

**This is a Framework Risk Assessment. It must be amended and adapted to accurately reflect the hazards presented by each individual site and the activities undertaken there-on.**

**GENERAL AREA / ACTIVITY RISK ASSESSMENT TEMPLATE**

<p><b>SEVERITY</b> - the most likely worst case scenario that could result from the hazard</p> <p><b>Catastrophic</b> – 5 (multiple death)</p> <p><b>Major</b> – 4 (single death or permanent disability)</p> <p><b>Moderate</b> – 3 (broken bones, several days off work)</p> <p><b>Minor</b> – 2 (basic first aid treatment required)</p> <p><b>Insignificant</b> – 1 (minor scratch or bruise)</p>	<p><b>LIKELIHOOD</b> of the risk occurring (with any outcome)</p> <p><b>Certainty</b> – 5 (could happen at any time and on any day)</p> <p><b>Probable</b> – 4 (could happen perhaps once a term)</p> <p><b>Likely</b> – 3 (could happen perhaps once a year)</p> <p><b>Conceivable</b> – 2 (might happen perhaps once in 5 years)</p> <p><b>Improbable</b> – 1 (will probably never happen)</p>	<p><b>SEVERITY</b></p> <p>5</p> <p>4</p> <p>3</p> <p>2</p> <p>1</p> <p><b>LIKELIHOOD</b> 1 2 3 4 5</p>
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**Activity:** V13 Schools Re-Opening for all Pupils from 8th March 2021 - Step 1 of the Roadmap out of Lockdown

**Date:** 1 March 2021

**Assessor:** Sarah Arnold

**Re-assessment date:**

This is the 'Pupil Activities' Sheet

This risk assessment is on 3 separate sheets - see the tabs at the bottom of the page: 1. Whole School Precautions 2. Staff Activities 3. Pupil Activities

<b>What is the hazard?</b>	Coronavirus / COVID -19 - including new variants of the virus
<b>Why is it a risk?</b>	People could become infected (directly and indirectly) and then become seriously ill, or pass the infection onto other members of the people they live with, who could become seriously ill
<b>Who is at risk?</b>	All staff, pupils and any contractors or visitors attending school

**Key Guidance Documents**

*	<a href="#">Guidance for Full Opening of Schools</a>
	<a href="#">Schools Coronavirus Operational Guidance</a>
	<a href="#">COVID-19 Response - Spring 2021 - Roadmap out of Lockdown</a>
*	<a href="#">Face Coverings in Education</a>
*	<a href="#">Use of the NHS Covid App in Schools</a>
*	<a href="#">Guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19</a>
*	<a href="#">DfE Guidance Note 'What to do if a pupil is displaying symptoms of Coronavirus'</a>
*	<a href="#">Mass asymptomatic testing in schools (Lateral Flow Tests / Rapid Testing)</a>
*	<a href="#">Safe Working in Education, Including the Use of PPE &amp; Action if a Pupil Becomes Unwell Whilst at School</a>
*	<a href="#">Managing school premises during the coronavirus outbreak</a>
*	<a href="#">Covid-19 - Cleaning in Non-Healthcare Settings</a>

*	<a href="#">Stay at Home - Guidance for Households with Possible Coronavirus</a>	
*	<a href="#">Stay Alert &amp; Safe (Social Distancing) Guidance</a>	
General Precautions		
<p>As far as possible, everyone should minimise contact between each other and maintain social distancing whilst on the school premises. For <b>pupils</b> this means:</p> <ul style="list-style-type: none"> <li>- being in consistent groups / bubbles which have limited contact with other groups / bubbles.</li> <li>- where possible, keeping 1m+ away from other pupils</li> <li>- not directly facing each other when it is not possible to be at least 1m+ away from other pupils</li> <li>- keeping at least 2m away from members of staff and other adults (it is recognised that younger pupils will not be able to do this)</li> <li>- Senior school pupils - wearing face coverings in classrooms, indoor teaching and communal areas, corridors and stairways unless social distancing can be maintained. There is an exception for situations where wearing a face covering would impact on the ability to take part in exercise or strenuous activity, for example during sports, and eating and drinking.</li> </ul> <p>For <b>staff</b> this means trying to stay 2m away from all other members of staff, other adults and pupils. Where this is not possible, other mitigations should be put in place, eg:</p> <ul style="list-style-type: none"> <li>- staying at the front of the class (senior schools)</li> <li>- reducing the amount of time they are face-to-face with another person</li> <li>- minimising the time spent in closer contact</li> <li>- having a screen between people</li> <li>- wearing face covering in indoor areas such as communal areas, corridors and stairways, and when teaching. NB a transparent face visor or shield should not be worn as an alternative to face coverings. They may protect against droplet spread in specific circumstances but are unlikely to be effective in reducing aerosol transmission when used without an additional face covering.</li> </ul> <p><b>NB</b> Some individuals are exempt from wearing face coverings because of physical impairment or disability, illness or mental health difficulties.</p>	Tolerable	<p>Pupils kept in bubble groups with specific routes to and from each bubble and allocated areas outside for breaktimes. Teacher desks have perspex screens, all pupil desks facing forward. Not possible to distance pupils 1meter plus, but regular handwashing/sanitisation reminders to face the front. Allocated wash rooms for each bubble group. Where large rooms are used for things like drama, they are allocated to a year group for a large chunk of time and then cleaned inbetween</p>
<p>As far as possible minimise mixing and the number of contacts that a pupil has with other pupils and staff during the school day by keeping pupils in consistent identifiable groups, avoiding contact between groups <b>and</b> maintaining distances between individuals. Practical examples of how this can be achieved include:</p> <ul style="list-style-type: none"> <li>- adjusting the timetable to stagger school day / lesson starting &amp; finishing times, lunch times and break times for different groups of pupils.</li> <li>- keeping groups of pupils in the same room(s) and areas throughout the week, with individual staff coming to the group, rather than the whole group of pupils moving around the school too much</li> <li>- using larger rooms than normal and spreading everyone out within the area you are using</li> <li>- placing the desks so that pupils are all facing forwards / don't face each other and, as far as possible, are at least 2m away from the teacher</li> <li>- teachers should avoid close face-to-face contact with colleagues or pupils, and minimise the time spent within 1 metre of anyone</li> <li>- allocating each pupil a desk and ask them to sit at the same desk every day</li> <li>- doing activities outside</li> <li>- installing screens</li> <li>- not putting rotas in place</li> <li>- allocating specific rooms, areas or parts of the school grounds for different groups to use at break / lunch times and monitoring to ensure that they keep to them</li> </ul>	Tolerable	<p>It is not possible to keep everyone 2m apart or even 1m plus at all times. Mitigation achieved as above, with desks facing forward, allocated routes, pupils kept in bubble groups only staff who need to be in bubbles in attendance etc.</p>

Staggered pick ups and drops off. Year group bubbles maintained throughout the day. Girls mainly based in classroom with class teacher. Girls will go to specialist classrooms (led by teacher) which will be wiped down by teacher between groups and equipment will not be shared across year groups. zoned break times.

Social distancing not achievable so year group bubbles maintained.

<p><b>Grouping Pupils / Bubble Sizes</b></p> <ul style="list-style-type: none"> <li>- Bubble sizes should aim to achieve the greatest reduction in contact and mixing, and the least impact in the quality and breadth of teaching or access to support and specialist staff.</li> <li>- Groups should have a consistent and identifiable membership</li> <li>- At key stages 1, 2 and 3 the 'group' will probably be each class*</li> <li>- At key stages 4 and 5 the 'group' will probably be the whole year group</li> </ul> <p>*If it is not possible to provide a broad and balanced curriculum with these group sizes, or manage the practical logistics within and around the school, they can be increased, but the reasons for this should be documented</p> <p>Pupils who use dedicated school transport services, extra-curricular clubs and/or wrap-around care will almost certainly have to be in a different group/bubble to their teaching group bubble. However, these groups should also have a consistent and identifiable membership, be as small as possible, and as far as possible keep separate from / not mix with other groups</p>	Tolerable	<p>Pupils kept in form groups apart from when in option groups etc. but year group bubble maintained. Records will be kept of any close contact but back to school plan does not include instances where this will occur. <a href="#">Schools Coronavirus Operational Guidance</a></p>	<p>Year group bubble model will be used due to relatively small year groups, with zoned areas for break times. Majority of time will be spent in class bubbles. Specific ASC bubble groups created (bus girls/Prep/Pre-Prep) and breakfast clubs will be mixed year groups but social distancing will be enforced due to small numbers.</p>
<p>A <b>daily record</b> should be kept of pupils and staff in each group, and any close contact** that takes place between children and staff in different groups, so that potentially infectious people can be quickly identified and isolated in the event that a member of the school community tests positive for Covid-19</p> <p>**Close contact means:</p> <ul style="list-style-type: none"> <li>- direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin)</li> <li>- proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes, either as a one-off or cumulatively throughout one-day) with an infected individual</li> <li>- travelling in a small vehicle, like a car, with an infected person</li> </ul>	Tolerable	Using seating plans and time tables to do this.	
<p>Where possible:</p> <ul style="list-style-type: none"> <li>- ensure good natural ventilation in the rooms / areas that are being used. NB doors marked 'Fire door keep shut' should only be held open by 'dorgards' / electromagnetic door holders - never wedged or propped open, and safeguarding risks must not be introduced.</li> </ul> <p>In order to achieve a balance between ventilation and an adequate internal temperature (min 16oC) during the cooler winter months:</p> <ul style="list-style-type: none"> <li>- Partially open doors and windows to provide ventilation while reducing draughts</li> <li>- Open high level windows in preference to low level windows to reduce draughts</li> <li>- Refresh the air in spaces by opening windows, vents and external doors wide at times which avoid user discomfort, e.g. between lessons or when rooms are not occupied</li> </ul> <p>Where available use external extractor fans to keep spaces well ventilated and make sure that ventilation systems are set to maximise the air flow rate. (Contact the TO Estate Managers to check whether or not the air conditioning systems in your buildings are safe to use). Stand alone electric fans can be used to improve air movement, but they must be placed by an open window facing out, and not used in a room without an open window.</p>	Tolerable	<p><u>Please refer to:</u></p> <ol style="list-style-type: none"> <li><u>1. TO Estates Dept 'Air Conditioning and Ventilation Systems Guidance Notes' circulated by Sean McGarrigle to all DFOs in an email on 26 May and further guidance issued to all DFOs by Sean McGarrigle on 9 July 2020</u></li> <li><u>2. HSE guidance on Ventilation and air conditioning during the coronavirus (COVID-19) pandemic</u></li> </ol>	
<p>Actively provide regular opportunities for pupils to wash or sanitise their hands, and encourage them to use a paper towel or tissue for turning off taps, opening toilet doors, etc once they have clean hands. Examples of when hands should be washed / sanitised:</p> <ul style="list-style-type: none"> <li>- before leaving home</li> <li>- on arrival at school</li> <li>- immediately before and after each lesson / activity or changing rooms</li> <li>- at each break time</li> <li>- before and after eating any food, including snacks</li> <li>- after using the toilet</li> <li>- before leaving school</li> </ul>	Tolerable		<p>hand sanitiser at entrances and in classrooms. Classteachers to supervise/apply hand sanitiser to girls at start and end of lessons.</p>

<p>Pupils should limit the amount of equipment / belongings they bring into school each day to essentials such as books, stationery, personal IT, sports and musical equipment, coats and mobile phones.</p> <p>Remove unnecessary items from classrooms, especially if it impedes effective cleaning, where there is space to store it elsewhere</p>	Tolerable	
<b>Getting To / From School</b>		
<p>Where possible, encourage staff and pupils not to use public transport to travel to school; instead walk, cycle or travel by car.</p> <ul style="list-style-type: none"> <li>- If possible provide additional bike racks and parking facilities for staff and pupils</li> <li>- Plan for a higher volume of parents dropping off/collecting pupils by car</li> <li>- If pupils in different bubbles car share encourage them to wear a face covering in the car</li> </ul>	Tolerable	<a href="#">Safer travel guidance for passengers</a>
<p>If pupils have no alternative but to use public transport to travel to school encourage them to:</p> <ul style="list-style-type: none"> <li>- As far as possible keep 2m (or '1m plus') away from all other passengers at all times - follow any instructions from transport staff &amp; obey signs of markings about where to queue or sit</li> <li>- Wear a face covering whilst travelling and waiting at bus stops &amp; tube / train stations NB the legal requirement to wear a face covering does not apply to children under the age of 11</li> <li>- Wait for people to get off before they board</li> <li>- Avoid consuming food and drink on public transport</li> <li>- Carry a good supply of hand sanitiser (min. 60% alcohol) and use it as soon as they end their journey</li> <li>- Try not to touch surfaces such as handles, poles, handrails, ticket machines, card/ticket scanners at stations / on buses, tubes or trains</li> <li>- Wash or sanitise their hands immediately after taking off the face covering. Reusable face coverings should be placed into a sealed plastic bag that is kept in the pupil's bag, locker or pocket and not reused before it has been washed; disposable face coverings should be placed in a lidded dustbin.</li> <li>- Allocate designated spaces for pupils to change out of the outer clothing they wore to travel on public transport when they arrive at school if they wish to do so. It should have easy access to a wash hand basin. 'Dirty' clothes should be contained in a plastic bag and stored in the individuals locker during the day. Pupils should be reminded to wash their hands immediately after changing their clothes. The room should be cleaned at least on a daily basis</li> </ul>	Tolerable	<a href="#">Safer travel guidance for passengers</a>

Letter to parents outlining what girls should bring to school. Sports kit will be worn to school on days they have sport lessons.

<p><b>School Minibuses (Dedicated school transport)</b></p> <ul style="list-style-type: none"> <li>- Where possible, allocate each vehicle and route to a single driver</li> <li>- When the weather is suitable have the windows and ceiling vents open to facilitate good ventilation</li> <li>- Driver to clean all interior and external surfaces that they are likely to have had contact with after each journey. Areas to pay particular attention to include: handles (inside and out), steering wheel and starter button, centre touchscreen and stereo, handbrake and gearstick, keys and key fob, indicators and wiper stalks, windows, mirrors and mirror switches, seat belts, seat adjusters any other controls</li> <li>- Driver to clean all interior and external surfaces that passengers are likely to have come into contact with after each journey. Areas to pay particular attention to include: top/edges of seats that people touch for balance as they walk through the vehicle and seatbelts</li> <li>- Keep a supply of sanitiser (min 60% alcohol) and tissues in each minibus; driver and all passengers to sanitise their hands as they board and disembark on each journey</li> <li>- Advise pupils to keep at least 2m away from people waiting for other buses whilst they wait to be picked up at the bus-stop in the morning</li> <li>- As far as possible, pupils should sit in the minibus in their teaching groups or bubbles, and distance themselves from other groups if there is space to do so</li> <li>- Senior school pupils should wear a face covering on the minibus if they sit on the same seat as someone who is not in their year group or family</li> <li>- At the end of the school day, pupils should wait for their minibus in their 'transport groups' in a designated area, and maintain social distancing when it is time to board. School staff should monitor pupils behaviour to ensure good order and social distancing is maintained.</li> <li>- A daily record should be kept of all pupils and staff travelling on each minibus journey so that potentially infectious people can be quickly identified and isolated in the event that a member of the school community tests positive for Covid-19</li> </ul>	<p>Tolerable</p>	<p>Initially school minibus will not be used as clubs and other activities willnot be offered on return in September. Only then if the school minibus can be used in a way that minimises risk of Covid19.</p>
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<b>Arrival at School</b>		
<p>To minimise the number of pupils and parents arriving at / leaving school at the same time, consider staggering the time that different years start / finish school and if possible, allocate different entrances/exits to groups of people arriving / leaving school at the same time.</p> <ul style="list-style-type: none"> <li>- As far as the layout of the site allows, arrange for children to be dropped off and collected from school in areas which enables pupils and parents to keep 2 metres (or '1m plus') distance between each other. Use signage to guide parents to where they should drop off and pick up their children, where possible mark out 2 metre (or '1m plus') distances on the ground</li> <li>- Encourage only 1 parent to accompany younger children to school</li> <li>- Where possible avoid parents coming into the school buildings - greet / say goodbye (handover) younger pupils in the playground or other safe outside area</li> <li>- Do <b>not</b> shake hands with anyone, and strongly discourage children from holding hands, hugging or jumping on each other (recognising this will be very difficult with very young children)</li> <li>- Discourage any 'gatherings at the school gate'</li> <li>- Pupils should wash their hands as soon as they arrive at school and then go directly to their allocated classroom / form room</li> </ul>	<p>Tolerable</p>	<p>No staggered start/end time as pupils arrive and have dedicated routes to their bubble zone. No parents allowed on school site and pupils encourage to socially distance while waiting for school to open and to leave promptly when school ends.</p>
<b>Lessons / Learning Activities</b>		

Transport of WR girls between sites will only happen via bus if bus company can clean buses between different year groups.

Staggered drop offs and pick ups

<p>If pupil's activities include the use of <b>pens, pencils</b> etc:</p> <ul style="list-style-type: none"> <li>- Where appropriate, encourage pupils to bring in and use their own pens, pencils and other very frequently used items and not share them with others</li> <li>- If this is not possible, provide each pupil with a pack of pens, pencils etc for their sole use at school - store in a named ziplock bag or similar. Do not reissue that pack of pens to anyone else without 72 hours break in between (sufficient time for the virus to die)</li> </ul>	Tolerable	Pupils advised to bring in their own equipment and to keep this to a minimum with no sharing allowed.
<p>If pupil's activities include the use of <b>computer keyboards and iPads</b>:</p> <ul style="list-style-type: none"> <li>- Where appropriate, encourage pupils to bring in and use their own laptops and iPads and not to share it with others</li> <li>- If this is not possible, provide the opportunity for all pupils to wash their hands immediately before using the keyboard / iPad / touch screen, and then again at the end of the lesson</li> <li>- Frequently clean the keyboards, mice and touch screens of all equipment used by more than one person</li> </ul>	Tolerable	Wipes to be provided for pupils to clean laptops etc.
<p>Classroom based resources (books and games) and equipment can be used but they should be regularly cleaned and disinfected. Resources and equipment used by different classes /groups /bubbles, eg sports, art, DT, musical, science and playground equipment, should be thoroughly cleaned between use by different bubbles, or rotated and left unused and out of reach for a period of 48 hours (72 hours for plastic) between use by different bubbles.</p>	Tolerable	Wipes to be provided in all classrooms for pupils to clean equipment. No sharing of equipment allowed in classrooms unless cleaned in between.
<p>Pupils can take books and other shared resources home, but unnecessary sharing should be avoided</p>	Tolerable	Pupils not encourage to take resources home or to share.
<p><b>PE &amp; Sports</b></p> <p>All activities should carefully consider hygiene, capacity management and distancing.</p> <ul style="list-style-type: none"> <li>- Where possible, PE and sports activities should take place outside. If this is not possible, they should take place in large, well ventilated spaces.</li> <li>- Limit the use of changing rooms by allowing pupils to come into school in their sports kit. Where changing is required mark out social distancing spacing in the changing room, make use of additional cloakroom facilities for changing, and ensure changing rooms are cleaned between use by different groups</li> <li>- Follow any guidance provided by Sport England, AfPE and each sport's National Governing Bodies in how to train / play / exercise safely</li> <li>- Organise activities so that as large a distance as possible is maintained between each person, and being face-to-face is avoided if they are within 2m</li> </ul> <p>Activities that require close support or spotting to reduce severity of falls such as vaulting in gymnastics and climbing wall bouldering, when a spotter is required, should not be carried out.</p> <ul style="list-style-type: none"> <li>- Contact sports should not take place. By this we mean not just the degree of contact but also the proximity of players to each other. This currently means that games such as football, rugby, hockey, lacrosse and netball are not possible unless they are adapted to increase the distance between players to 2m to avoid being within someone's exhalation zone. The NGB's such as Netball England have adapted their rules to accommodate a minimum of 2m distancing.</li> </ul>	Tolerable	<p>Guidance for providers of grassroots sport and gym / leisure facilities</p> <p>Guidance for the public on the phased return of outdoor sport &amp; recreation in England</p> <p>Return to recreational team sport framework</p>

Classrooms will have a quarantine box for items that need to be left for 72 hours. Girls will bring in their own items or be provided with items that will be specifically allocated to them

Specific items allocated to specific classes and/or year groups and quarantine boxes used.

<p>If <b>PE &amp; sports</b> activities include the use of hand-held equipment, or equipment that is often touched by hand, e.g. bats, racquets, sticks, balls, weights, gymnastics and athletics equipment, scoring equipment:</p> <ul style="list-style-type: none"> <li>- Each person should be allocated their own item of equipment at the beginning of the lesson that they don't share with anyone else. Providing good hygiene is followed (equipment cleaning and handwashing) balls can be passed to participants in training drills and game scenarios.</li> <li>- It is important to manage the storage and allocation of equipment and pupils access to equipment should be supervised.</li> <li>- All equipment used during the lesson should be thoroughly cleaned at the end of each lesson, or rotated and left unused and out of reach for a period of 48 hours (72 hours for plastic) between use by different classes / groups / bubbles.</li> <li>-The practicality and cost of equipment should be assessed when considering what equipment could be shared and what should be allocated individually i.e. it would be impractical and too costly not to share use of rowing sculls, but tennis balls and shuttlecocks would not</li> <li>- Pupils can bring in and use their own equipment as long as they do not share it with other pupils</li> <li>- All pupils should wash their hands at the end of each session</li> <li>- Disconnect, or sign 'do not use' water fountains which are designed for people to drink from directly (refilling personal water bottles is acceptable)</li> </ul>	Tolerable	<p>Guidance for providers of grassroots sport and gym / leisure facilities</p> <p>Guidance for the public on the phased return of outdoor sport &amp; recreation in England</p>
<p><a href="#">Peripatetic and External Sports Coaches - see controls on the 'Whole Schools Precautions' sheet - row 57</a></p>		
<p><a href="#">Extra curricular Sports Clubs - see controls on the 'Whole Schools Precautions' sheet - row 71</a></p>		
<p><b>Fitness Suites</b> Place each item of gym equipment an appropriate distance apart so as to comply with social distancing guidelines plus a suitable margin for adequate circulation or one-way routes. This can be achieved by moving equipment, aligning them so that use is back-to-back rather than face-to-face, using screens or barriers to separate equipment, or taking equipment out of use. Clearly visible tape should be put around pieces of gym equipment to denote social distance. All gym equipment, including mats, must be thoroughly cleaned after every user.</p> <p><b>Dance Studios</b> - provide temporary floor markings to define the space required by each person</p>	Tolerable	The school gym will be closed while there is a national lockdown
<p><b>Team Sports</b></p> <ul style="list-style-type: none"> <li>- Competitive team sports can only take place between teams from the same school and in the same bubble, and providing that the sport's National Governing Body Covid-19 guidance is fully implemented</li> <li>- Team sports with an 'increased risk' should not take place, ie sports where players proximity interactions are less than 1m, face to face, the interaction lasts 3 seconds or more or fleeting interactions accumulate above 15 mins over the period of the game (see Appendix 1 of Gov guidance)</li> <li>- Social distancing should take place during warm-ups, breaks in play and after matches. Avoid pre/post-game handshakes, 'huddles', face-to-face confrontation with opponents and referees and scoring celebrations.</li> <li>- Avoid equipment sharing particularly that used around the head and face e.g. helmets. Where equipment is shared, equipment must be cleaned before use by another person.</li> <li>- As much as possible players and referees should avoid shouting or raising their voices when facing others during, before and after games</li> <li>- Where possible, clean shared equipment during play eg by swapping a 'dirty' ball for a clean one if it goes out of play, or at regular times throughout the game</li> <li>- Encourage players to wash / sanitise their hands at regular times throughout the game and immediately it is concluded</li> </ul>	Tolerable	Return to recreational team sport framework

<p><b>After School and Weekend Sports Activities</b></p> <p>From <b>8 March</b> After School Sports activities can take place in the same way as After School Care, ie for vulnerable children and other children providing the care is to enable their parents / carers to work, search for work, undertake education or training, exams and assessments, attend a medical appointment or address a medical need, or attend a support group.</p> <ul style="list-style-type: none"> <li>- Where possible pupils should stay in the groups / bubbles they are in during the school day. If this is not possible, keep them in small groups of no more than 15 children, the groups should have a consistent and identifiable membership, as far as possible keep separate from / not mix with other groups, and additional Covid controls appropriate to the activity employed e.g. take place outside or in large well ventilated rooms, equipment designated for use only by specific pupils, etc</li> <li>- A daily record should be kept of pupils and staff in each group, and any close contact that takes places between children and staff in different groups, so that potentially infectious people can be quickly identified and isolated in the event that a member of the school community tests positive for Covid-19</li> </ul> <p>- From <b>8 March</b> sports can take place at the weekend providing it is a curricular educational activity and is organised so that pupils stay in their bubbles.</p> <p>- From <b>29 March</b> formally organised <b>outdoor</b> sporting activities can take place at the weekend for all pupils providing the activity is run in accordance with the guidance issued by national governing bodies.</p> <p>- Once we have moved to Step 2 on the 'Roadmap out of Lockdown' (not before <b>12 April</b>) <b>indoor</b> sporting activities can take place for all pupils providing the activity is run in accordance with the guidance issued by national governing bodies.</p>	Tolerable	<p><a href="https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak/protective-measures-for-out-of-school-settings-during-the-coronavirus-covid-19-outbreak#who-can-attend">https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak/protective-measures-for-out-of-school-settings-during-the-coronavirus-covid-19-outbreak#who-can-attend</a></p>
<p><b>Inter-school Events, Fixtures and Competitions</b></p> <p><b>No</b> inter-school sporting activities, training sessions or competitions should take place in the spring term or Easter holidays. The position for the summer terms will depend on the circumstances at the time.</p>		
<p><b>Using External Sporting Facilities and Venues</b></p> <ul style="list-style-type: none"> <li>- From <b>8 March</b> pupils can use <b>outdoor external sporting venues providing the activity is run in accordance with the Government's guidance for the use of, and travel to and from, those facilities and guidance issued by the sports's national governing bodies.</b></li> <li>- From <b>29 March</b> schools can use <b>outdoor</b> external sporting facilities and venues providing the activity is run in accordance with the guidance issued by national governing bodies.</li> <li>- Once we have moved to Step 2 on the 'Roadmap out of Lockdown' (not before <b>12 April</b>) schools can use <b>indoor</b> external sporting facilities and venues providing the activity is run in accordance with the guidance issued by national governing bodies.</li> <li>- To ensure that external sports providers have good risk assessments and procedures in place and relevant checks are carried out, schools should undertake an advance planning visit and use EVOLVE to manage your visits to them.</li> </ul> <p>External venues and facilities will need to inform the school how they are or planning to manage hygiene, capacity, distancing and tracking and tracing. If they have a robust procedures and good plans in place they are suitable to use.</p>	Tolerable	<p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/963491/COVID-19_Response_-_Spring_2021.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/963491/COVID-19_Response_-_Spring_2021.pdf</a></p>

<p><b>Use of School Swimming Pool by School Pupils</b></p> <p>Swimming lessons can continue for pupils as part of their PE / sports lessons in the school swimming pool providing Covid controls are in place. The pool itself is considered to be low risk due to the disinfecting chemicals in the water, but the main risk areas are the changing rooms, showers and any hand contact surfaces, e.g. handrails used by people to get into and out of the pool. Covid controls in the showers, changing rooms, on poolside and in the pool include:</p> <ul style="list-style-type: none"> <li>- Pupils stay in their normal small teaching groups / 'bubbles'</li> <li>- Maintain good social distancing</li> <li>- Hand contact surfaces, such as handrails are regularly and thoroughly cleaned</li> <li>- Social distancing is maintained in the showers and changing rooms e.g. by making use of additional cloakroom facilities and by marking out social distancing spacing</li> <li>- Ensure that staff instructing teaching or lifeguarding have access to suitable PPE to administer first aid and resuscitation and have been trained in revised methods to perform such in light of the risk of Covid -19 see link to RLSS <a href="https://www.rlss.org.uk/news/cpr-and-first-aid-skills-during-covid-19">https://www.rlss.org.uk/news/cpr-and-first-aid-skills-during-covid-19</a></li> <li>- Calculate maximum capacity bather loads using tool in STA website <a href="https://www.sta.co.uk/news/2020/07/27/step-by-step-approach-for-determining-bather-loads/">https://www.sta.co.uk/news/2020/07/27/step-by-step-approach-for-determining-bather-loads/</a></li> </ul> <p><b>Water Polo</b></p> <ul style="list-style-type: none"> <li>• Pupils should be in pods of no more than 5, there can be more than one pod in the water.</li> <li>• Within the pod pupils should be socially distanced (2 meters) there should also be space between pods</li> <li>• Equipment (ball) can only be shared in the pod</li> <li>• Drills only no contact or game play</li> <li>• Once they have passed the ball they must clean hands by putting them in the water</li> </ul>	Tolerable	<p>Pool will be used for Prep school girls up to Easter so "bubbles" will be maintained. Additional changing rooms will be used as appropriate. Staff swimming will go ahead and will be booked in advance. Refer to Swim England's and STA's guidance documents on re-opening swimming pools</p>
<p><b>Music</b></p> <p>Please refer to the GDST Covid Risk Assessment Supplementary Music Guidance issued to all Directors of Music on 30 September 2020 and the Government guidance on '<i>Suggested Principles for Safer Singing</i>'. This includes specific controls for: Peripatetic music lessons, Academic music lessons: and Co-curricular music ensembles. In summary</p> <ul style="list-style-type: none"> <li>o Pupils may play instruments including singing, wind and brass instruments, providing infection controls are implemented to help reduce virus transmission;</li> <li>o Peripatetic lessons may happen in person from 8 March 2021;</li> <li>o Single bubble ensembles may take place, ensuring social distancing;</li> <li>o Microphones should be used to prevent shouting;</li> <li>o Singing should be kept to a talking volume;</li> <li>o Avoid sharing instruments and equipment – where equipment is shared, ensure it is wiped down by the pupils;</li> <li>o Pupils should have their own score and avoid sharing them with others;</li> <li>o Rehearse outside if possible;</li> <li>o Singing, wind and brass playing is allowed providing the room is of a large enough space with airflow as outlined in the September 2020 document;</li> <li>o Ensembles should be distanced at 2m following suggested seating plans (back to back, side to side rather than face to face);</li> <li>o Ensembles must be socially distanced even if made up of members of the same bubble;</li> <li>o Single bubble wind/brass ensembles must be socially distanced at 2m</li> <li>o Multi-bubble string and/or percussion ensembles are permitted providing pupils are socially distanced at 2m</li> <li>o Multi-bubble wind, brass and choirs are <b>not</b> permitted; they must be made up of the same bubble or rehearse virtually.</li> <li>o You <b>cannot</b> host any performances with an audience, however they can be recorded / live-streamed so that parents and other members of the school community can watch them. All filmed / recorded / streamed performances must comply with social distancing guidelines and strict Covid controls must be implemented for any film, sound or lighting crews.</li> <li>o Except when playing wind and brass instruments, senior school pupils should wear face coverings in classrooms and other indoor areas unless social distancing can be maintained.</li> </ul> <p><i>See also Appendix A (at bottom of document)</i></p>	Tolerable	<p>The 'Working Safely During Coronavirus - Performing Arts' guidance gives some practical advice, but the educational guidance takes priority <a href="https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/performing-arts">https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/performing-arts</a></p> <p><a href="https://www.gov.uk/government/publications/covid-19-suggested-principles-of-safer-singing/covid-19-suggested-principles-of-safer-singing">https://www.gov.uk/government/publications/covid-19-suggested-principles-of-safer-singing/covid-19-suggested-principles-of-safer-singing</a></p>

Year group bubbles maintained

<a href="#">Peripatetic Music and Drama teachers - see controls on the 'Whole Schools Precautions' sheet - row 52</a>		
<a href="#">Music and LAMDA exams - see controls on the 'Whole Schools Precautions' sheet - row 82</a>		
<p><b>Drama</b></p> <ul style="list-style-type: none"> <li>- Organise practical activities so that <b>groups sizes are small</b>, as large a distance as possible is maintained between each person, and avoid being face-to-face if they are within 2m</li> <li>- Use floor tape or paint to mark areas and help people maintain social distance where possible</li> <li>- Avoid <b>loud</b> singing, chanting or shouting</li> <li>- Use large well ventilated spaces (eg open windows) or work outside</li> <li>- Use microphones to reduce the need for shouting or prolonged periods of loud speaking or singing. If possible, do not share microphones</li> <li>- Reduce the number of people each individual has contact with by using smaller fixed teams, groups or partnering</li> <li>- Where possible avoid using hand contact props. Where these are necessary ensure they are either thoroughly cleaned after use or quarantined for 72hours</li> <li>- Ensure any hand operated /adjusted equipment eg lights / sound is either thoroughly cleaned after use or quarantined for 72hours</li> </ul> <p><b>You should not host any performances with an audience, however they can be recorded / live-streamed so that parents and other members of the school community can watch them. All filmed / recorded / streamed performances must comply with social distancing guidelines and strict Covid controls must be implemented for any film, sound or lighting crews.</b></p>	Tolerable	<a href="#">The 'Working Safely During Coronavirus - Performing Arts' guidance gives some practical advice, but the educational guidance takes priority</a>
<p>If <b>Art / DT / Food tech / Textiles</b> lessons include practical activities:</p> <ul style="list-style-type: none"> <li>- Refer to CLEAPSS guidance document GL344 'Guide to doing practical work during Covid pandemic – D&amp;T, Food and Art' (Senior schools) and P104 - Managing hands on activities in a partially reopened school (Junior schools)</li> <li>- Pupils can work together on an activity provided they are in the same bubble and maintain an appropriate social distance</li> <li>- Equipment can be shared by pupils within the same bubble</li> <li>- Pupils and staff must wash their hands before and after handling any equipment</li> <li>- All equipment used during the lesson should be cleaned ('meticulously') or quarantined for up to 72 hours. CLEAPSS recommends quarantining.</li> <li>- Where appropriate, pupils could bring in and use their own equipment as long as they do not share it with other pupils</li> <li>- Any shared or department based aprons should be removed from use. If aprons or workshop coats are worn, e.g. by staff these should be their own individual coats that are stored in the individuals locker or taken home when not in use</li> <li>- If safety specs or goggles need to be work for any task they will need sanitising or quarantining for 72hr between every use - <b>see CLEAPSS guidance document GL362 for process</b></li> <li>- Welding masks and gloves, and other close contact PPE should not be shared at this time</li> <li>- Alcohol based sanitiser should NOT be used in classrooms, studios, workshops or prep rooms where there are naked flames due to the fire risk</li> </ul> <p>NB Prior to reopening any Art / DT practical room staff should refer to CLEAPSS guidance on D&amp;T depts. returning to school after an extended period of closure (GL347)</p> <p><b>- In order to minimise any fire risk when wearing face coverings, ensure any straps/ties are kept short and tight and keep a safe distance from the flames/ignition sources</b></p>	Tolerable	<a href="http://dt.cleapss.org.uk">CLEAPSS Art / DT website http://dt.cleapss.org.uk</a>

<p>If <b>Science</b> lessons includes practical activities:</p> <ul style="list-style-type: none"> <li>- Refer to CLEAPSS guidance document GL343 'Guide to doing practical work during Covid pandemic – Science' (Senior schools) and P104 - Managing hands on activities in a partially reopened school (Junior schools)</li> <li>- Pupils can work together on an activity provided they are in the same bubble and maintain an appropriate social distance.</li> <li>- Equipment can be shared by pupils within the same bubble</li> <li>- Pupils and staff must wash their hands before and after handling any equipment</li> <li>- All equipment used during the lesson should be cleaned ('meticulously') or quarantined for up to 72 hours. CLEAPSS recommends quarantining</li> <li>- Any shared or department based lab coats should be removed from use. If lab coats are worn, e.g. by science technicians or 6th form students these should be their own individual coats that are stored in the individuals locker or taken home when not in use</li> <li>- If safety specs or goggles are needed for any experiments they will need sanitising or quarantining for 72hr between every use - see CLEAPSS guidance document GL343 for process</li> <li>- Alcohol based sanitiser should NOT be used in labs or prep rooms where Bunsen burners are used or there are any other naked flames, due to the fire risk</li> <li>- Certain practical activities must not be carried out - cheek cell sampling, lung volume / capacity &amp; other breathing based activities, activities which make use of saliva, activities which make use of straws or other equipment for blowing through.</li> </ul> <p>NB Prior to reopening any lab or prep room staff should refer to CLEAPSS guidance on science depts. returning to school after an extended period of closure (GL345)</p> <p><b>- In order to minimise any fire risk when wearing face coverings, ensure any straps/ties are kept short and tight and keep a safe distance from the flames/ignition sources</b></p>	Tolerable	<a href="http://science.cleapss.org.uk">CLEAPSS Science website http://science.cleapss.org.uk</a>
<b>Additional Points for EYFS and KS1 Pupils</b>		
<p>Whilst it is virtually impossible to practice 'social distancing' whilst ensuring very young children are kept safe and well cared for, staff should ensure that:</p> <ul style="list-style-type: none"> <li>- each group / bubble has a consistent membership</li> <li>- each group / bubble is kept separate from each other as much as possible</li> <li>- the pupils, wash their hands very regularly, are encouraged not to touch their faces and practice good respiratory hygiene (catch it, bin it, kill it)</li> <li>- all young children have help if they have trouble thoroughly cleaning their hands independently</li> <li>- older pupils should be encouraged to be maintain distance and not touch staff or their peers where possible</li> </ul>	Tolerable	<a href="#">Coronavirus (COVID-19): implementing protective measures in education and childcare settings</a>  <a href="#">Actions for Early Years and Childcare Providers During the Coronavirus Outbreak</a>
<p>All equipment, toys and resources should be regularly and thoroughly washed, particularly hand contact surfaces</p> <ul style="list-style-type: none"> <li>- Remove all soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts)</li> <li>- Malleable materials such as plasticine or playdough, and equipment such as sand and water trays, can be used providing the children (and any supervising staff) thoroughly wash their hands before starting to play with the materials, and immediately afterwards. Any tools, toys or equipment used in conjunction with the plasticine, playdough, sand or water should be regularly cleaned, and playdough, plasticine and water should be regularly replaced.</li> <li>- See Appendix 9 of <i>Public Health Wales - Guidance for Childcare Settings</i> for detailed guidance on keeping a wide range of toys and equipment clean</li> </ul>	Tolerable	<a href="#">Public Health Wales Guidance for Childcare Settings</a>

<p><b>Sand and water trays</b>  Play with sand, water, plasticine or play dough and cookery and other messy play activities should be restricted and only participated in if the relevant guidance around hygiene and cleaning in the Infection Prevention and Control for Childcare Settings Guidance can be adhered to. If this cannot be adhered to, these activities should not be undertaken.</p>	Tolerable	
<b>Break Times / Lunch Times</b>		
<p><b>Moving around the site</b>  - Where possible have clearly identified 'one-way' systems around the buildings and allocate entrances/exits to particular groups of people.  - Where this is not possible divide wider corridors in two (tape markers on the floor) with reminders to walk in single file, 'keep left' to maintain distance as you pass people; and identify 'safe waiting points' at pinch points.  - Where appropriate, doors can be held open to minimise the need to touch door handles/push plates, BUT doors marked 'Fire door' should only be held open by 'dorgards' / electromagnetic door holders - never wedged or propped open, and be aware of security issues with external doors  - Everyone should be reminded that wherever possible social distancing should be maintained between themselves and other people when they move around the site  - Passenger lifts should not be used unless this is the only way that individual staff or pupils can move around the school site  - Staff that do not need to interact with pupils should keep away from areas occupied by them when they are on site.</p>	Tolerable	<p><u>Bubble groups for each year group with signage for routes and other signs reminding to social distance/wash hands etc.</u></p>
<p>If possible stagger break times / lunch times for different groups of pupils to reduce contact between groups when moving around the school / using toilet facilities / washing hands / using play areas and play equipment  - Encourage pupils to wash their hands at the start and end of break / lunch time and before eating any snacks / lunch  - Require pupils to stay in their allocated groups during break / lunch times, either in their class / form room or in a specified area in the playground / grounds of the school  - Ensure that handles / buttons on water dispensers are thoroughly cleaned after each break / lunch time  - Disconnect, or sign 'do not use' water fountains which are designed for people to drink from directly (refilling personal water bottles is acceptable)</p> <p><b>Sixth form common rooms</b>  - Ensure that hand contact surfaces e.g. handles on fridges, kettles, hot and cold water dispensers, dishwashers, mug cupboards and cutlery drawers, are thoroughly cleaned after each break / lunch time  - Consider providing tea bags, coffee, sugar, fruit, biscuits etc in containers that don't need to have lids removed/replaced  - Ask pupils to place any dirty mugs, glasses or cutlery they use directly in the dishwasher, not the sink / on the side</p>	Tolerable	<p>Pupils to have breaktimes in their own outside zone or in their bubble if wet. Opportunities and encouragement to handwash at the beginning and end of breaktimes. Sixth form to be provided with coffee/tea etc. from Café 6 at break/lunch time but will not have access to tea/coffee making facilities. They must bring in their own packed lunch in their own cool bag or request a lunch from school catering.</p>
<p>If <b>outside play equipment</b> / trim trails / climbing walls are used during break times:  - Implement measures such as limiting the number of pupils who use each piece of equipment at any one time, marking out queuing zones and having one way systems, to minimise the transmission risk of COVID-19  - Hand contact surfaces on large equipment, such as slides, climbing frames, trim trails, etc should be thoroughly cleaned at the end of every break time when it has been used. If it is not possible to clean it thoroughly, it should be taken out of use / marked out of bounds  - Smaller items of play equipment should also be thoroughly cleaned at the end of every break time when it has been used, or rotated and left unused and out of reach for a period of 48 hours (72 hours for plastic) between use by different bubbles / groups  - Enclosed play spaces such as small 'Wendy Houses' should be 'out of bounds', as they are confined spaces and it is not possible for children to maintain 2m distance between themselves</p>	Tolerable	<p><u>Covid19: Guidance for managing playgrounds and outdoor gyms</u></p>

Movement of groups of girls inside building will be led by staff to ensure groups do not mix and maintain social distancing. Year 3 and 4 to use different stair cases. Each year group has its own entry/exit door.

Outdoor play equipment will be rotated between year group with 72 hours in between groups.

<p><b>Cloakrooms &amp; Handwashing / Toilet Facilities</b></p> <ul style="list-style-type: none"> <li>- Ensure social distancing is maintained in cloakrooms &amp; handwashing / toilet facilities, e.g. by designating specific cloakroom &amp; handwashing / toilet facilities to specific groups of staff / pupils (where the layout of the site, one ways systems etc allows), marking out social distancing spacing in queuing zones, setting a maximum number of people that can be in the facility at any one time, reminding pupils not to gather 'socially' in the toilets (as girls are sometimes inclined to do) and monitoring to ensure that they do not become overcrowded. NB as hand washing is one of the main ways to reduce the risk of Covid-19 infection, it is not recommended that wash hand basins are taken out of use even if they are less than 1m apart.</li> <li>- Provide plentiful supplies of warm water, anti-bactericidal soap and hand drying facilities. Blown air hand dryers activated by proximity sensors are safe to use, but hand dryers operated by pressing a button should be disconnected. Adjust the time that push / sensor operated taps run for to encourage 20 secs of handwashing. If additional toilet / handwashing facilities are being provided opt for sensor operated taps, dispensers and toilet flushes</li> <li>- Ensure that all hand contact surfaces in cloakrooms &amp; handwashing / toilet facilities are thoroughly cleaned after each break / lunch time and supplies of soap and paper towels are regularly topped up</li> <li>- Provide signs / posters to remind people about good hand-washing techniques</li> </ul>	Tolerable	<p><a href="https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/5-steps-to-working-safely">https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/5-steps-to-working-safely</a>  <a href="#">Signs up for capacity and "one-in-one-out" basis of use, and reminders for socially distancing while queuing on all cloakroom doors. Signs within each washroom reminding users to wash their hands. Cleaning plan allows for additional cleaning throughout the day and for topping up supplies of paper towels etc.</a></p>
<b>Communication and Training</b>		
All training given to staff in ways to minimise the risk of contracting or spreading Covid-19 infection should be recorded		
Schools must clearly communicate their Covid-Secure procedures to all staff (including peripatetic staff, cover staff and external coaches), pupils, parents, visitors and contractors		
<b>Area / Activity Risk Assessments</b>		
All Heads of Department/Heads of Year (for bubble zones) must review the risk assessments for the areas / activities that they are responsible for to identify if Covid-19 introduces any additional risks, and if so, appropriate controls need to be documented and implemented		
<b>Monitoring</b>		
All Heads of Department/Head of Year (for bubble zones) should undertake monitoring activities, such as spot checks or the completion of checklists, to confirm that all the controls necessary to minimise the risk of contracting or spreading Covid-19 infection are effective and being implemented at all times within their department		
<p>It is essential that:</p> <ul style="list-style-type: none"> <li>- Staff are <b>consulted</b> on the risk assessment. This must be through the NEU rep(s) as per GDST's Recognition Agreement, but you should also consult more widely, perhaps via the Staff Consultative Committee, Heads of Department or directly. Staff will have a good insight into how the daily tasks and activities happen in practice, and what alternative or additional controls might be necessary.</li> <li>- The controls identified in the risk assessment are <b>communicated</b> to the people that need to know about them, e.g. staff, pupils, parents, contractors, people making deliveries, and other visitors. This could be in the form of a training session, notices reminding people what to do in certain situations, provision of guidance notes or reference documents, the issuing of the risk assessment itself, or a combination of some, or all of these things. It is <u>not</u> necessary for all staff to 'sign off' the risk assessment, but it is recommended that you keep records of how you are informing all the affected people of the controls they must implement and new practices they must follow.</li> </ul> <p>In addition:</p> <ul style="list-style-type: none"> <li>- The risk assessment should be <b>signed off</b> by the Head, Junior Head and DFO</li> <li>- You should <b>publish</b> your site specific risk assessment on your school's website <a href="https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/5-steps-to-working-safely">https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/5-steps-to-working-safely</a></li> <li>- Once the school has reopened, the risk assessment should be kept under <b>regular review</b>, and updated as necessary</li> </ul>		

Further Action Log					
Action Required					Completed
1					
2					
3					
4					

Appendix A  
**GDST Music Risk Assessment – revised 30 September 2020**

**Peripatetic Music Lessons:**

Peripatetic Music Lessons can take place in person in schools for the following instruments/voice if the conditions below are met:

- Singing, Strings (all), Guitar (all)
- Percussion (all), Piano, Keyboard
- Woodwind (all), Brass (all)

If the conditions **cannot** be met peripatetic music lessons should take place virtually. Peripatetic staff may move between different schools but are expected to follow all school rules relating to managing and minimising risk.

It is important that peripatetic staff 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 and/or smell.

Peripatetic staff should, at all times:

- Maintain distancing requirements with each group they teach, where appropriate;
- Avoid situations where distancing requirements are broken.

Conditions for these instrumental lessons:

*Before the start of peripatetic lessons:*

- A site specific **risk assessment** is required for the rooms used for peripatetic music lessons outlining the measures in place to reduce transmission of the virus, including the cleaning of
- **Social distancing** of 1m+ should be observed at all times; there would be benefit in using floor markers in practice rooms to ensure separation between pupil and peripatetic member of
- Practice rooms must be **well-ventilated** by:
  - having windows and/or doors open; (stand-alone electric fans can also be used to improve air movement, but they must be placed by an open window facing out, and not used in
  - external mechanical ventilation (make sure that ventilation systems are set to maximise the air flow rate).
- If windows cannot be opened, or a practice room does not have windows **or effective external mechanical ventilation**, this room **cannot** be used for peripatetic music lessons;
- **Cleaning** time of common areas is built into the lesson time – e.g. by having 5 minutes at the end of the lesson to allow both pupil and peri to wipe all potential hand contact surfaces

*Before the lesson:*

- Pupils and peripatetic staff should **wash their hands** for 20 seconds in their allocated bathroom following correct hand washing techniques;
- Use of disinfectant hand wash for both pupils and peripatetic staff – this might be via bottled **hand sanitiser** or a wall-mounted unit for each practice room;
- Peripatetic staff to open practice room **doors** to avoid door handles from being touched by many different people;
- Pupils do not touch **common areas** where possible – door handles, light switches, windows and that these areas are touched only by the peripatetic staff;
- Peripatetic staff may choose to wear a **visor** when entering the practice room.

*During the lesson:*

- Pupils should use their **own equipment** (instruments, drumsticks, books and other resources) which are not touched or used by others;
- Instruments that can be **shared** (e.g. keyboards, pianos and percussion instruments) should be cleaned before and after use;
- Woodwind and Brass instruments that produce **drips** and/or require draining should have additional precautions applied, including ensuring pupils do this in a way that does

*At the end of the lesson:*

- Pupils and peripatetic staff should **wash their hands** for 20 seconds in their allocated bathroom following correct hand washing techniques;
- Practice room doors should be **closed** to meet fire safety requirements if unsupervised;

- Instruments should be **stored** in pupil lockers and/or music department storage as usual, with these areas being cleaned as part of the normal school rota.

#### Co-curricular Music - Ensembles:

*Groups and ensembles that can rehearse:*

- Groups and ensembles can be from **different year group bubbles**; these may include:
  - Chamber Ensembles (e.g. String Quartets, Bands, Sectionals)
  - Small choirs
  - Other groups

*Singing, wind and brass playing*

Singing, wind and brass playing should **not** take place in larger groups such as larger choirs and ensembles, or assemblies **unless** significant space, natural airflow (at least 10l/s/person for all present, including audiences) and

*Social distancing for singing, wind and brass playing*

In the smaller groups where these activities can take place, schools should observe strict social distancing between **each** singer and player and any other people such as conductors, other musicians, or accompanists. Current

*Seating positions*

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

*Strings and percussion playing*

These can take place in larger groups providing social distancing between bubbles is maintained.

*Other conditions:*

- Groups and ensembles should have a **consistent** and identifiable membership;
- **Registers** must be taken for each ensemble rehearsal to create an accurate list of attendees from week to week to aid track and trace;

#### Specific risks:[1]

- Singing/chanting and playing recorders, brass & woodwind instruments creates additional risks; These must be controlled by:
  - reducing group sizes to allow for social distancing as outlined above;
  - playing/singing **outside** wherever possible;
  - if playing / singing indoors, using large spaces that are **well-ventilated** by having:
    - windows and/or doors open; stand-alone electric fans can also be used to improve air movement, but they must be placed by an open window facing out, and
      - external mechanical ventilation (make sure that ventilation systems are set to maximise the air flow rate); or
      - air conditioning systems (check with your DFO that a/c systems are bringing fresh air into the room, not just re-circulating the air).
  - [performing at a speaking volume rather than a loud volume:\[2\]](#)
  - ensure correct disposal of any residue left after playing woodwind or brass instruments (see above);
  - [positioning pupils so that they are side-by-side or back-to-back and increasing the distance between each person:\[3\]](#)
  - staff members must be at least 2m from each pupil, and much further away if possible, particularly if they are in front of the group, e.g. to conduct;
  - consider using a screen between conductors and singers/players;

If the conditions **cannot** be met activities involving groups and ensembles singing, chanting, playing recorders, brass and woodwind instruments **cannot** take place.

#### Co-curricular Music - Concerts:

*Issues relating to **indoor performances** :*

- use large spaces, greater distancing (a minimum of 1m+) between individuals performing including positioning pupils back-to-back or side-to-side;
- ensuring good ventilation, e.g. by opening windows and doors;
- Indoor performances in front of a live audience should be limited to other members of the pupils' group/bubble only;
- Social distancing measures should be in place, e.g. good separation between performers & audience and one-way systems in the performance space;
- Ventilation should be enhanced e.g. by opening windows and mechanical ventilation.

*Issues relating to **outdoor performances** :*

- Outdoor performances in front of a live audience should be limited to the school's staff and pupils, providing different groups/bubbles are well segregated from each other
- Audience participation, such as singing along with the performers, shouting or applause, should be discouraged.

**Concerts:**

- Concerts can take place in schools following the above advice on audiences for indoor and outdoor performances;
- In order to reach a wider audience of parents, events will need to be live-streamed or recorded.

**Academic Music Lessons:**

*Academic music lessons can continue as a normal part of the academic timetable, within bubble year 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

*There are some specific areas to consider:*

- Classroom instruments that can be **shared** (e.g. keyboards, pianos and percussion instruments) should be cleaned before and after use;
- Classroom music is limited to 15 pupils **of the same bubble** singing or playing brass and wind instruments (including recorder) at the same time; you can extend this group to have
  - **This limit can also be extended beyond 15 pupils engaging with singing, wind or brass if:**
    - **A larger room meeting the ventilation requirements outlined above can be used, allowing for social distancing of 1m+ (2m preferred) between each pupil**
- Pupils and staff should **wash their hands** for 20 seconds in their allocated bathroom following correct hand washing techniques before and after handling shared instruments;
- If a pupil's activities include the use of shared computers and/or iPads, the following should be noted:
  - Where appropriate, encourage pupils to use their own laptops and iPads and not to share this with others
  - If the use of school devices is required, lower the risk by providing the opportunity for all pupils to wash their hands immediately before using the machine and then again at the end of the lesson;
  - Shared computers and iPads should be cleaned at the end of the lesson (keyboard, mouse, screen and case) to prevent infection.
- If academic lessons include singing and/or playing of brass and wind instruments including the recorder, the room should be **well-ventilated** by having:
  - windows and/or doors open; stand-alone electric fans can also be used to improve air movement, but they must be placed by an open window facing out, and not used in a room without an open window; or
  - external mechanical ventilation (make sure that ventilation systems are set to maximise the air flow rate); or
  - air conditioning systems (check with your DFO that a/c systems are bringing fresh air into the room, not just re-circulating the air).
- 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

**Music Examinations:**

*ABRSM Music Examinations*

[The latest guidance on ABRSM examinations in the UK can be found here https://gb.abrsm.org/en/latestupdates/](https://gb.abrsm.org/en/latestupdates/)

- Private visits can take place as normal
- Public venue examinations will resume from Session 3 (9 Nov – 19 Dec), with booking opening from 28 Sept 2020

*Trinity Music Examinations*

The latest guidance for Trinity examinations in the UK can be found here

<https://www.trinitycollege.com/page/coronavirus>

- Trinity ask you to get in touch with them directly to discuss options

*Rockschool*

The latest guidance for Rock School examinations in the UK can be found here

<https://www.rslawards.com/examination-update-covid-19/>

- Rockscool ask you to get in touch with them directly to discuss options

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30<sup>th</sup> September 2020*