



Children First Trust Risk Assessment in response to COVID19 outbreak To be in place for partial closure of school from 4th January 2021

Version 10 4/01/2021 Updates in yellow - bubbles of children now refer to groups of critical worker/vulnerable children currently within school
Updates on wearing of PPE for staff (section E) in response to potential impact of new variant COVID-19

This Risk Assessment was completed taking into account the guidelines from the DFE <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools> and the NEU/GMB/UNISON/UNITE Checklist for September <https://neu.org.uk/media/11476/view>

RA checked by Enfield Public Health and updated (version 6) and by Enfield Health and safety and updated (version 7)

Children First Academy Trust Risk Assessment: Coronavirus – Partial Closure of Schools 4th January 2021

To ensure complete transparency, this Risk Assessment will be available on the Trust and individual school websites

DfE - Keeping separate groups (bubbles) whilst maintaining social distancing between individuals, run in tandem. They are not alternative options and both measures will help –but the balance will change based on; children’s ability to distance, the layout of the school, the feasibility of keeping distinct groups separate whilst offering a broad balance curriculum

*DfE - Schools should assess their circumstances and, if class-sized groups are not compatible with offering a full range of subjects or managing the practical logistics within and around school, they can look to implement year group sized bubbles. Whatever the size of the group, they should be kept apart from other groups where possible. Schools with the capability to do it should take steps to limit interaction, sharing of rooms and social spaces between groups as much as possible. Ensure no unnecessary mixing. **School to identify the largest bubble size for their school (year group/phase) which allows them to ‘deliver the full range of curriculum subjects and students to receive specialist teaching’.***

DfE - Systems of Control

Having assessed their risk, schools must work through the below system of controls, adopting measures to the fullest extent possible in a way that addresses the risk identified in their assessment, works for their school and allows them to deliver a broad and balanced curriculum for their pupils, including full educational and care support for those pupils who have Special Educational Needs and Disabilities (SEND). If schools follow the guidance set out here they will effectively reduce risks in their school and create an inherently safer environment.

Prevention	Response
1. Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID19) symptoms, or who have someone in their household who does, do not attend school	9. Engage with NHS Test and Trace process and ensure regular communication with staff, parents, pupils – symptoms, self isolation, testing guidance.
2. Where recommended, use of face coverings in school. Headteacher can request staff/visitors to wear face coverings	10. Manage confirmed cases of coronavirus amongst the school
3. Clean hands thoroughly more often than usual - before, during and after each lesson	11. Contain any outbreak by following local health protection team advice
4. Ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it approach	Numbers 1-5 and 8 must be in place in 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 particular circumstances. Numbers 8,9,10 must be followed in every case where they are relevant
5. Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach	
6. Minimise contact between individuals and maintain social distancing wherever possible	

7. Where necessary, wear appropriate personal protective equipment (PPE)	
8. Always keeping occupied spaces well ventilated	

Monitoring of this Risk Assessment at each school will be carried out on a weekly basis by the school Health and Safety. The CEO and CFOO will receive these weekly reports for monitoring

What are the hazards?	Who might be harmed and how?	What are we doing to control the risk?	What further action is needed to control the risks?	Who needs to carry out the action?	When is the action completed
A. Risk assessment is not followed in certain areas or situations	Staff, pupils, parents/ carers/ community	To retain the H+S team at each school, including Headteacher, Site Manager and an allocated SLT member. All staff are aware that they should report any concerns to one of this team. H+S team to complete weekly risk monitoring report to identify and rectify any issues and send to CFOO and Chair of LGB. Any issues are reported to staff each week where appropriate	Ensure weekly monitoring and follow up issues raised	H/T Site manager H+S SLT member	
PREVENTION 1 B. Someone in school has Coronavirus, either showing or not showing symptoms	Staff, pupils, parents/ carers community	<ul style="list-style-type: none"> ● Ensure staff are clear on the expectation that they do not come to school if they have tested positive in the last 10 days, or is showing symptoms ● If staff member shows symptoms, send for testing immediately as an essential worker https://www.gov.uk/apply-coronavirus-test-essential-workers ● Ensure staff are aware that COVID does not always exhibit the classic symptoms and, if they are unsure, they should get a test ● Ensure parents are clear on the expectation that the child should stay at home if they, or a family member, show any symptoms 	Letter to parents explaining expectations	Headteacher SLT CEO Teachers	Controls in place

		<ul style="list-style-type: none"> ● https://www.gov.uk/guidance/nhs-test-and-trace-how-it-works#people-who-develop-symptoms-of-coronavirus ● Expectation clear that, if a child shows symptoms, either at home or is sent home from school they must get tested immediately and inform school of outcome as soon as it is known https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested ● If child requiring testing is under 5 – Ring 111 ● If a child is deemed unwell whilst at school, they are removed from the group ● Identify area in school where a child showing symptoms can go to be assessed and, if necessary, to await collection by parent/carer. This must be away from the welfare room if this is used for more general purposes. ● Identify adult to monitor child and assess symptoms ● Provide PPE for child until collected +adult waiting with them ● Plan how welfare room will be used during the day to ensure H+S is paramount and mixing of bubbles is reduced, for example, if appropriate or possible: <ul style="list-style-type: none"> ❖ First Aid kits in each bubble for minor injuries to be administered by the staff in bubble or call for welfare ❖ Record of any First Aid administered in classroom to be kept (e.g. on Scholarpack) and (minor) bumped heads letters to be distributed from classroom ❖ External first aid stations during playtime to reduce need to enter welfare room if appropriate ● To have thermometers available in welfare/COVID room to measure temperature should a pupil appears unwell ● If a child/staff member is tested positive, the ‘group bubble’ children (and any additional staff working in bubble’) are sent home for 10 days isolation ● Clean room with disinfectant after child/adult with suspected virus has left. Everyone involved washes hands thoroughly. They do not 	<p>PPE available if symptoms are noted</p> <p>Ensure resources are in place</p> <p>All staff know procedures</p>		
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		<p>need to self-isolate if they have provided close contact for a person with symptoms unless that person subsequently tests positive or they themselves develop symptoms</p> <ul style="list-style-type: none"> Any waste used by suspected COVID case to be double bagged and disposed of separately 			
What are the hazards?	Who might be harmed and how?	What are we doing to control the risk?	What further action is needed to control the risks?	Who needs to carry out the action?	When is the action completed
<p>PREVENTION 2,3,4,5,8 C.Ensure we have the highest standard of hygiene in the school</p>	<p>Staff, pupils, parents/carers community</p>	<p>Handwashing:</p> <ul style="list-style-type: none"> Handwashing/sanitiser facilities at entrance to school which all children must use on arrival at school Handwashing for all staff and pupils on arrival in school and at regular intervals from then on Staff to remind pupils about regular handwashing Soap must be available in all classrooms and toilet facilities Hand washing facilities soap/gel in all key areas eg. reception, staffroom Stock of soaps/sanitisers maintained and ordered regularly Site Managers to replenish stocks of soap throughout the school day where possible Block off drinking fountains Disconnect hand-driers if appropriate (NEU recommendation only) <p>Respiratory hygiene:</p> <ul style="list-style-type: none"> Tissues to be available for all staff and pupils to follow the catch it bin, it kill it advice Lidded bins provided in classrooms to dispose of used tissues. To be cleared daily and bagged securely Public Health do not recommend the use of face coverings for younger children in school Children who arrive at school by bus will have face masks which they must take off and store correctly as follows: not touch the front 	<p>Monitoring by senior leaders in school</p> <p>Continuous reminders</p> <p>Maintaining stock handwash facilities</p> <p>Purchase bins</p> <p>Monitoring by Premises Manger/SBM/SLT</p>	<p>Headteacher SLT</p> <p>SBM/ Office Manager/ Site Staff</p>	<p>Controls in place</p> <p>Further action ongoing</p> <p>Bins in class</p>

	<ul style="list-style-type: none"> ● Increase ventilation before and after use to purge the air in the space ● Leave internal doors open wherever possible where it is safe to do so ● areas where people will congregate, eg staff room, dining room, changing rooms, reception, meeting rooms, smoking areas, kitchens etc leave non-fire doors open to reduce the amount of contact with doors and also potentially improve workplace ventilation ● fire doors should normally be closed; HOWEVER; WHERE AREAS ARE OCCUPIED- providing staff are briefed to only keep open whilst area/vicinity is in use, there is robust monitoring on procedure, the Fire Risk Assessment is amended and records of briefing to staff maintained, then fire doors can be kept open to improve ventilation (from Enfield H+S team RA) ● Use of IT suite – keyboards and other items touched regularly to be cleaned down between class use. If possible to; use only for one larger bubble daily, child uses same computer on each visit ● To ensure no cross-contamination of tables etc during lunchtime between different year group bubbles. Clean surfaces after use by each large bubble. ● To consider whether eating lunch in the classroom is an option ● Ensure handwashing before and after lunch ● Outdoor play equipment to be used by larger bubble groups with daily or weekly rota if necessary ● Clean outdoor play equipment (or leave for 48/72 hours) if swapping which bubble uses it <p>Early Years</p> <ul style="list-style-type: none"> ● Sand play will continue outside only shared within a bubble. It will be left for 72 hours if a different bubble is to use it ● Water play will continue shared within a bubble with soap suds as appropriate ● Mud kitchen to continue to be used shared within a bubble. It must be left for 72 hours if a different bubble is to use it 	<p>Handwashing resources available</p> <p>Resources available to clean equipment</p>	<p>Classteachers where no specialist</p> <p>Lunchtime lead/SLT</p> <p>SLT</p>	
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		<ul style="list-style-type: none"> If using playdough, children will have their own individual pot to use and this will be replaced weekly <p>Regular washing of hands after playing in the sand, mud kitchen and with playdough</p>			
What are the hazards?	Who might be harmed and how?	What are we doing to control the risk?	What further action is needed to control the risks?	Who needs to carry out the action?	When is the action completed
PREVENTION 6 E. Difficulty of ensuring social distancing	All staff and pupils	<p>Parents:</p> <ul style="list-style-type: none"> Ensure staggered start and finishing times so that parents do not crowd at drop off and pick up times Use separate entrances and exits to reduce number of pupils using each point Set up drop off/collection points to avoid contact with other adults Limit number of parent/visitors in reception area – one/two at a time with queue outside. Where possible, they only come to school by appointment Only one parent to bring and collect child each day Layout markers on pavement/playground for 2m social distancing of parents waiting in morning and afternoon SLT member outside in morning and afternoon to facilitate drop off and collection Set the expectation that parents/carers will wear masks when dropping off and picking up children <p>Children</p> <p>In classrooms:</p> <ul style="list-style-type: none"> Agreed mixing of classes within larger bubbles only to facilitate critical worker/vulnerable provision – whilst limiting interaction as much as possible even within the larger bubble Classrooms laid out with front facing desks (year 2-6) – headteacher discretion from Nov onwards 	<p>Communication with parents</p> <p>Signage prepared</p>	<p>SLT</p> <p>SLT</p> <p>Site manager</p> <p>Phase leaders/AHTs to ensure compliance</p> <p>Monitoring throughout day by SLT</p>	

	<ul style="list-style-type: none"> ● To remind adults and older children regularly of the need for social distancing ● Pupils and staff to remain within their 'group bubble' /building unit/corridor and avoid mixing with other bubbles ● Windows and outside doors open as much as possible to increase ventilation ● If it is too cold to open windows fully, consider how much ventilation is still possible (high up windows, internal doors open etc.) When the classroom is unoccupied, e.g. during breaks, before school, increase ventilation as much as possible to purge the air in the space ● Heating to be used to ensure comfortable working environment ● Where appropriate, medical equipment e.g. asthma pumps, epipens, to be kept in a safe place in the child's home classroom to avoid need to go to medical room. Medical information to be copied and kept in both classroom and medical room. Responsible adult to ensure correct administering of equipment and record on Scholarpack (or other method as appropriate) ● Use outdoor space as much as possible to limit transmission and allow better social distancing in the larger space <p>Playtimes/lunchtimes</p> <ul style="list-style-type: none"> ● Playtimes to be staggered to reduce the number of children playing at the same time. Areas of the playground to be allocated to larger bubbles ● To arrange lunchtimes around bubbles, either in classrooms or in dining hall. Clean tables before being used by a different bubble ● To reduce movement around school as much as possible – create bubble 'zones' so that larger bubbles do not mix with each other at any point ● Ensure no mixing of pupils from different bubbles at any point ● To consider if possible, one way systems in the corridor/on stairways ● No assemblies during lockdown 	<p>Medical officer to allocate and monitor compliance</p>	<p>Classteachers</p> <p>SLT/phase leaders to monitor</p> <p>Phase leaders/AHTs to maintain information HT</p>	
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	<p>Staff</p> <p>Zoning School Buildings:</p> <ul style="list-style-type: none"> ● Ensure staff do not socialise/mix across bubbles within the school building Zone areas for larger bubbles and ensure staff do not go unnecessarily into other zones. This avoids cross contamination but also avoids too many others needing to self-isolate should a staff member test positive Zoning will include wherever possible; staffrooms (create several staffrooms to avoid mixing), toilets, PPA rooms, staff entrances and exits ● Staff to not enter classrooms belonging to other bubbles ● Staff who move between bubbles (PPA/cover/support) to maintain social distance from children as much as possible. Staff who move between bubbles for PPA/cover and those who have particular concerns, can wear mask/face covering once discussed with Head. ● Staff to wear masks in all communal areas around the school ● When working with children in a bubble, staff can choose to wear masks, visors. ● Staff can wear masks at all times if they wish to during lockdown period ● Head to ensure all staff who mix across the school site, wear appropriate PPE. e.g. Site Manager, cleaners, SENCo, SLT, IT technician ● Staff allocated to bubbles of critical worker/vulnerable groups on a rota basis which ensures reduced cross-contamination and mixing whilst being fair for staff ● Reduce as much as possible the number of staff moving between bubbles e.g. PPA, sport etc ● 2m space identified around teacher desk in classrooms to support children in understanding social distancing and for use by PPA /cover staff who move between bubbles ● List kept of which staff have been in which bubble in case of requirement to close bubble 	<p>Site manager mark areas</p> <p>Constant updates in staff meetings/ newsletters etc</p> <p>System set up in office</p> <p>Contact with parents to see ASC/BC requirements</p> <p>Reviewing staffing numbers manage clubs</p>	<p>SBM/ Office Manager</p> <p>HT review</p>	
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	<ul style="list-style-type: none"> ● Staff to ensure they maintain social distancing at all times outside of the classroom including in staffroom/at lunchtimes ● Staffroom – to limit numbers allowed in staffroom to enable staff to maintain social distancing ● To identify additional spaces for staff to spend their breaks linked to their bubbles to avoid mixing staff from different bubbles ● Staff on duty to ensure they maintain social distance in the playground between themselves ● Consideration given to holding all meetings virtually ● Staff to choose to deliver remote learning/support from home during lockdown, if they are able to provide the same quality of work from home as at school ● Staff allowed to deliver remote learning from in school during lockdown, adhering to Risk Assessment, if this enables them to provide higher quality provision than at home ● Identify staff groups of workers who travel to work together and group them into bubble. Staff should be discouraged from sharing vehicles unless part of the same bubble. ● Perspex barriers to be erected in school offices where staff cannot sit 2m apart or where they are facing each other <p>Visitors</p> <ul style="list-style-type: none"> ● Visitors by appointment only and only if absolutely necessary during lockdown ● Record to be kept of all visitors to the school during the day e.g. specialist, therapists, SEND support, contractors (if absolutely necessary during school hours) with sufficient detail to support rapid contact tracing if required by NHS Test and Trace (including possible COVID App sign) ● Visitors to wear masks in communal areas around school and to socially distance at all times ● If visitors do not have a mask, the meeting can be held outside with 2m distance 			
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		<ul style="list-style-type: none"> ● Breakfast club and After school activities ● Schools to consider whether they can provide breakfast /After School Club for critical worker/vulnerable children during lockdown. To only offer breakfast and ASC if systems can be put in place that are safe and do not mix larger bubbles unnecessarily ● No ad hoc booking of breakfast club or ASC if this would mean mixing groups unnecessarily ● Maintain social distancing as much as possible within the clubs and keep clear records of who has attended on which day 			
What are the hazards?	Who might be harmed and how?	What are we doing to control the risk?	What further action is needed to control the risks?	Who needs to carry out the action?	When is the action completed
PREVENTION 2,6,7 F. Individual children with complex needs and those with behaviour issues not adhering to social distancing, bubble management, hygiene standards etc	Staff and children experiencing increased anxiety and potential for infection to be spread through an increase in sensory/ comfort seeking behaviours	<p>Complex needs</p> <ul style="list-style-type: none"> ● Local Authority Risk assessments to be completed on children with EHCP/medical conditions or other identified needs whether in school or at home, so that they may receive an education in line with their peers ● Follow government guidance on which children, if any, should be shielding (section 2 -Self isolation and shielding -https://www.gov.uk/guidance/education-and-childcare-settings-new-national-restrictions-from-5-november-2020) ● Regular cleaning of specific physical aids to be completed or supervised by support TA ● Consideration of timetabling of sensory/therapy room to ensure sufficient cleaning is carried out/ room left for 48/72 hours ● Where necessary, PPE to be worn by adult as per risk assessment ● Half day provision to be considered if appropriate ● Ensure parents understand the provision on offer and how it will be managed for their child (in terms of EHCP provision in particular) ● School to ensure named one to one staff for individual children who require this wherever possible 	<p>TAs have access to cleaning materials</p> <p>Access to PPE as required</p>	<p>SENCo/ Inclusion Manager</p> <p>SLT to ensure timetabling reduces risk</p>	

	<ul style="list-style-type: none"> ● Consider identifying a separate space for provision (temporarily) if the child could be a health and safety risk to others ● Use of sensory room to be monitored carefully, limiting the number of children using it during the day and wiping down key surfaces between each use ● Environment and daily routine maintained with few changes wherever possible ● Children encouraged to wash hands regularly and are supervised to do so ● Staff working one to one to regularly wash hands ● Surfaces to be wiped and dried when children have licked/stroked furniture wherever possible (cleaning spray and gloves will be available) ● Where possible use disposable cloths, kitchen towel or wash clothes in the washing machine at 60° ● Reducing the number of things touched during the day and washing of this equipment daily ● Parents to be made aware that, if the linked adult is absent, they may be asked to collect the child if they show signs of distress ● Social distancing to be practised wherever possible ● Items that have been chewed or licked will be cleaned or disposed of if necessary ● Staff supported to manage risks as they arise ● Cleaners directed to clean the specific areas used on a daily basis <p>Behaviour</p> <ul style="list-style-type: none"> ● Where a child's behaviour puts others at risk of infection (spitting, refusal to follow hygiene or bubble rules etc), consideration will be given to preventing this child from attending school, including if a child requires to be 'handled safely' (approach style) and therefore risks infecting staff through close contact ● Where a child needs to go home, but is not necessarily excluded, home learning to be offered whilst they are not in school 	<p>Access to cleaning materials and disposing facilities</p>	<p>SENCo/ Inclusion Manager SLT</p> <p>HT/Phase leader/teacher</p>	<p>Remote Learning Policy to be followed</p>
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What are the hazards?	Who might be harmed and how?	What are we doing to control the risk?	What further action is needed to control the risks?	Who needs to carry out the action?	When is the action completed
RESPONSE 8,9,10 G. Lack of proper response to an infection could result in wider spread	Staff, pupils, parents	<p>• Ensure process is in place for return to school as quickly as possible (1/2 days only)</p> <p>• See addendum to Behaviour Policy</p> <p>School knows Test and Trace procedures as follows: Staff and parents/carers informed that they will need to be ready to:</p> <ul style="list-style-type: none"> • Book a Test – https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested or https://www.nhs.uk/conditions/coronavirus-covid-19/testing-and-tracing/ or ring NHS 119 if no internet access. For children under 5 ring 111. • Provide details of anyone they have been in close contact with if they were to test positive or if asked by NHS test and trace • Self-isolate if they have been in close contact with someone who has developed symptoms or had positive test • See attachment at end of Risk Assessment for guidance <p>School to have some home testing kits to give directly to parents for children and to staff if appropriate and they are showing symptoms</p> <p>Staff /parents to inform school immediately they know their result. If negative – stop isolating and relatives can stop isolating. Child should stay away, as normal, until well enough to be back in school If positive – follow the stay at home guidance - and continue to self-isolate for at least 7 days. Can return to school with cough/loss of smell and taste since these last longer than the infection. Family members continue to self-isolate for 10 days https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance Contact Tracing – see attachment at end of RA</p>	<p>HT to remain updated as to changes in Test and Trace Procedures</p> <p>To chase up if not delivered to school</p> <p>Staff to be kept informed as to procedures</p> <p>DHT/AHTs know procedure should HT be unavailable</p>	<p>HT /SLT</p> <p>CFOO</p> <p>HT/SLT</p> <p>HT</p>	<p>On-going</p> <p>Sept</p> <p>On-going</p>

		hear from them, they should follow up at least daily to check outcome so that further decisions can be made. Schools to follow guidance in COVID-19 London Schools Resource Pack (publ.9 th Oct)			
What are the hazards?	Who might be harmed and how?	What are we doing to control the risk?	What further action is needed to control the risks?	Who needs to carry out the action?	When is the action completed
H. Staff well-being is adversely affected	Staff	<ul style="list-style-type: none"> Updated risk assessment to be shared with staff and put on website each time it is updated Clarity on expectations particularly in terms of bubbles and details on social distancing To ensure sharing of information with staff re decisions being made, particularly in terms of partial closure and if someone tests positive Staff adhere to the Social Distancing expectations – all staff to model Working from home during lockdown where possible Staff to be made aware that H+S is everyone's responsibility at all times Staff know who to raise any H+S issues with if they cannot resolve them themselves Publicise Education Support 08000 562 561 helpline counselling service Team leaders to manage well-being checks across teams each week Offer 'places to talk' if available Ensure staff are aware that they can talk to their senior leader whatever the concern Head to keep staff updated of any issues or changes 		CEO Headteacher	Controls in place
What are the hazards?	Who might be harmed and how?	What are we doing to control the risk?	What further action is needed to control the risks?	Who needs to carry out the action?	When is the action completed

I. Pupil well-being is adversely affected	Pupils	<p>See safeguarding section Staff working in bubbles to be vigilant and share any concerns re well-being of children with SLT member</p> <p><i>To ensure opportunities are in place for discussions in the classroom around the impact of the pandemic on them and their families, e.g using 'Transitioning back to schools and settings as lockdown lifts 50+ practical ideas for primary schools' (on Enfield Thrives Together website)</i></p> <p><i>To ensure teachers and TAs identify children who are finding the transition back to school hard and raise with Inclusion Manager/SENCo.</i></p> <p><i>To provide opportunities for exercise outdoors</i></p> <p><i>To focus on behaviour for learning within the classroom</i></p>	Teachers know how to support children and sign-post for further support within school	Inclusion Manager	
What are the hazards?	Who might be harmed and how?	What are we doing to control the risk?	What further action is needed to control the risks?	Who needs to carry out the action?	When is the action completed
J. Staff ratios are low due to absence	Staff and pupils	<p>Schools will continue to follow Government guidelines regarding staff attendance. From September, all staff can return to school. However, should the situation change, any new advice will be followed.</p> <ul style="list-style-type: none"> • Those who are clinically extremely vulnerable not in work from start of partial closure (4/01/21) This includes those who are pregnant in their 3rd trimester (28 weeks) • Those who live with CEV people can work at school • Other vulnerable categories including those who are pregnant, to meet with HT for individual RA to be completed if concerned • Where possible, the school will try to be flexible in allocating roles but this may not always be possible. • At times, staff may need to self-isolate and/or take tests which will mean absence from school. This will be managed in the same way as schools would usually manage, e.g. by re-allocating roles • Staff to ensure they are available to cover in school for critical workers/vulnerable group at short notice due to absence of allocated staff 	Continue to monitor action identified as the situation changes	CEO Headteachers SLT	Controls in place

		<p>If the necessary ratios cannot be maintained due to staff absence, consider other actions such as:</p> <ul style="list-style-type: none"> ❖ ECHP pupil requiring additional support, to be asked to stay at home for a temporary period of time if their supporting adult is absent ❖ Contact other Trust Headteachers to ask if other staff would volunteer to be redeployed ❖ Reduce number of classes by keeping some children at home for a period of time until staff return from absence 			
What are the hazards?	Who might be harmed and how?	What are we doing to control the risk?	What further action is needed to control the risks?	Who needs to carry out the action?	When is the action completed
K. Children will miss out on learning if part or all of the school needs to close due to an outbreak in the school or in the community	Pupils	<p>Remote Education Support</p> <p>The school will ensure systems for home learning are in place</p> <p>Remote Education Plan in place across Trust and timetabled for introduction at each school.</p> <p>Senior leader identified to lead on home learning across school and drive parental engagement in learning</p> <p>School to ensure all children access remote learning platforms at home through monitoring, phonecalls home etc</p> <p>Schools to identify devices/resources that children have to work with at home and plan to fill gaps as necessary</p> <p>Trust to access more devices from DFE during lockdown to deliver to children at home where necessary</p> <p>Schools to monitor access to data as well as devices and provide SIM cards etc where possible</p> <p>Agreed Trust wide expectations of home learning for teachers, support staff and pupils</p> <p>Schools to contact parents regularly during any closure of bubbles to support home learning</p>	<p>To implement Remote Learning Policy for school</p> <p>Training for staff on remote learning</p> <p>Contact with parents to ensure children can and are accessing</p>	HT/SLT	

		<ul style="list-style-type: none"> ● SENCo to risk assess any EHCP child who is not at school to ensure that needs are being met at home and keeps in regular contact with them ● Ensure a member of staff with medical training is on school site at all times ● If rotas are required, ensure a DSL, member of SLT and First Aider is If DSL cannot be on site, remote accessibility will suffice ● Contact numbers for the MASH team are in the Child Protection Policy <p>Fire Safety:</p> <ul style="list-style-type: none"> ● Ensure exit instructions in each classroom are correct that that staff working within the classroom are aware of them ● To have practice fire drill shortly after opening to ensure all staff know the relevant muster points ● To ensure that fire exits and muster points reduce the mixing of larger bubbles as much as possible 	Regular fire drill practice to take place – first one within first 2 weeks		
What are the hazards?	Who might be harmed and how?	What are we doing to control the risk?	What further action is needed to control the risks?	Who needs to carry out the action?	When is the action completed
N. Trips outside of the school could add anxieties to staff, children and parents due to virus transmission	Pupils /Staff	<ul style="list-style-type: none"> ● No trips to be taken on public transport for the Spring term. To be reviewed in the Summer term. ● No local walking trips during partial closure ● Handwashing and hygiene procedures to be followed meticulously 	Consider trips out based on government advice at the time	HT/SLT	

Update on reporting COVID-19 Nov 2020

Important information for nurseries, schools and colleges – new process for reporting positive confirmed cases of coronavirus (COVID-19) in your setting

There is a dedicated advice service available to advise nurseries, schools and colleges who have been informed of a confirmed case(s) of coronavirus (COVID-19) in their setting (i.e. a pupil or staff member testing positive). We are updating our guidance to reflect this change.

This means that instead of calling your local health protection team when there is a confirmed case in your education setting, we will call the DfE's helpline and you will then be directed to the dedicated NHS advice team for nurseries, schools and colleges with confirmed cases.

This service can be reached by calling DfE's existing helpline on 0800 046 8687 and selecting the option for reporting a positive case. The line will be open Monday to Friday from 8am to 6pm, and 10am to 4pm on Saturdays and Sundays. Also inform Enfield through email - coronavirus@enfield.gov.uk

Please only select this option if you have a confirmed case of coronavirus (COVID-19) within your nursery, school or college.

You will be put through to a team of advisors who will inform you what action is needed based on the latest public health advice, and work through a risk assessment to identify close contacts.

This new process will free up capacity of the Public Health England's local health protection teams to deal with more complex cases, for example special schools and universities, or outbreaks where there is more than one confirmed case. Advisors will be responsible for escalating these cases as necessary following a triaging of your circumstances during the call.

The new advice service has been set up to advise the following education settings: early years settings including nurseries; schools including primary schools, infant or junior schools, middle schools, secondary schools, boarding schools, special schools; and further education providers.

The DfE helpline also remains available for all other queries about coronavirus (COVID-19) relating to your education and childcare setting on 0800 046 8687. Please listen carefully to the available options and select the one most appropriate to your setting's current situation.

Contact Tracing

Definition of a contact is a person:

- Direct close contacts – face to face contact with a case for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact.
- Proximity contacts – extended close contact (within 1-2 metres for more than 15 minutes).
- Traveling in a small vehicle with an infected person

*During incubation period -2 days before the person was symptomatic up to 7 days from onset of symptoms.

**LCRC will advise as to who will need to be sent home based on contact tracing. A template letter will be provided to schools by LCRC.