.**	**1. <u>Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (covid-19) symptoms, or who have someone in their household who does, do not attend your setting</u> [N.B. MUST be in place in school, all the time].** Ensure that students, staff and other adults **DO NOT** come into the setting if they have coronavirus (COVID-19) symptoms, or have tested positive in the last **10** days. Ensure that anyone developing coronavirus (COVID-19) symptoms during the school day is sent home. If anyone becomes unwell during the day with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they **MUST** be sent home and told to: • **NOT** visit the GP, pharmacy, urgent care centre or a hospital • To self-isolate for at least **10** days • To arrange to have a test to see if they have coronavirus (see below) • To tell other members of their household (including any siblings) to self-isolate for 14 days **Students awaiting collection** • Move students to a room where they can be isolated behind a closed door • Keep a window open for ventilation • If needed, they should use a separate bathroom if possible, which MUST be cleaned and disinfected before being used by anyone else • If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people • PPE MUST be worn by staff caring for the child while they await collection IF a distance of 2 metres cannot be maintained. Any members of staff who have 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 and Trace. 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. 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). **2. <u>Where recommended, use face coverings</u> [N.B. MUST be in place in school, all the time].** From Monday the 2nd of November 2020, the school will require ALL students to wear face coverings in the following situations: • When entering the school from the main gates • When moving between classrooms in corridors • When indoors at lunchtime (apart from when eating) • When leaving classrooms and the school site at the end of the day Students should already be wearing face coverings when using public transport to travel to and from school. Exemptions may be applied in appropriate circumstances e.g. students who cannot put on, wear or remove a face covering because of a physical or mental illness or impairment or disability; students who need to speak to or provide assistance to someone who relies on lip reading, clear sound or facial expression to communicate. These students will be provided with a photo lanyard which can be shown to staff. Students who refuse to wear face coverings (and are not exempt) will be placed in the Referral Centre. **3. <u>Clean hands more often than usual</u> [N.B. MUST be in place in school, all the time]** Coronavirus (COVID-19) is an easy virus to kill when it is on skin. Ensure that all staff are aware of and adhere to the following processes: • All adults and students **MUST** clean hands more often than usual, especially when they arrive at the setting, when they return from breaks, when they change rooms, before and after eating, and after sneezing or coughing. • Hands **MUST** be washed thoroughly with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered. Regular and thorough hand cleaning is going to be needed for the foreseeable future. Schools **MUST** ensure that: • The setting has enough hand washing (sinks) or hand sanitiser 'stations' available around the school so that all students and staff can clean their hands regularly (skin friendly skin cleaning wipes can be used as an alternative) • The routines are built into school culture, and are supported by behaviour expectations that help students understand the need to follow them**.** **4. <u>Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach</u> [N.B. MUST be in place in school, all the time** • Ensure that classrooms, offices, etc. have enough tissues and bins available to support students and staff to follow this routine. • Encourage adults and students to use an elbow to cough or sneeze into if tissues if necessary • Make arrangements for the regular emptying of bins • Where possible, all spaces should be well ventilated using natural ventilation (opening windows) or ventilation units • Prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and to aid ventilation **5. <u>Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach</u> [N.B. MUST be in place in school, all the time** Implement a cleaning schedule that ensures cleaning is generally enhanced and includes: • more frequent cleaning of rooms or shared areas that are used by different groups • frequently touched surfaces (books, desks, chairs, doors, sinks, toilets, light switches, bannisters, touch screens, etc.) being cleaned more often than normal • toilets will need to be cleaned regularly and students must be encouraged to clean their hands thoroughly after using the toilet (different groups do not need to be allocated their own toilet blocks)	Staff to use 'On Call' if they suspect a student is symptomatic, and ask the students to stand outside the classroom if possible. Symptomatic student to be collected by SLT and sat in the Conference Room at the front of school. Inform parents and ask to collect immediately. <mark>Inform NHS on 111.</mark> Ensure hand sanitiser are checked and replenished regularly. Try to discourage toilet use. Use the 'Toilet On Call' button on ClassCharts. Duty team will escort one student at a time to the toilet. Remind the student to maintain the social distancing. Upon entry ask the student to sanitise their hands with the gel provided. All spaces used by students and staff to be cleaned after use. Fire doors are allowed to be open when room is in use. Face coverings are allowed in classrooms. Face coverings must: • Cover both nose and mouth • NOT be allowed to dangle around the neck • NOT be touched once put on, except when carefully removed before disposal • NOT be removed near other people • Be washed regularly if reusable Students, staff and visitors should adhere to the guidelines relating to safe wearing and removal of face covering guidance: • Wash/sanitise hands before and after touching face coverings (including putting them on and removing them) • Store face coverings if not in use in a sealable bag • Replace face coverings when they become damp • Dispose of temporary face coverings in a 'black bag' waste bin (not recycling) Ensure that there is a contingency supply of masks available to students, staff and visitors.	Ongoing after reopening SLT HOY/DHOY Teaching Staff Admin Staff Canteen Staff Site Team Cleaners Ongoing after reopening

Hazards	Existing Control Measures and Working Practices	Additional Measures	Actions: By when? Who?

3. Spread of Covid-19 due to direct and/or indirect transmission within school (continued)	**6. <u>Minimise contact between individuals and maintain social distancing wherever possible</u>**
	Reduce the number of contacts between children and staff by:
	• keeping groups separate/**minimise mixing** *as much as possible*
	• maintaining distance between individuals wherever possible
	
	How to group children
	• Create year group 'bubbles' that do not mix to make it quicker and easier in the event of a positive case to identify those who may need to self-isolate, and keep that number as small as possible.
	• Keep groups apart as much as possible
	• Encourage students to keep their distance within groups.
	• Take steps to **limit** interaction, sharing of rooms and social spaces between groups as much as possible. **N.B.** There will be some movement of Y10/11 students to accommodate option subjects and setting in Core subjects.
	
	Staff movement
	All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable. 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 2 metres.
	
	Measures within the classroom
	• Up to date **seating plans** to make it easier to identify students who may need to isolate
	• Teachers to stay at the front of the class/maintain 2 metres distance from students wherever possible.
	• No shouting, singing or chanting by staff or students.
	• Avoid close face to face contact and minimise time spent within 1 metre of anyone.
	• Make small adaptations to the classroom to support distancing, including:
	   o **seating students side by side with forward facing desks**, rather than face to face
	   o move unnecessary furniture out of classrooms to make more space.
	• Remind students to maintain distance and not to touch their peers.
	• Trips, practical music and PE lessons must adhere to DfE guidance to minimise transmission risk
	
	Equipment
	• For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and students have their own items that are not shared.
	• Students should limit the amount of equipment they bring into school each day to essentials such as lunch boxes, hats, coats, books, stationery and mobile phones. Bags are allowed.
	• Classroom based resources, such as books, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces.
	• Resources that are shared between classes or bubbles, including books and sports, art and science equipment, should 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.
	• Students and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to student education and development. Similar rules on hand cleaning, cleaning of the resources and rotation should apply.
	
	Measures elsewhere
	• Avoid large gatherings such as assemblies with more than one group.
	• Keep movement around the school site to a minimum.
	• Avoid creating busy corridors, entrances and exits (although passing briefly in the corridor or playground is low risk)
	• Introduce staggered break times and lunch times (and time for cleaning surfaces in the dining hall between groups).
	• Plan how shared staff spaces are set up and used to help staff to distance from each other. Use of staff rooms should be minimised, although staff must still have a daily break of a reasonable length.
	
	Measures for arriving at and leaving school
	• If possible, schools should introduce staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave school.
	• Remind students to leave the site immediately and not to gather at entry/exit points
	• Remind parents of any drop off/collection process, including that gathering at the school gates and otherwise coming onto the site without an appointment is not allowed.
	N.B. Staggered start and finish times should **NOT** reduce the amount of overall teaching time. A staggered start may, for example, include condensing / staggering free periods or break time but retaining the same amount of teaching time, or keeping the length of the day the same but starting and finishing later to avoid rush hour.
	
	Other considerations
	• Support students e.g. with SEND to prepare them for changes to routine.
	• Ensure supply teachers, peripatetic teachers and/or other temporary staff (who *can* move between schools) and other visitors to the school, e.g. contractors, minimise contact and maintain as much distance as possible from other staff.
	• Ensure site guidance on physical distancing and hygiene is explained to visitors on or before arrival. Where visits can happen outside of school hours, they should. **A record should be kept of all visitors.**
		Year group 'bubbles' in specific hubs with allocated entry/exit doors.
		
		Access rooms directly from outside where possible.
		
		Staggered lunch times and modified queue plans.
		
		"No contact rule" for students e.g. no passing equipment, food, etc.
		
		Stationery packs provided.
		
		Remote assemblies based in classrooms.
		
		Provide hand sanitiser, tissues, bins and disposable bags at each entry point.
		
		Social distancing markers around school to keep individuals apart.
		
		Remove unnecessary items from classrooms and corridors.
		
		Limiting the number of students who use the toilet at any one time.
		
		Use outside space for exercise and breaks.
		
		If taught, students having practical PE lessons to come to school in PE kit to avoid the need to access the changing rooms.
		
		Introduce limits to the number of people that can use work spaces.
		
		14:30 finish time for the majority of students.
		
		Canteen compliance with the <u>Guidance for food businesses on coronavirus (COVID-19)</u>
		
		N.B. Have active arrangements in place (including "near miss" reporting) to ensure that controls and practices are:
		• **effective**
		• **working as planned**
		• **updated appropriately**
		
		Source PPE for emergency use:
		• fluid-resistant surgical face masks
		• disposable gloves
		• disposable plastic aprons
		• eye protection, for example a face visor or goggles – use D&T/Science equipment until this can be sourced by the Trust
			SLT
			HOY/DHOY
			Teaching Staff
			Admin Staff
			Canteen Staff
			Site Team
			Cleaners

	7. <u>Where necessary, wear appropriate personal protective equipment (PPE).</u> The majority of staff in education settings will not require PPE beyond what they would normally need for their work. PPE is only needed in a very small number of cases, including: • where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at schools, and only then if a distance of 2 metres cannot be maintained • where a child or young person already has routine intimate care needs that involve the use of PPE, in which case the same PPE should continue to be used		
	8. <u>Keeping occupied spaces well ventilated</u> [N.B. MUST be in place in school, all the time] It is important to ensure it is well ventilated and a comfortable teaching environment is maintained using: **mechanical ventilation systems** - if possible, systems should be adjusted to full fresh air or, if not, then systems should be operated as normal <u>as long as they are within a single room</u> and supplemented by an outdoor air supply) **natural ventilation** – **opening windows** (in cooler weather windows should be opened just enough to provide constant background ventilation, and opened more fully during breaks to purge the air in the space); **opening internal and external doors** (as long as they are not fire doors and where safe to do so) to assist with creating a throughput of air.		

Hazards	Existing Control Measures and Working Practices	Additional Measures	Actions: By when? Who?
4. Spread of Covid-19 due to an ineffective response to someone becoming unwell / having a confirmed case of coronavirus in school **"RESPONSE" STRATEGIES 9-11** N.B. See 3.1 above: MINIMISE CONTACT WITH INDIVIDUALS WHO ARE UNWELL	**9) Engage with the NHS test and trace process [in every relevant case]** Ensure that staff and parents/carers of students understand that they will need to be ready and willing to: **1. Book a test if they or their child are displaying symptoms.** 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. Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests can be booked online through the NHS testing and tracing for coronavirus website, or ordered by telephone via NHS 119 for those without access to the internet. Essential workers, which includes anyone involved in education or childcare, have priority access to testing. **2. Inform the school immediately of the results of a test:** If a student/member of staff with symptoms tests positive, they 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 symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone. The 10-day period starts from the day when they first became ill. • keep self-isolating if they still have a high temperature until their temperature returns to normal. • Other members of their household should continue self-isolating for the full 14 days. If someone tests negative then they should stay at home until they are recovered from their illness but can safely return thereafter. The only exception to return following a negative test result is where an individual is separately identified as a close contact of a confirmed case, when they will need to self-isolate for 14 days from the date of that contact. **3. 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 and Trace** **4. Self-isolate if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19)**. **10) Manage confirmed cases of coronavirus (covid-19) amongst the school community [in every relevant case]** Schools must take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19). Schools can contact the dedicated advice service introduced by Public Health England (PHE) and delivered by the NHS Business Services Authority. This can be reached by calling the **DfE Helpline on 0800 046 8687** and selecting **option 1** for advice on the action to take in response to a positive case. 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. If, following triage, further expert advice is required the adviser will escalate the school's call to the PHE local health protection team. The advice service (or PHE local health protection team if escalated) will work with schools to guide them through the actions they need to take. Based on their advice, schools must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 14 days since they were last in close contact with that person when they were infectious. Close contact means: • direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin) • proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual • travelling in a small vehicle, like a car, with an infected person The advice service (or PHE local health protection team if escalated) will provide definitive advice on who must be sent home. To support them in doing so, **schools keep a record of pupils and staff in each group, and any close contact that takes places between children and staff in different groups**. This should be a proportionate recording process. Schools do not need to ask pupils to record everyone they have spent time with each day or ask staff to keep definitive records in a way that is overly burdensome. A template letter will be provided to schools, on the advice of the health protection team, to send to parents and staff if needed. Schools must not share the names or details of people with coronavirus (COVID-19) unless essential to protect others. Household members of those students/staff who are sent home DO NOT need to self-isolate themselves UNLESS the student 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 get a test.** 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. If the test result is **positive**, they **MUST**: • Inform the school immediately • 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) • Inform their household to self-isolate for at least 14 days from when the symptomatic person first had symptoms Schools should NOT request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation. In the majority of cases, schools and parents will be in agreement that a child with symptoms should not attend school, given the potential risk to others. In the event that a parent or guardian insists on a child attending school, schools can take the decision to refuse the child if in their reasonable judgement it is necessary to protect their pupils and staff from possible infection with coronavirus (COVID-19).	Staff to use 'On Call' if they suspect a student is symptomatic, and ask the students to stand outside the classroom if possible. Symptomatic student to be collected by SLT and sat in the Conference Room at the front of school. Inform parents and ask to collect immediately. Inform NHS on 111. Students whose care routinely already involves the use of PPE due to their intimate care needs continue to receive their care in the same way. Cleaners or staff who would normally use PPE as part of their role continue to do so and PPE is available. PPE should be worn when someone is displaying COVID-19 symptoms where the 2m rule cannot be followed. Source PPE for emergency use: 1. fluid-resistant surgical face masks 2. disposable gloves 3. disposable plastic aprons 4. eye protection (for example a face visor or goggles – use D&T/Science equipment until this can be sourced by the Trust) As is usual practice, in an emergency, call 999 if someone is seriously ill or injured or their life is at risk. First aiders should review the guidance issued by the Health & Safety Executive. N.B. Notify Jayne Hadfield at DCC on 01332 640364 or at jayne.hadfield@derby.gov.uk of any confirmed cases in school. The NHS COVID-19 app is available to anyone aged 16 or over to download if they choose. This will mean that some students in year 11, will be eligible to use the app and benefit from its features. Staff members will also be able to use the app.	Prior to reopening and ongoing All staff

Hazards	Existing Control Measures and Working Practices	Additional Measures	Actions: By when? Who?
	11) Contain any outbreak by following local health protection team advice [in every relevant case] If schools have two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak. **The school must continue to work with their local health protection team who will advise if additional action is required** e.g. a larger number of other students self-isolating at home as a precautionary measure – perhaps the whole site or year group. If schools are implementing controls from this list, addressing the risks they have identified and therefore reducing transmission risks, whole school closure based on cases within the school will not generally be necessary, and should not be considered except on the advice of health protection teams. Where an outbreak in a school is confirmed, a mobile testing unit may be dispatched to test others who may have been in contact with the person 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		

Hazard	Existing Control Measures and Working Practices	Additional Measures	Actions: By when? Who?

5. Spread of Covid-19 to 'vulnerable' people in school and the wider school community	• As the school is implementing the system of controls detailed in this risk assessment the risks to all staff will be mitigated significantly. This means that the following groups can return to school in the autumn term:
	   o staff who are extremely clinically vulnerable
	   o Staff who are clinically vulnerable
	   o Staff who are pregnant N.B. the school will conduct a risk assessment in line with the Management of Health and Safety at Work Regulations 1999 (MHSW). The school and staff who are pregnant should also follow the advice published by RCOG.
	   o staff who live with those who are clinically extremely vulnerable or clinically vulnerable
	These groups should take particular care to:
	• observe good hand and respiratory hygiene
	• maintain 2 metre distance from others, and where this is not possible avoid close face to face contact
	• minimise time spent within 1 metre of others
	• clean frequently touched areas in their workspace
		Continue to review and implement government guidance measures.	Prior to reopening and ongoing
			
			HT

Hazard	Existing Control Measures and Working Practices	Additional Measures	Actions: By when? Who?
6. Harm to students not attending school	From the start of the autumn term 2020 pupil attendance will be mandatory and the usual rules on attendance will apply, including: • parents' duty to ensure that their child of compulsory school age attends regularly at the school where the child is a registered pupil • schools' responsibilities to record attendance and follow up absence • the ability to issue sanctions, including fixed penalty notices, in line with local authorities' codes of conduct However, here are some circumstances where students cannot attend school due to coronavirus (COVID-19) 1. Students who are required to self-isolate as they, or a member of their household, has symptoms or confirmed coronavirus (COVID-19) 2. Students who are required to self-isolate because they are a close contact of someone who has symptoms or confirmed coronavirus (COVID-19) 3. Students who are required by legislation to self-isolate as part of a period of quarantine 4. Students who are clinically extremely vulnerable in a future local lockdown scenario only 5. Local lockdown Students not attending a session who meet the criteria for 'not attending in circumstances related to coronavirus (COVID-19)' should be recorded using code X. **N.B. Where children are not able to attend school as parents are following clinical and/or public health advice, absence will not be penalised.** Schools and LAs are expected to: • Communicate clear and consistent expectations around school attendance to families (and any other professionals who work with the family where appropriate). • Identify students who are reluctant or anxious about returning or who are at risk of disengagement, discuss their concerns, provide reassurance of the measures they are putting in place to reduce the risk in school and develop plans for re-engaging them. This should include disadvantaged and vulnerable children and young people, especially those who were persistently absent prior to the pandemic or who have not engaged with school regularly during the pandemic. • Use the additional catch-up funding schools will receive, as well as existing pastoral and support services, attendance staff and resources and schools' student premium funding to put measures in place for those families who will need additional support to secure students' regular attendance. • Work closely with other professionals as appropriate to support the return to school, including continuing to notify the child's social worker, if they have one, of non-attendance. **Students who are shielding or self-isolating** Shielding advice for all adults and children was paused on 1 August 2020. However: • A small number of students will still be unable to attend in line with public health advice because 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) • 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 (usually at their next planned clinical appointment). Advice is available from the Royal College of Paediatrics and Child Health at COVID-19 - 'shielding' guidance for children and young people. • If rates of the disease rise in local areas, children (or family members) from that area, and that area only, may be advised to shield during the period where rates remain high and, therefore, they may be temporarily unable to attend • Where a student is unable to attend school because they are complying with clinical and/or public health advice, the school will immediately offer them access to remote education and monitor engagement with this activity.	Liaise with key stakeholders e.g. Social Services. Continue to review and implement government guidance measures.	Prior to reopening and ongoing LA HT EWO Family Support Worker PBA/HAR HOY/DHOY

Hazard	Existing Control Measures and Working Practices	Additional Measures	Actions: By when? Who?
7. Harm to students and/or staff due to SEND, safeguarding or behaviour-related issues	**Safeguarding** • Review/revise the child protection policy to reflect the return of more students. • DSLs (and deputies) should be provided with more time, especially in the first few weeks of term, to help them 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. • Communicate with school nurses who may have continued virtual support to students who have not been in school. **Student risk assessments** Review/complete risk assessments as necessary for: • Students who already have a risk assessment which may need adjusting to take into account changes to teaching and the school day • students who have not previously been risk assessed but in the new circumstances may pose a risk; • students who need specific care, which cannot be delivered whilst ensuring social distancing; • potentially violent students, especially those with a known risk of spitting and/or requiring physical restraint. As required under health and safety legislation, all risk assessments should be subject to staff consultation. **Risk assessments for children and young people with education, health and care plans (EHCP)** Risk assessments carried out by schools and LAs since March for students with EHC plans since may prove useful now and over the autumn term, in identifying what additional support children and young people with EHC plans need to make a successful return to full education. Risk assessments may also prove useful if children and young people have to self-isolate, or if a local outbreak of coronavirus (COVID-19) requires a setting to return to more limited attendance, or temporarily close. The school should contact parents and involve them in planning for their child's return to school. That might include visits to the school, and other approaches that schools normally use to enable a child or young person with SEND, who has spent some time out of education, to return to full provision. **Behaviour** • Review and update the school's behaviour policy to ensure that it covers COVID-19-related incidents, restrictions on movement within school and new hygiene rules. • Communicate rules or policies clearly and consistently to staff, students and parents, setting clear, reasonable and proportionate expectations of student behaviour. • Consider how to build new expectations into the school's rewards system. • Set out clearly at the earliest opportunity what the consequences are for poor behaviour and deliberately breaking the rules and how they will these rules will be enforced, including any sanctions. • Exercise the disciplinary powers that schools currently have, including exclusion, when required. • Permanent exclusion should only be used as a last resort. • Where a child with a social worker is at risk of exclusion, their social worker should be informed and involved in relevant conversations. • Headteachers should, as far as possible, avoid excluding any looked–after child. • Any disciplinary exclusion of a student, even for short periods of time, must be consistent with the relevant legislation. It is likely that adverse experiences or lack of routines of regular attendance and classroom discipline may contribute to disengagement with education upon return to settings, resulting in increased incidence of poor behaviour. 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. The school will: • Work with those students who may struggle to engage in school and are at risk of being absent or persistently disruptive, including providing support for overcoming barriers to attendance and behaviour and to help them reintegrate back into school life. • Provide additional support and access to services such as educational psychologists, social workers, and counsellors where needed, particularly children with SEND and/or in vulnerable groups such as children with a social worker and young carers. • Offer phased returns where needed as a reasonable adjustment to support a child to return successfully to school.	Share new student RAs and behaviour policy amendments with staff. Explain new behaviour expectations to staff and students on arrival (see Reopening Plans for more details). Staff to use 'On Call' if any behaviour makes them feel unsafe. Failure by students to meet protective measures and hygiene expectations will result in isolation in the Referral Centre. Deliberate coughing, spitting or any other behaviour which endangers student and staff health will be dealt with by exclusion. Contact student's parents. Student to remain at home until a meeting is arranged with parent/carer. Reaffirm expectations to students/parents at meetings with SLT. Additional 1-2-1 support for students on a case by case basis. Refer to updated guidance from the DfE: [Behaviour and discipline in schools (updated 9 July 2020)](#)	Prior to wider reopening and ongoing ABA PBA/HAR HOY/DHOY Form Tutors

Hazard	Existing Control Measures and Working Practices	Additional Measures	Actions: By when? Who?
8. Adverse effects on *student* wellbeing and mental health due to periods of lockdown and/or a return to school after a prolonged period of absence	**Managing student wellbeing and mental health** Recognise that students may be experiencing a variety of emotions in response to the coronavirus (COVID-19) outbreak, such as anxiety, stress or low mood. This may particularly be the case for vulnerable children, including those with a social worker and young carers. It is important to contextualise these feelings as normal responses to an abnormal situation. Some may need support to re-adjust to school; others may have enjoyed being at home and be reluctant to return; a few may be showing signs of more severe anxiety or depression. Others will not be experiencing any challenges and will be keen and ready to return to school. Staff could access: • the DfE's [Teaching about mental wellbeing](#) training module or • the MindEd learning platform for professionals, which includes a [coronavirus (COVID-19) staff resilience hub](#) • the Whole School SEND [resource page](#) Schools should consider the provision of pastoral and extra-curricular activities to all students designed to: • support the rebuilding of friendships and social engagement • address and equip students to respond to issues linked to coronavirus (COVID-19) • support students with approaches to improving their physical and mental wellbeing Schools should consider how they are working with school nursing services to support the health and wellbeing of their students; school nursing services have continued to offer support as students return to school – school nurses as leaders of the [healthy child programme](#) can offer a range of support including: • support for resilience, mental health and wellbeing including anxiety, bereavement and sleep issues • support for students with additional and complex health needs • supporting vulnerable children and keeping children safe	Pastoral Recovery Curriculum during the first few days of the Autumn Term. INSET focus on wellbeing and recovery curriculum. Curriculum Leaders to focus on an Academic Recovery Curriculum (see Reopening Plans) to ensure workload is appropriate and manageable, **including the prioritisation of curriculum content**.	Prior to wider reopening and ongoing ABA PBA/HAR JBR ETO HOY/DHOY Form Tutors Curriculum Leaders

Hazard	Existing Control Measures and Working Practices	Additional Measures	Actions: By when? Who?
9. Adverse effects on *staff* wellbeing and mental health due to periods of lockdown and/or a return to school after a prolonged period of absence	**Managing staff wellbeing and mental health** Governing boards and education leaders should have regard to all staff, work life balance and wellbeing as some staff may be particularly anxious about returning to school. • The school will signpost the mechanisms to support staff wellbeing including the Employee Assistance Programme (EAP) 0800 107 6147 • Settings should ensure they have explained to all staff the measures they are proposing putting in place and involve all staff in that process. • Staff could be signposted to the additional support provided by The Department for Education Extra mental health support for students and teachers or The Education Support Partnership's free helpline 08000 562 561.	QA processes e.g. lesson observations will not take place until the Spring Term. All colleagues will receive pay progression where they are entitled.	Prior to wider reopening and ongoing ABA PBA/HAR JBR ETO HOY/DHOY Form Tutors Curriculum Leaders

Hazard	Existing Control Measures and Working Practices	Additional Measures	Actions: By when? Who?

10. Insufficient teaching staff to open safely (staff-student ratio)	• Deploy support staff to lead or cover lessons under the direction and supervision of a qualified, teacher where capacity is available as long as
	    ○ redeployment is not to the detriment of support available to SEND students
	    ○ only those who have the appropriate checks are allowed to engage in regulated activity
	• Continue to recruit, remotely if necessary, adhering to Safer Recruitment guidelines as usual.
	• Continue to use supply teachers; book the same supply teacher for a period of time if possible to limit the number of people coming on site; share guidelines on social distancing etc. on arrival.
	• ITT trainees could, with adherence to the relevant ITT legislation and guidance and with the usual mentor oversight, take responsibility for small groups of students across or within years, adapting resources for such groups, creating online learning materials, re-planning sequences of lessons or delivering catch-up lessons
			Prior to wider reopening and ongoing
			
			SLT
			PBA/HAR
			HOY/DHOY
			Form Tutors

Hazard	Existing Control Measures and Working Practices	Additional Measures	Actions: By when? Who?
11. Adverse effects on student wellbeing, mental health and life chances due to missed education and/or future lockdown(s).	1. Ensure subjects/departments prioritise content for progression rather than removing subjects. In particular, consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading. 2. Plan on the basis of the educational needs of students. Curriculum planning should be informed by an assessment of students' starting points and addressing the gaps in their knowledge and skills, in particular making effective use of regular formative assessment (for example, quizzes, observing students in class, talking to students to assess understanding, scrutiny of students' work). 3. In exceptional circumstances (after discussion with students and parents and a review of progress and wellbeing), consider withdrawing some students form examined subjects to allow them to focus on their remaining subjects, especially English and Maths. Likewise, review any plans for early entry among year 10 students in summer 2021. **Provide immediate remote education 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 (see separate guidance on Tier 2-4 opening).** Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September. **In developing these contingency plans, the school will:** • 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 • give access to high quality remote education resources • 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 • provide printed resources, such as textbooks and workbooks, for students who do not have suitable online access • recognise that some students with SEND may not be able to access remote education without adult support, and work with families to deliver a broad and ambitious curriculum. **When teaching students remotely, the school will:** • avoid an over-reliance on long-term projects or internet research activities • set assignments so that students have meaningful and ambitious work each day in a number of different subjects • 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 • provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos • 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 • 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 • plan a programme that is of equivalent length to the core teaching students would receive in school, ideally including daily contact with teachers Consider the expectations above in relation to the students' age, stage of development and/or special educational needs, for example where this would place significant demands on parents' help or support.	All staff to continue to trial the use of technology to support teaching and learning as directed: • ClassCharts • Teams • Loom • Etc. Curriculum Leaders to focus on an Academic Recovery Curriculum (see Reopening Plans) to ensure workload is appropriate and manageable, **including the prioritisation of curriculum content** (which would be delivered in the event of partial or full lockdown). Access available resources to reduce unnecessary workload: • Oak Academy • BBC Bitesize • Seneca Learning • EdLounge • Etc. Ensure e-safety messages are shared regularly. Staff/students to adhere to the Acceptable User Policy. Complete an audit of students to identify those who may need extra support in terms of resources such as paper-based resources and/or the use of a laptop.	Prior to wider reopening and ongoing All teaching staff

Hazards	Existing Control Measures and Working Practices	Additional Measures	Actions: By when? Who?
12. Spread of Covid-19 due to inadequate cleaning	1. Increased cleaning staff on site, cleaning during the school day, after each lunch/break service and after school. 2. New cleaning log/regime in place to identify hot spots/communal areas of frequently touched surfaces. 3. Shared ICT suites should be avoided where possible due to the complexity of cleaning. If use is required, they must be cleaned between uses. 4. Shared mobile ICT equipment such as tablet and laptop devices are taken out of use unless cleaning between uses can be ensured. 5. Specialist rooms that pose a difficulty to cleaning, such as technology/art labs, should be avoided where possible unless staff are comfortable using them and arrangements are in place for appropriate cleaning. **Cleaning guidance:** 1. Cleaning an area with normal household disinfectant after someone with suspected coronavirus (COVID-19) has left will reduce the risk of passing the infection on to other people 2. Wear disposable or washing-up gloves and aprons for cleaning. These should be double-bagged, then stored securely for 72 hours then thrown away in the regular rubbish after cleaning is finished 3. Use a disposable cloth, first clean hard surfaces with warm soapy water. Then disinfect these surfaces with the cleaning products you normally use. Pay particular attention to frequently touched areas and surfaces, such as bathrooms, grab-rails in corridors and stairwells and door handles 4. If an area has been heavily contaminated, such as with visible bodily fluids, from a person with coronavirus (COVID-19), use protection for the eyes, mouth and nose, as well as wearing gloves and an apron 5. Wash hands regularly with soap and water for 20 seconds, and after removing gloves, aprons and other protection used while cleaning **Principles of cleaning after a suspected/confirmed case of coronavirus has left the setting** **Personal protective equipment (PPE)** 1. The minimum PPE to be worn for cleaning an area where a person with possible or confirmed coronavirus (COVID-19) is disposable gloves and an apron. Hands should be washed with soap and water for 20 seconds after all PPE has been removed. 2. If a risk assessment of the setting indicates that a higher level of virus may be present or there is visible contamination with body fluids, then the need for additional PPE to protect the cleaner's eyes, mouth and nose might be necessary. The local Public Health England (PHE) Health Protection Team (HPT) can advise on this. 3. Non-healthcare workers should be trained in the correct use of a surgical mask, to protect them against other people's potentially infectious respiratory droplets when within 2 metres, and the mask use and supply of masks would need to be equivalent to that in healthcare environments. **Cleaning and disinfection** Public areas where a symptomatic individual has passed through and spent minimal time, such as corridors, but which are not visibly contaminated with body fluids can be cleaned thoroughly as normal. All surfaces that the symptomatic person has come into contact with must be cleaned and disinfected, including: • objects which are visibly contaminated with body fluids • all potentially contaminated high-contact areas such as bathrooms, door handles, telephones, grab-rails in corridors and stairwells Use disposable cloths or paper roll and disposable mop heads, to clean all hard surfaces, floors, chairs, door handles and sanitary fittings, following one of the options below: • use either a combined detergent disinfectant solution at a dilution of 1,000 parts per million available chlorine or • a household detergent followed by disinfection (1000 ppm av.cl.). Follow manufacturer's instructions for dilution, application and contact times for all detergents and disinfectants or • if an alternative disinfectant is used within the organisation, this should be checked and ensure that it is effective against enveloped viruses • Avoid creating splashes and spray when cleaning. • Any cloths and mop heads used must be disposed of and should be put into waste bags as outlined below. • When items cannot be cleaned using detergents or laundered, for example, upholstered furniture and mattresses, steam cleaning should be used. • Any items that are heavily contaminated with body fluids and cannot be cleaned by washing should be disposed of. **Waste** Waste from possible cases and cleaning of areas where possible cases have been (including disposable cloths and tissues): 1. Should be put in a plastic rubbish bag and tied when full. 2. The plastic bag should then be placed in a second bin bag and tied. 3. It should be put in a suitable and secure place and marked for storage until the individual's test results are known. Waste should be stored safely and kept away from children. You should not put your waste in communal waste areas until negative test results are known or the waste has been stored for at least 72 hours. • if the individual tests negative, this can be put in with the normal waste • if the individual tests positive, then store it for at least 72 hours and put in with the normal waste If storage for at least 72 hours is not appropriate, arrange for collection as a Category B infectious waste either by your local waste collection authority if they currently collect your waste or otherwise by a specialist clinical waste contractor. They will supply you with orange clinical waste bags for you to place your bags into so the waste can be sent for appropriate treatment.	Ensure Site Team have access to PPE. Ensure cleaning contractors are aware of guidance.	Ongoing Site Team Cleaners

Hazards	Existing Control Measures and Working Practices	Additional Measures	Actions: By when? Who?

13. School site cannot operate safely
 	
(Risk of fire, Legionnaires' disease, etc.)
	Adhere to normal processes when schools have been closed or partially open:
	1. Flush the water system in accordance with the school's legionella risk assessment and policy
	2. Check that there are no leaks in the water system and that there is provision of hot water
	3. Ensure the safety and quality of the water by disinfecting the water system by raising the temperature of the heating of the system OR in schools which have cooling towers/AC systems, microbiologically testing the water and receiving a positive clearance.
	4. Test the fire alarms/smoke alarms/panic and accessible-toilet alarms
	5. Cleaning of the school site - all touch surfaces should be given priority for cleaning
	
	Check:
	1. The fire-door mechanisms
	2. Gas supply
	3. Kitchen equipment
	4. Ventilation system
	5. Key holder information
	6. The fixed wiring (if the scheduled tests required by regulations have not taken place in the last sixth months)
	7. Emergency lighting
	8. Inspection of lifts (if the scheduled tests required by the regulations have not taken place in the last six months)
	9. Inspection of all known asbestos sites (these may have been damaged by rodent activity during the closure)
	10. Inspection for rodent activity and/or infestations (commissioning of pest control may be required)
	11. Cleaning of the premises - deep cleaning is not required if no-one has been into the premises during the time of closure. However, if someone goes into the premises within five days before the date of reopening, any areas accessed by that person must have a deep clean of touch surfaces.
	12. Servicing of reprographic and other equipment in accordance with the manufacturer's/provider's requirements
	
	Fire
	1. Review and update fire evacuation arrangements e.g. where escape routes may restricted due to closed sections of the school
	2. Review Personal Emergency Evacuation Plans for students/staff if necessary
	3. Update staff and students on any changes to fire evacuation arrangements
	4. Ensure that the school will still operates with a suitable number of fire wardens
	5. **Plan a fire drill, applying social distancing where possible, at the earliest opportunity IF the muster point has been relocated. If the muster point remains, termly drills should be completed in line with usual procedures**
	
	General
	1. Communicate with contractors and suppliers to secure cleaning, catering, hygiene and food supplies prior to reopening and check they are following appropriate social distancing and hygiene measures
	2. Liaise with cleaning contractors/staff and plan for additional cleaning requirements
	3. Review the arrangements for routine maintenance of the premises
	    a. Assess how this will be carried out while maintaining social distancing
	    b. Consider minimising risk by limiting maintenance to regulatory requirements and emergencies
	4. Review the contractors' risk assessments in the context of government and public health guidance and the presence of staff and students on site.
	5. Conduct of a health and safety inspection with the Union Health and Safety Representatives prior to the school being reopened.
			Prior to wider reopening
			
			Site Team
			SLT
			H&S Union Reps

APPENDIX 1: Guidance covered / referenced in creating this risk assessment

1. Health and safety: responsibilities and duties for schools Updated 26 November 2018

2. The role of school leaders - who does what? HSE

3. Coronavirus (COVID-19): safeguarding in schools, colleges and other providers Published 27 March 2020

4. Conducting a SEND risk assessment during the coronavirus outbreak Updated 7 May 2020

5. Actions for education and childcare settings to prepare for wider opening from 1 June 2020 Updated 12 May 2020

6. Opening schools for more children and young people: initial planning framework for schools in England Updated 12 May 2020

7. Coronavirus (COVID-19): implementing protective measures in education and childcare settings Updated 12 May 2020

8. Safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE) Published 14 May 2020

9. Planning guide for primary schools Published 14 May 2020

10. Supporting vulnerable children and young people during the coronavirus (COVID-19) outbreak - actions for educational providers and other partners Updated 15 May 2020

11. COVID-19: cleaning in non-healthcare settings Updated 15 May 2020

12. Overview of scientific information on coronavirus (COVID-19) Published 15 May 2020

13. Supporting your children's education during coronavirus (COVID-19) Updated 21 May 2020

14. Guidance for secondary school provision from 15 June 2020 Updated 25 May 2020

15. COVID-19: guidance for households with possible coronavirus infection Last updated 28 May 2020

16. Guidance for households with grandparents, parents and children living together where someone is at increased risk or has symptoms of coronavirus (COVID-19) infection Updated 28 May 2020

17. Stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection Updated 28 May 2020

18. Guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19 Updated 31 May 2020

19. Staying alert and safe (social distancing) Updated 31 May 2020

20. NEU Planning guide for primary schools May 2020

21. NASUWT checklist on preparation for the reopening of schools May 2020

22. Derby City Council Home to School Travel Covid-19 Emergency - Guidance for School Transport Provision from 1st June 2020

23. Actions for education and childcare settings to prepare for wider opening from 1 June 2020 Updated 1 June 2020

24. NHS Guidance: Who's at higher risk from coronavirus Updated 1 June 2020

25. Actions for schools during the coronavirus outbreak Updated 3 June 2020

26. Guidance for secondary school provision from 15 June 2020 Updated 4 June 2020

27. Extra mental health support for students and teachers Updated 10 June 2020

28. COVID-19 - 'shielding' guidance for children and young people Updated 1 July 2020

29. Guidance for food businesses on coronavirus (COVID-19) Updated 26 June 2020

30. Staying alert and safe (social distancing) Updated 3 July 2020

31. Coronavirus (COVID-19): safer travel guidance for passengers Updated 4 July 2020

32. Coronavirus (COVID-19): how to self-isolate when you travel to the UK Updated 6 July 2020

33. Managing school premises during the coronavirus outbreak Updated 7 July 2020

34. Behaviour and discipline in schools Updated 9 July 2020

35. Testing and tracing for coronavirus https://www.nhs.uk/conditions/coronavirus-covid-19/testing-and-tracing/

36. Royal College of Obstetrics and Gynaecology (RCOG): Coronavirus (COVID-19) infection and pregnancy Published 24/07/2020

37. Return to recreational team sport framework Updated 19 August 2020

38. Face coverings in education Published 26 August 2020

39. First aid during the coronavirus (COVID-19) outbreak https://www.hse.gov.uk/coronavirus/first-aid-and-medicals/first-aid-certificate-coronavirus.htm

40. Addendum: recording attendance in relation to coronavirus (COVID-19) during the 2020 to 2021 academic year Updated 1 September 2020

41. Guidance for full opening: schools Updated 22 October 2020

APPENDIX 2: Physical activity in schools guidance

Schools have the flexibility to decide how physical education, sport and physical activity will be provided whilst following the measures in their system of controls.

Sports whose national governing bodies have developed guidance under the principles of the government's guidance on team sport and been approved by the government are permitted. Schools must only provide team sports on the list available at return to recreational team sport framework.

Students should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups.

Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising natural ventilation flows (through opening windows and doors or using air conditioning systems wherever possible) distancing between students and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during exercise. External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities.

Schools should refer to the following guidance:

- guidance on the phased return of sport and recreation and guidance from Sport England for grassroot sport

- advice from organisations such as the Association for Physical Education and the Youth Sport Trust

- guidance from Swim England on school swimming and water safety lessons available at returning to pools guidance documents

Schools are able to work with external coaches, clubs and organisations for curricular and extra-curricular activities where they are satisfied that it is safe to do so. Schools should consider carefully how such arrangements can operate within their wider protective measures.

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

APPENDIX 3: Music, dance and drama in school guidance

Minimising contact between individuals

You must do everything possible to minimise contacts and mixing. Your overarching objective should be to reduce the number of contacts between students/students and staff. This can be achieved through keeping groups separate (in bubbles) and through maintaining the social distance between individuals. These are not alternative options. Both measures will help, but the balance between them will change depending on the age of students, the layout of the building, and the feasibility of keeping groups separate from each other while offering a broad curriculum. If 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 2 metres from other adults.

You should 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 students in dance and drama.

Additionally, you should keep any background or accompanying music to levels which do not encourage teachers or other performers to raise their voices unduly. If possible, use microphones to reduce the need for shouting or prolonged periods of loud speaking or singing. If possible, do not share microphones. If they are shared, follow the guidance on handling equipment.

Performances

If planning an indoor or outdoor face-to-face performance in front of a live audience, schools should follow the latest advice in the DCMS performing arts guidance, implementing events in the lowest risk order as described. If planning an outdoor performance they should also give particular consideration to the guidance on delivering outdoor events.

Peripatetic teachers

Schools can continue to engage peripatetic teachers during this period, including staff from music education hubs.

Peripatetic teachers can move between schools, for instance, but you should consider how to minimise the number of visitors where possible. They will be expected to comply with arrangements for managing and minimising risk, including taking particular care to maintain distance from other staff and students. To minimise the numbers of temporary staff entering the premises, and secure best value, you could consider using longer assignments with peripatetic teachers and agree a minimum number of hours across the academic year.

If a teacher is operating on a peripatetic basis, and operating across multiple groups or individuals, it is important that they do not attend a lesson if they are unwell or are having any symptoms associated with coronavirus (COVID-19) such as fever, a new and sustained cough, loss of sense of taste or smell. In addition, they should:

1. Maintain distancing requirements with each group they teach, where appropriate.
2. Avoid situations where distancing requirements are broken; for an example demonstrating partnering work in dancing.
3. Make efforts to reduce the number of groups taught and locations worked in, to reduce the number of contacts made.

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 in schools and colleges, including singing, and playing wind and brass instruments in groups

When planning music provision for the next academic year, schools should consider additional specific safety measures. Although singing and playing wind and brass instruments do not currently appear to represent a significantly higher risk than routine speaking and breathing at the same volume, there is now some evidence that additional risk can build from aerosol transmission with volume and with the combined numbers of individuals within a confined space. This is particularly evident for singing and shouting, but with appropriate safety mitigation and consideration, singing, wind and brass teaching can still take place. Measures to take follow in the next sections.

Playing outdoors

Playing instruments and singing in groups should take place outdoors wherever possible. If indoors, consider limiting the numbers in relation to the space.

Playing indoors

If indoors, use a room with as much space as possible, for example, larger rooms; rooms with high ceilings are expected to enable dilution of aerosol transmission. If playing indoors, limiting the numbers to account for ventilation of the space and the ability to social distance. It is important to ensure good ventilation. Advice on this can be found in Health and Safety Executive guidance on air conditioning and ventilation during the coronavirus outbreak.

Singing, wind and brass playing

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 as described below can be maintained.

Social distancing

In the smaller groups where these activities can take place, schools should observe strict social distancing between each singer and player, and between singers and players, and any other people such as conductors, other musicians, or accompanists. Current guidance is that if the activity is face-to-face and without mitigating actions, 2 metres is appropriate.

Seating positions

Students should be positioned back-to-back or side-to-side when playing or singing (rather than face-to-face) whenever possible. Position wind and brass players so that the air from their instrument does not blow into another player.

Microphones

Use microphones where possible or encourage singing quietly.

By considering and adopting these cumulative risk mitigation measures, the overall risk will be reduced.

Handling equipment and instruments

Measures to take when handling equipment, including instruments, include the following.

Handwashing

Requiring increased handwashing before and after handling equipment, especially if being used by more than one person.

Avoiding sharing instruments

Avoid and equipment wherever possible. Place name labels on equipment to help identify the designated user, for example, percussionists' own sticks and mallets.

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, following government guidance on cleaning and handling equipment available at hygiene: handwashing, sanitation facilities and toilets.

Instruments should be cleaned by the students playing them, where possible.

Handling scores, parts and scripts

Limit handling of music scores, parts and scripts to the individual using them.

Suppliers

Consider limiting the number of suppliers when hiring instruments and equipment. Schools should agree whose responsibility cleaning hired instruments is with the suppliers. Clean hire equipment, tools or other equipment on arrival and before first use. Equipment and instruments should be stored in a clean location if you take delivery of them before they are needed, and they should be cleaned before first use and before returning the instrument.

Pick up and drop off points

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.

Individual lessons and performance in groups

Individual lessons in music, dance and drama can resume in schools, FE colleges and organisations providing out of school childcare. This may mean teachers interacting with students from multiple groups, so you will need to take particular care, in line with the measures set out above on peripatetic teachers.

If there is no viable alternative, music lessons in private homes can resume, following the same guidelines, and additionally following the government guidance for working in homes, and the guidance for out-of-school provision.

In individual lessons for music, dance and drama, social distancing should be maintained wherever possible, meaning teachers should not provide physical correction.

Specific safety measures for individual music lessons are set out in the following sections.

Social distancing

Measures should include specific social distancing between pupil and teacher (current guidance is that if the activity is face-to-face and without mitigations, 2 metres is appropriate), accounting for ventilation of the space being used. Pupil and teacher should be positioned side by side if possible.

Avoid sharing instruments

Avoid sharing instruments and equipment wherever possible and place name labels on equipment to help identify the designated user, for example, percussionists' own sticks and mallets

If instruments and equipment have to be shared, they should be regularly disinfected (including any packing cases, handles, props, chairs, microphones and music stands) and always between users, following government guidance on cleaning and handling equipment. Instruments should be cleaned by the individuals playing them, where possible

Scores, parts and scripts

Limit the handling of music scores, parts and scripts to the person using them.

If there is no viable alternative, music lessons in private homes can resume, following the same guidelines, and additionally following the government guidance for working in homes, and the guidance for out-of-school provision.