



# SUPPLEMENTARY INFORMATION Coronavirus (Covid 19) – REVISION 2

<b>ACTIVITY: Coronavirus (COVID-19) Spread and Government Advice</b> 25/08/2020 <b>(Page 1 of 28)</b>		<b>DATE OF ASSESSMENT</b> 7/09/2020
<b>ESTABLISHMENT/SCHOOL</b> <b>Boldon Nursery School-Outdoor Nursery</b>	<b>SECTION/TEAM</b> All	
<b>WHO MIGHT BE HARMED?</b> Employees, pupils, trainees, students and visitors 78		<b>HOW MANY ARE AFFECTED?</b> <b>13 staff</b> <b>78 children on roll</b>
<p>This document is designed to act simply as an aide memoire, recognising that all schools have their individual contexts, processes and procedures already established in relation to overall school effectiveness.</p> <p>The document is by no means intended to serve as a 'checklist', rather it is hoped that it will be a useful tool for school leaders to use with making decisions and reviewing and updating their risk assessments and the temporary modifications that are required as schools open to all pupils in September 2020</p> <p><b>STEPS</b></p> <ol style="list-style-type: none"> <li>1. <b>Determine capacity of school building</b></li> <li>2. <b>determine capacity of staff available for work</b></li> <li>3. <b>liaise with parents</b></li> <li>4. <b>undertake risk assessment</b></li> <li>5. <b>make necessary small adaptations to site</b></li> <li>6. <b>Complete any identified actions before reopening to wider group</b></li> <li>7. <b>Contingency planning - remote learning offer</b></li> <li>8. <b>share plans with staff, parents and governors</b></li> </ol>		
Based on information 07/08/2020 <a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools">https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools</a>		

<b>ACTIVITY:</b> Coronavirus (COVID-19) Spread and Government Advice (Page 2 of 28) (SRA R2) 18/08/2020				DATE OF ASSESSMENT
<b>HAZARDS</b> (including inadequate / lack of arrangements)	<b>EXISTING CONTROL MEASURES</b>	<b>if in place</b> <b>X if not</b>	<b>IF 'X' STATE THE ACTION TO BE TAKEN WITH TIMESCALES OR INDICATE ANY ADDITIONAL CONTROL MEASURES</b>	<b>RESIDUAL RISK RATING</b> High, Medium, Low
Premises and equipment, water, etc. not maintained to statutory requirements:	<p>Premises and utilities have been health and safety checked and building is compliant</p> <ul style="list-style-type: none"> <li>• Water treatments</li> <li>• Fire alarm testing</li> <li>• Repairs</li> <li>• PAT testing</li> <li>• Fridges and freezers</li> <li>• Boiler/ heating servicing</li> <li>• Internet services</li> <li>• Any other statutory inspections</li> <li>• Insurance covers reopening arrangements</li> <li>• Fire Risk Assessment and evacuation procedures reviewed and disseminated to all staff.</li> </ul>	/		LOW
	<p>It is important that, prior to reopening for the autumn term, all the usual pre-term building checks are undertaken to make the school safe. If buildings have been closed or had reduced occupancy during the coronavirus (COVID-19) outbreak, water system stagnation can occur due to lack of use, increasing the risks of Legionnaires' disease. Advice on this can be found in the guidance on <a href="#">Legionella risks during the coronavirus outbreak</a>.</p> <p>Additional advice on safely reoccupying buildings can be found in the Chartered Institute of Building Services Engineers' guidance on <a href="#">emerging from lockdown</a>.</p>	/		LOW
	<p>Once the school is in operation, it is important to ensure <b>good ventilation</b>. Advice on this can be found in Health and Safety Executive guidance on <a href="#">air conditioning and ventilation during the coronavirus outbreak</a>.</p> <p>In classrooms, it will be important that schools improve ventilation (for example, by opening windows).</p>	/	<p>Bi- fold doors and double doors are open throughout the session.</p> <p>Bus windows and studio windows opened by appointed staff</p>	

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HAZARDS (including inadequate / lack of arrangements)	EXISTING CONTROL MEASURES	if in place X if not	IF 'X' STATE THE ACTION TO BE TAKEN WITH TIMESCALES OR INDICATE ANY ADDITIONAL CONTROL MEASURES	RESIDUAL RISK RATING High, Medium, Low
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	<p>The 'BUILDING RA COVID' assessment has been revised and updated for the general running of the building.</p> <p><b>NB:</b> TWFRS who has confirmed that wedging doors open is not best practice, however due to the COVID-19 crisis wedging classroom doors can be done, but cross corridor doors and doors leading on to a fire escape or stairway must remain in the closed position at all times</p> <p>Any door wedged open must have the wedge removed when the class is vacant even for the shortest period and the school must risk assess this.</p> <p>As for installing barriers in front of doors this is not acceptable under any circumstance, should an area need to be segregated then the use of signage and Fire Exit Door Security Seals should be used which would snap if the door is forced open allowing anyone emergency egress if necessary.</p> <p><b>Large quantities of high-alcohol-content hand sanitiser should be stored it in a locked storage cupboard or metal cabinet and controlled like other combustibles.</b></p>	/	<p>New stock arrival to be put straight into Admin cupboard next to toilet and door always locked with key. Key for cupboard can be found high up (adult height) on hook next to class/office door.</p>	L	
Child/Adult is unwell and it is believed that they have been exposed to COVID-19.	<p>Ensure that pupils, staff and other adults do not come into the school if they have <a href="#">coronavirus (COVID-19) symptoms</a>, or have tested positive in the last 10 days, and ensuring anyone developing those symptoms during the school day is sent home, are essential actions to reduce the risk in schools and further drive down transmission of coronavirus (COVID-19). All schools must follow this process and ensure all staff are aware of it.</p> <p>If anyone in the school becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they must be sent home</p>		<p>Designated area is the allotment. should they need to be inside then use of the pollytunnel which can be sprayed afterwards.</p>		

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	<p>and advised to follow '<a href="#">stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection</a>', which sets out that they must self-isolate for at least 10 days and should <a href="#">arrange to have a test</a> to see if they have coronavirus (COVID-19).  <b>If they have tested positive whilst not experiencing symptoms but develop symptoms during the isolation period, they should restart the 10 day isolation period from the day they develop symptoms. This only applies to those who begin their isolation on or after 30 July.</b></p> <p>Other members of their household (including any siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms.</p> <p>If a child is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a <b>closed door</b>, depending on the age and needs of the child, with appropriate adult supervision if required. <b>Ideally, a window should be opened for ventilation.</b> If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people.</p> <p>If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom must be cleaned and disinfected using standard cleaning products before being used by anyone else.</p> <p>PPE must be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs). More information on PPE use can be found in the <a href="#">safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE)</a> guidance.</p> <p>As is usual practice, in an emergency, call 999 if someone is seriously ill or injured or their life is at risk. Anyone with coronavirus (COVID-19) symptoms should not visit the GP, pharmacy, urgent care centre or a hospital.</p> <p>Any members of staff who have helped someone with symptoms and any pupils who have been in close contact with them do not</p>			Low
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	<p>need to go home to self-isolate unless they develop symptoms themselves (in which case, they should arrange a test) or if the symptomatic person subsequently tests positive (see below) or they have been requested to do so by NHS Test and Trace.</p> <p>Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. <b>The area around the person with symptoms must be cleaned with normal household bleach after they have left to reduce the risk of passing the infection on to other people.</b> See the <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a>.</p> <p>Public Health England is clear that routinely taking the temperature of pupils is not recommended as this is an unreliable method for identifying coronavirus (COVID-19).</p>				
Risk of coronavirus infection spreading to children and staff due to inadequate infection control procedure	<p>The school will ensure that pupils clean their hands regularly, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating. Regular and thorough hand cleaning is going to be needed for the foreseeable future. Points to consider and implement:</p> <ul style="list-style-type: none"> <li>has the school enough hand washing or hand sanitiser 'stations' available so that all pupils and staff can clean their hands regularly</li> <li>can the school ensure that there is enough supervision when using hand sanitiser to eliminate ingestion. Small children and pupils with complex needs should continue to be helped to clean their hands properly. Skin friendly skin cleaning wipes can be used as an alternative</li> <li>the school will build these routines into school culture, supported by behaviour expectations and helping ensure younger children and those with complex needs understand the need to follow them</li> <li><b>Soap and water is more effective than using sanitisers</b></li> </ul>				
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	<p>toilet - different groups being allocated their own toilet blocks could be considered but is not a requirement if the site does not allow for it</p> <p>See <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a> for cleaning information.</p>		<p>Staff responsibility allocated by Teacher and senior.</p> <p>Regular cleaning of children's toilets as they are used</p> <p>indoor surfaces on route to toilets wiped regularly by person responsible for indoor provision</p> <p>Adult toilets for staff use only, parents discouraged from using only as an emergency.</p>	
<p>Risk of coronavirus infection spreading due to large class sizes and reduced space</p>	<p>The school will minimise contacts and mixing between people while delivering a broad and balanced curriculum.</p> <p>The overarching principle to apply is reducing the number of contacts between children and staff. This can be achieved through keeping groups separate (in 'bubbles') and through maintaining distance between individuals. These are not alternative options and both measures will help, but the balance between them will change depending on:</p> <ul style="list-style-type: none"> <li>• children's ability to distance</li> <li>• the lay out of the school</li> <li>• the feasibility of keeping distinct groups separate while offering a broad curriculum (especially at secondary)</li> </ul> <p>It is likely that for younger children the emphasis will be on separating groups, and for older children it will be on distancing. For children old enough, they should also be supported to maintain distance and not touch staff where possible.</p> <p>Points to consider and implement:</p>			

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	<p><b>How to group children</b> Consistent groups reduce the risk of transmission by limiting the number of pupils and staff in contact with each other to only those within the group. They have been used in schools in the summer term in recognition that children, and especially the youngest children, cannot socially distance from staff or from each other and this provides an additional protective measure. Maintaining distinct groups or 'bubbles' that do not mix makes it quicker and easier in the event of a positive case to identify those who may need to self-isolate, and keep that number as small as possible.</p> <p>However, the use of small groups restricts the normal operation of schools and presents both educational and logistical challenges, including the cleaning and use of shared spaces, such as playgrounds, boarding houses, dining halls, and toilets, and the provision of specialist teaching. This is the case in both primary and secondary schools, but is particularly difficult in secondary schools.</p> <p>In this guidance for the autumn term, maintaining consistent groups remains important, but given the decrease in the prevalence of coronavirus (COVID-19) and the resumption of the full range of curriculum subjects, schools may need to change the emphasis on bubbles within their system of controls and increase the size of these groups.</p> <p>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 and older children should be encouraged to keep their distance within groups. Schools with the capability to do it should take steps to limit interaction, sharing of rooms and social spaces between</p>	/	<p><b>The nursery is one bubble</b>, as per guidance for early years. However during induction and up to half term children will mostly remain in their key group as a family, getting to know every area of space, how to use it, how to keep it clean and how to respect the spaces in terms of caring in the environment. This is a usual focus for the nursery induction to half term and we can see the huge benefits on children's independence, autonomy, resilience and motivation after half term which is our stepping stone to robust progress.</p> <p><b>Close contact records</b> will be kept to ensure adult child contact is recorded for longer than 15 mins. these activities may be lighting the fire, baking, studio work, sensory area.</p> <p>Precautionary measures are so important to the nursery as a tool for non closure to all. We are operating a tracking system where staff record close contact with any child. This will enable us</p>	Low

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	<p>groups as much as possible. When using larger groups the other measures from the system of controls become even more important, to minimise transmission risks and to minimise the numbers of pupils and staff who may need to self-isolate. We recognise that younger children will not be able to maintain social distancing, and it is acceptable for them not to distance within their group.</p> <p>Both the approaches of separating groups and maintaining distance are not 'all-or-nothing' options, and will still bring benefits even if implemented partially. Some schools may keep children in their class groups for the majority of the classroom time, but also allow mixing into wider groups for specialist teaching, wraparound care and transport, or for boarding pupils in one group residentially and another during the school day. Siblings may also be in different groups. Endeavouring to keep these groups at least partially separate and minimising contacts between children will still offer public health benefits as it reduces the network of possible direct transmission.</p> <p>All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable. This will be particularly important for secondary schools. Where staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults. Again, we recognise this is not likely to be possible with younger children and teachers in primary schools can still work across groups if that is needed to enable a full educational offer.</p> <p><b>Measures within the classroom</b></p> <p>Maintaining a distance between people whilst inside and reducing the amount of time they are in face to face to contact lowers the risk of transmission. It is strong public health advice that staff in secondary schools maintain distance from their pupils, staying at the</p>	/	<p>to decide/share with public health about who needs to isolate/test.</p> <p>Operating in the outdoors this should be most useful to prevent closure for all children.</p>		

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	<p>front of the class, and away from their colleagues where possible. Ideally, adults should maintain 2 metre distance from each other, and from children. We know that this is not always possible, particularly when working with younger children, but if adults can do this when circumstances allow that will help. In particular, they should avoid close face to face contact and minimise time spent within 1 metre of anyone. Similarly, it will not be possible when working with many pupils who have complex needs or who need close contact care. These pupils' educational and care support should be provided as normal.</p> <p>For children old enough, they should also be supported to maintain distance and not touch staff and their peers where possible. This will not be possible for the youngest children and some children with complex needs and it is not feasible in some schools where space does not allow. Schools doing this where they can, and even doing this some of the time, will help.</p> <p>When staff or children cannot maintain distancing, particularly with younger children in primary schools, the risk can also be reduced by keeping pupils in the smaller, class-sized groups described above. Schools should make small adaptations to the classroom to support distancing where possible. That should include seating pupils side by side and facing forwards, rather than face to face or side on, and might include moving unnecessary furniture out of classrooms to make more space.</p> <p><b>Measures elsewhere</b>  Groups should be kept apart, meaning that schools should avoid large gatherings such as assemblies or collective worship with more than one group.  When timetabling, groups should be kept apart and movement around the school site kept to a minimum. While passing briefly in</p>				

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	<p>the corridor or playground is low risk, schools should avoid creating busy corridors, entrances and exits. Schools should also consider staggered break times and lunch times (and time for cleaning surfaces in the dining hall between groups).</p> <p>Schools should also plan how shared staff spaces are set up and used to help staff to distance from each other. Use of staff rooms should be minimised, although staff must still have a break of a reasonable length during the day.</p> <p><b>Measures for arriving at and leaving school</b>  <b>Staggered start and leave times to reduce the number of adults on site at any one time are to be continued.</b>            This worked well last term, maybe tweak the number of children so as not to extend the day too much .</p>	/	<p>Staff will remain in bubbles as they gather for lunch to keep them protected.            Two groups identified, part time and full time.            School will look at this after half term for any adaptations.            Staff to be socially distanced during lunch, eating outdoors where possible            no more than 3 per group</p> <p>After induction,            From September 14<sup>th</sup> Children will need to arrive on site at staggered times</p> <ul style="list-style-type: none"> <li>● Am children 8.20-11.20 A 12.15-3.15A</li> <li>● Mon-wed 8.30-2.30 &amp; 8.30-11.30</li> <li>● Wed fri 12.15-3.15 &amp; 8.30-2.30</li> <li>● 30 hours group A 8.30-2.30 R</li> <li>● 30 hours group S 8.40-2.40 A</li> <li>● 2yr olds 8.30-11.30 &amp; 12.15-3.15</li> </ul> <p>Staggered times will reduce parents meeting /gathering close together</p>	low

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	<p><b>Other considerations</b> Some pupils with SEND (whether with education, health and care plans or on SEN support) will need specific help and preparation for the changes to routine that this will involve, so teachers and special educational needs coordinators should plan to meet these needs, for example using social stories.</p> <p>Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. They should ensure they minimise contact and maintain as much distance as possible from other staff. Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual.</p> <p><u>Support staff</u> working with SEND children can attend the site individually by appointment only. They will have access to a cleaned cabin as a workspace to meet quietly with the child and then to observe in the outdoor space. Entry will be via front door. Hands to be sanitised on arrival, Washed regularly. Exit by the same door. However this must be managed with social distancing from receptionist. <u>Catering deliveries</u>.- should be placed inside the nursery dining area, with stringent hand washing/sanitising by the deliverer. <u>Outside agencies</u>, by appointment only</p> <p><u>New Parent visits</u> after all children have left the site</p> <p>. This will require close cooperation between both schools and the other relevant employers. Schools should have discussions with key contractors about the school's control measures and ways of</p>	/	<p>Children with SEN will be supported to attend the sessions and settle with the expertise of 3 of our highly experienced teaching assistants who are not immediately attached with any particular group. Although this is an great expense to the school these children may need individualised support to meet their different needs. Staff are TB, VB, LB</p> <p>By appointment only. 1 professional per time</p> <p>Early help meetings to be held via zoom or conference call. should this not be appropriate for particular parents then an onsite meeting will be arranged safely</p>		

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ACTIVITY: Coronavirus (COVID-19) Spread and Government Advice (Page 14 of 28) (SRA R2) 18/08/2020				DATE OF ASSESSMENT
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	<p>working as part of planning for the autumn term. Schools should ensure site guidance on physical distancing and hygiene is explained to visitors on or before arrival. Where visits can happen outside of school hours, they should. A record should be kept of all visitors.</p> <p>As normal, schools should engage with their local immunisation providers to provide immunisation programmes on site, ensuring these will be delivered in keeping with the school's control measures. These programmes are essential for children's health and wellbeing and can also provide benefits for staff.</p> <p>Where a child routinely attends more than one setting on a part time basis, for example because they are dual registered at a mainstream school and an alternative provision setting or special school, schools should work through the system of controls collaboratively, enabling them to address any risks identified and allowing them to jointly deliver a broad and balanced curriculum for the child.</p> <p><b>Equipment and resources are integral to education in schools.</b> During the summer term, their use was minimised, many were moved out of classrooms, and there was significant extra cleaning. <b>That position has now changed for the autumn term,</b> because prevalence of coronavirus (COVID-19) has decreased and because they are so important for the delivery of education. For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared. Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces. Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left</p>	/	<p>No parents with siblings or childminder with children from elsewhere are able to enter premises.</p> <p>BEACH, MUD AND WATER are to be used in the outdoors.</p>	Low

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ACTIVITY: Coronavirus (COVID-19) Spread and Government Advice (Page 15 of 28) (SRA R2) 18/08/2020				DATE OF ASSESSMENT
HAZARDS (including inadequate / lack of arrangements)	EXISTING CONTROL MEASURES	if in place X if not	IF 'X' STATE THE ACTION TO BE TAKEN WITH TIMESCALES OR INDICATE ANY ADDITIONAL CONTROL MEASURES	RESIDUAL RISK RATING High, Medium, Low
	<p>unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.</p> <p>Outdoor playground equipment should be more frequently cleaned. Pupils must sanitise their hands before and after playing on outdoor equipment. To help mitigate the spread on wood play equipment pupils must sanitise their hands before and after playing on outdoor equipment. Further details on cleaning the equipment will be provided by STC Public Health.</p> <p>KOMPAN Play equipment have stated that “The best way to clean Kompan products and disinfect for Corona virus is to use soap and water, so use normal household cleaning products. Diluted bleach can be used, undiluted bleach must not be used.” Ensure bleach is diluted to the correct level and always follow the guidance on the container and MSDS. If you are to use diluted bleach:</p> <ul style="list-style-type: none"> <li>● Read and follow the instructions</li> <li>● Use the recommended amount of product</li> <li>● Keep out of the reach of children</li> <li>● Use only on appropriate surfaces</li> <li>● Never mix hypochlorite bleach with other cleaning products</li> </ul> <p>It is still recommended that pupils limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats, books, stationery and mobile phones. Bags are allowed. Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development. Similar rules on hand cleaning, cleaning of the resources and rotation should apply to these resources</p>	/	<p>We have a newly installed sink with hot water in the outdoors resulting in 3 hand washing stations outside in our garden which will be the main area of teaching and learning. During induction, quality time as a family group will support the children’s handwashing development and help them understand the routine and timing of washing. No child should be inside to wash hands, thus resulting in fewer surfaces being touched. The new studio coordinator will ensure children who are inside to use the studio are accessing clean resources and ensuring the safety of the child. All mud and water to be disposed of at the end of the session/day. No stagnant water is left anywhere in the garden. Sand will be cleaned by raking Milton through it and leaving to dry.</p> <p>Although we are outside we do not have wooden play equipment as most schools use. Ours is natural resources, trees and grass.</p>	

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<b>ACTIVITY:</b> Coronavirus (COVID-19) Spread and Government Advice (Page 16 of 28) (SRA R2) 18/08/2020				<b>DATE OF ASSESSMENT</b>	
<b>HAZARDS</b> (including inadequate / lack of arrangements)	<b>EXISTING CONTROL MEASURES</b>	<b>if in place</b> X if not	<b>IF 'X' STATE THE ACTION TO BE TAKEN WITH TIMESCALES OR INDICATE ANY ADDITIONAL CONTROL MEASURES</b>	<b>RESIDUAL RISK RATING</b> High, Medium, Low	
Risk of coronavirus infection spreading to children and staff due to lack of PPE	Read the guidance on <a href="#">safe working in education, childcare and children's social care</a> for more information about preventing and controlling infection, including when, how PPE should be used, what type of PPE to use, and how to source it.	/	Stocks are high	low	
Failure to use test and trace leading coronavirus infection spreading to children and staff	<p>Schools must ensure they understand the NHS Test and Trace process and how to contact their local <a href="#">Public Health England health protection team</a>. Schools must ensure that staff members and parents/carers understand that they will need to be ready and willing to:</p> <ul style="list-style-type: none"> <li>• <a href="#">book a test</a> if they are displaying symptoms. Staff and pupils must not come into the school if they have symptoms, and must be sent home to self-isolate if they develop them in school. All children can be tested, including children under 5, but children aged 11 and under will need to be helped by their parents/carers if using a home testing kit</li> <li>• provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace</li> <li>• <a href="#">self-isolate</a> if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19)</li> </ul> <p>Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests can be booked online through the <a href="#">NHS testing and tracing for coronavirus website</a>, or ordered by telephone via NHS 119 for those without access to the internet. Essential workers, which includes anyone involved in education or childcare, have priority access to testing.</p> <p>The government will ensure that it is as easy as possible to get a test through a wide range of routes that are locally accessible, fast and convenient. We will release more details on new testing avenues as and when they become available and will work with</p>	/		low	

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ACTIVITY: Coronavirus (COVID-19) Spread and Government Advice (Page 17 of 28) (SRA R2) 18/08/2020				DATE OF ASSESSMENT
HAZARDS (including inadequate / lack of arrangements)	EXISTING CONTROL MEASURES	if in place X if not	IF 'X' STATE THE ACTION TO BE TAKEN WITH TIMESCALES OR INDICATE ANY ADDITIONAL CONTROL MEASURES	RESIDUAL RISK RATING High, Medium, Low
	<p>schools so they understand what the quickest and easiest way is to get a test. By the autumn term, all schools will be provided with a small number of home testing kits that they can give directly to parents/carers collecting a child who has developed symptoms at school, or staff who have developed symptoms at school, where they think providing one will significantly increase the likelihood of them getting tested. Advice will be provided alongside these kits. Schools should ask parents and staff to inform them immediately of the results of a test:</p> <ul style="list-style-type: none"> <li>if someone tests negative, if they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating. They could still have another virus, such as a cold or flu – in which case it is still best to avoid contact with other people until they are better. Other members of their household can stop self-isolating.</li> <li>if someone tests positive, they should follow the <a href="#">'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection'</a> and must continue to self-isolate for at least 10 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone. The 10-day period starts from the day when they first became ill. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal. Other members of their household should continue self-isolating for the full 14 days.</li> </ul> <p>Local PH contacts:</p> <ul style="list-style-type: none"> <li>The Covid inbox should be used in the first instance to direct any queries, as well as any information regarding any <b>suspected or confirmed cases</b> to <a href="mailto:COVID@southtyneside.gov.uk">COVID@southtyneside.gov.uk</a> This inbox is monitored 7 days a week by the public health team.</li> </ul>		Test to be kept in locked cupboard in nursery (admin)	

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<b>ACTIVITY:</b> Coronavirus (COVID-19) Spread and Government Advice (Page 18 of 28) (SRA R2) 18/08/2020				<b>DATE OF ASSESSMENT</b>	
<b>HAZARDS</b> (including inadequate / lack of arrangements)	<b>EXISTING CONTROL MEASURES</b>	<b>if in place</b> X if not	<b>IF 'X' STATE THE ACTION TO BE TAKEN WITH TIMESCALES OR INDICATE ANY ADDITIONAL CONTROL MEASURES</b>	<b>RESIDUAL RISK RATING</b> High, Medium, Low	
	<ul style="list-style-type: none"> <li>Public Health England (North East and Yorkshire Region) 0300 303 8596</li> <li>Claire Mawson, Senior Public Health Advanced Practitioner <a href="mailto:claire.mawson@southtyneside.gov.uk">claire.mawson@southtyneside.gov.uk</a> 07776 992033 (part-time Monday-Wednesday am)</li> <li>Sam Start, Senior Public Health Advanced Practitioner <a href="mailto:samantha.start@southtyneside.gov.uk">samantha.start@southtyneside.gov.uk</a> 07776997869 (Wednesday pm-Friday)</li> </ul>				
Failure to manage confirmed cases of coronavirus (COVID-19) amongst the school community	<p>Schools must take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19). Schools should contact the local health protection team. This team will also contact schools directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school – as identified by NHS Test and Trace.</p> <p>The health protection team will carry out a rapid risk assessment to confirm who has been in close contact with the person during the period that they were infectious, and ensure they are asked to self-isolate.</p> <p>The health protection team will work with schools in this situation to guide them through the actions they need to take. Based on the advice from the health protection team, schools must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 14 days since they were last in close contact with that person when they were infectious. Close contact means:</p> <ul style="list-style-type: none"> <li>direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including</li> </ul>	/		Low	

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ACTIVITY: Coronavirus (COVID-19) Spread and Government Advice (Page 19 of 28) (SRA R2) 18/08/2020				DATE OF ASSESSMENT
HAZARDS (including inadequate / lack of arrangements)	EXISTING CONTROL MEASURES	if in place X if not	IF 'X' STATE THE ACTION TO BE TAKEN WITH TIMESCALES OR INDICATE ANY ADDITIONAL CONTROL MEASURES	RESIDUAL RISK RATING High, Medium, Low
	<p>being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin)</p> <ul style="list-style-type: none"> <li>proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual</li> <li>travelling in a small vehicle, like a car, with an infected person</li> </ul> <p>The health protection team will provide definitive advice on who must be sent home. To support them in doing so, we recommend schools keep a record of pupils and staff in each group, and any close contact that takes places between children and staff in different groups (see <a href="#">section 5 of system of control</a> for more on grouping pupils). This should be a proportionate recording process. Schools do not need to ask pupils to record everyone they have spent time with each day or ask staff to keep definitive records in a way that is overly burdensome.</p> <p>A template letter will be provided to schools, on the advice of the health protection team, to send to parents and staff if needed. Schools must not share the names or details of people with coronavirus (COVID-19) unless essential to protect others.</p> <p>Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within their 14-day isolation period they should follow '<a href="#">stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection</a>'. They should get a test, and:</p> <ul style="list-style-type: none"> <li>if the test delivers a negative result, they must remain in isolation for the remainder of the 14-day isolation period.</li> </ul>			

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ACTIVITY: Coronavirus (COVID-19) Spread and Government Advice (Page 20 of 28) (SRA R2) 18/08/2020				DATE OF ASSESSMENT
HAZARDS (including inadequate / lack of arrangements)	EXISTING CONTROL MEASURES	if in place X if not	IF 'X' STATE THE ACTION TO BE TAKEN WITH TIMESCALES OR INDICATE ANY ADDITIONAL CONTROL MEASURES	RESIDUAL RISK RATING High, Medium, Low
	<p>This is because they could still develop the coronavirus (COVID-19) within the remaining days.</p> <ul style="list-style-type: none"> <li>if the test result is positive, they should inform their setting immediately, and must isolate for at least 10 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 14-day isolation period). Their household should self-isolate for at least 14 days from when the symptomatic person first had symptoms, following <a href="#">‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’</a></li> </ul> <p>Schools should not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation.</p> <p>Further guidance is available on <a href="#">testing and tracing for coronavirus (COVID-19)</a>.</p> <p>Local PH contacts:</p> <ul style="list-style-type: none"> <li>The Covid inbox should be used in the first instance to direct any queries, as well as any information regarding any <b>suspected or confirmed cases</b> to <a href="mailto:COVID@southtyneside.gov.uk">COVID@southtyneside.gov.uk</a> This inbox is monitored 7 days a week by the public health team.</li> <li>Public Health England (North East and Yorkshire Region) 0300 303 8596</li> <li>Claire Mawson, Senior Public Health Advanced Practitioner <a href="mailto:claire.mawson@southtyneside.gov.uk">claire.mawson@southtyneside.gov.uk</a> 07776 992033 (part-time Monday-Wednesday am)</li> <li>Sam Start, Senior Public Health Advanced Practitioner <a href="mailto:samantha.start@southtyneside.gov.uk">samantha.start@southtyneside.gov.uk</a> 07776997869 (</li> </ul>			

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<b>ACTIVITY:</b> Coronavirus (COVID-19) Spread and Government Advice ( <b>Page 21 of 28</b> ) (SRA R2) <b>18/08/2020</b>				<b>DATE OF ASSESSMENT</b>	
<b>HAZARDS (including inadequate / lack of arrangements)</b>	<b>EXISTING CONTROL MEASURES</b>	<b>if in place X if not</b>	<b>IF 'X'STATE THE ACTION TO BE TAKEN WITH TIMESCALES OR INDICATE ANY ADDITIONAL CONTROL MEASURES</b>	<b>RESIDUAL RISK RATING</b> High, Medium, Low	
Failure to contain any outbreak by following local health protection team advice	<p>If schools have two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak, and must continue to work with their local health protection team who will be able to advise if additional action is required.</p> <p>In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure – perhaps the whole site or year group. If schools are implementing controls from this list, addressing the risks they have identified and therefore reducing transmission risks, whole school closure based on cases within the school will not generally be necessary, and should not be considered except on the advice of health protection teams.</p> <p>In consultation with the local Director of Public Health, where an outbreak in a school is confirmed, a mobile testing unit may be dispatched to test others who may have been in contact with the person who has tested positive. Testing will first focus on the person's class, followed by their year group, then the whole school if necessary, in line with routine public health outbreak control practice.</p>				
Risk of coronavirus infection spreading due to use of transport	<p>Adjust transport arrangements where necessary including:</p> <ul style="list-style-type: none"> <li>● encourage parents and children and young people to walk or cycle to their education setting where possible</li> <li>● make sure schools, parents and young people follow the <u>Coronavirus (COVID-19): safer travel guidance for passengers</u> when planning their travel</li> <li>● ensure that transport arrangements cater for any changes to start and finish times</li> <li>● communicating revised travel plans clearly to contractors, local authorities and parents where appropriate (for instance, to agree pick-up and drop-off times)</li> </ul>				

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ACTIVITY: Coronavirus (COVID-19) Spread and Government Advice (Page 22 of 28) (SRA R2) 18/08/2020				DATE OF ASSESSMENT
HAZARDS (including inadequate / lack of arrangements)	EXISTING CONTROL MEASURES	if in place X if not	IF 'X' STATE THE ACTION TO BE TAKEN WITH TIMESCALES OR INDICATE ANY ADDITIONAL CONTROL MEASURES	RESIDUAL RISK RATING High, Medium, Low
	<p>We are making a distinction between dedicated school transport and wider public transport:</p> <ul style="list-style-type: none"> <li>by dedicated school transport, we mean services that are used only to carry pupils to school. This includes statutory home to school transport, but may also include some existing or new commercial travel routes, where they carry school pupils only</li> <li>by public transport services, we mean routes which are also used by the general public</li> </ul> <p><b>Dedicated school transport, including statutory provision</b> Pupils on dedicated school services do not mix with the general public on those journeys and tend to be consistent. This means that the advice for passengers on public transport to adopt a social distance of two metres from people outside their household or support bubble, or a 'one metre plus' approach where this is not possible, will not apply from the autumn term on dedicated transport. The approach to dedicated transport should align as far as possible with the principles underpinning the system of controls set out in this document and with the approach being adopted for your school. It is important to consider:</p> <ul style="list-style-type: none"> <li>how pupils are grouped together on transport, where possible this should reflect the bubbles that are adopted within school</li> <li>use of hand sanitiser upon boarding and/or disembarking</li> <li>additional cleaning of vehicles</li> <li>organised queuing and boarding where possible</li> <li>distancing within vehicles wherever possible</li> <li>the use of face coverings for children over the age of 11, where appropriate, for example, if they are likely to come into very close contact with people outside of their group or who they do not normally meet</li> </ul> <p>Dedicated school services can take different forms. Some journeys involve coaches regularly picking up the same pupils each day,</p>		<p><b>SCHOOL MINI BUS</b> Dedicated transport used by the service should be regarded as an extension of the premises and physical distancing measures between children attending the service are not necessary</p> <p>Children will have use of the bus in their family key groups initially this term, with visits to The Barn at Easington, the Local Beach, Penshaw Monument and Doxford Park.</p> <p>We will have dedicated toilets for use at the Barn and we are the only school on the site. All Covid risk assessments for the barn will apply.</p>	

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<b>ACTIVITY:</b> Coronavirus (COVID-19) Spread and Government Advice (Page 23 of 28) (SRA R2) 18/08/2020				<b>DATE OF ASSESSMENT</b>	
<b>HAZARDS</b> (including inadequate / lack of arrangements)	<b>EXISTING CONTROL MEASURES</b>	<b>if in place</b> X if not	<b>IF 'X' STATE THE ACTION TO BE TAKEN WITH TIMESCALES OR INDICATE ANY ADDITIONAL CONTROL MEASURES</b>	<b>RESIDUAL RISK RATING</b> High, Medium, Low	
	<p>others involve use of a minibus whilst other services are used by different pupils on different days, or by pupils with SEND. The precise approach taken will need to reflect the range of measures that are reasonable in the different circumstances.</p> <p>It will also require a partnership approach between local authorities, schools, trusts, dioceses and others. In particular, it is imperative that schools work closely with local authorities that have statutory responsibility for 'home to school transport' for many children, as well as a vital role in working with local transport providers to ensure sufficient bus service provision.</p> <p>Given the pressures on public transport services it may also be necessary to work with local authorities so that they can identify where it might be necessary to provide additional dedicated school transport services, including in places where these services do not currently operate. See DfE guidance <a href="#">Transport-to-school-and-other-places-of-education-autumn-term-2020</a></p>		<p>The beach, park and forest behind penshaw will be shorter visits initially.</p> <p>We will carry our own outdoor toilet for our use only. (see Visit RA)</p> <p>Children are to wash hands before getting onto the bus and then use a sanitiser (supervised) for the duration of the journey as and where necessary. There is running water at the Barn and toilets at the beach</p>		
Risk of coronavirus infection spreading to shielded and clinically vulnerable adults	<p>Where schools implement the system of controls outlined in this document, in line with their own workplace risk assessment, PHE and DHSC confirm that these measures create an inherently safer environment for children and staff where the risk of transmission of infection is substantially reduced.</p> <p>As a result, on current evidence, PHE and DHSC advise that schools are not currently considered high risk settings when compared to other workplace environments. Rates of community transmission of coronavirus (COVID-19) are now reduced to levels</p>	/		LOW	

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ACTIVITY: Coronavirus (COVID-19) Spread and Government Advice (Page 24 of 28) (SRA R2) 18/08/2020				DATE OF ASSESSMENT
HAZARDS (including inadequate / lack of arrangements)	EXISTING CONTROL MEASURES	if in place X if not	IF 'X' STATE THE ACTION TO BE TAKEN WITH TIMESCALES OR INDICATE ANY ADDITIONAL CONTROL MEASURES	RESIDUAL RISK RATING High, Medium, Low
	<p>below those seen when shielding was introduced, and shielding measures will be paused from 1 August 2020, with the exception of areas where local lockdown means that shielding will continue. It is therefore appropriate for teachers and other school staff to return to their workplace setting. Accordingly, we expect that staff who need to will attend school.</p> <p>From 1 August, wider government policy on going to work is expected to change, with employers to be given more discretion about where staff work. Most school-based roles are not ideally suited to home working and schools may expect most staff to return to work in settings. Some roles, such as some administrative roles, may be conducive to home working, and school leaders should consider what is feasible and appropriate.</p> <p>All staff should follow the measures set out in the system of controls section of this guidance to minimise the risks of transmission. This includes continuing to observe good hand and respiratory hygiene and maintaining social distancing in line with the provisions as set out in part 5 of the 'Prevention' section.</p> <p>School leaders should explain to staff the measures the school is putting in place to reduce risks. We anticipate adherence to the measures in this guidance will provide the necessary reassurance for staff to return to schools.</p> <p>If staff are concerned, including those who may be clinically vulnerable, clinically extremely vulnerable or at increased comparative risk from coronavirus, we recommend school leaders discuss any concerns individuals may have around their particular circumstances and reassure staff about the protective measures in place.</p> <p><b>Staff who are clinically extremely vulnerable</b></p> <p>Rates of community transmission of coronavirus (COVID-19) are now reduced to levels below those seen when shielding was introduced. Shielding measures will therefore be paused from the 1 August 2020, with the exception of areas where local lockdown</p>	/	<p>All staff who were shielding have had risk assessment carried out and updated risk assessments have been shared.</p> <p>Keep updated with guidance re local lockdown Procedures</p>	LOW

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HAZARDS (including inadequate / lack of arrangements)	EXISTING CONTROL MEASURES	if in place X if not	IF 'X' STATE THE ACTION TO BE TAKEN WITH TIMESCALES OR INDICATE ANY ADDITIONAL CONTROL MEASURES	RESIDUAL RISK RATING High, Medium, Low
	<p>means that shielding will continue. Therefore, we advise that those who are clinically extremely vulnerable can return to school in September 2020 provided their school has implemented the system of controls outlined in this document, in line with the school's own workplace risk assessment. In all respects, the clinically extremely vulnerable should now follow the same guidance as the clinically vulnerable population, taking particular care to practise frequent, thorough hand washing, and cleaning of frequently touched areas in their home and/or workspace.</p> <p><b>Staff who are clinically vulnerable</b> Clinically vulnerable staff can return to school in September. While in school they should follow the sector-specific measures in this document to minimise the risks of transmission. This includes taking particular care to observe good hand and respiratory hygiene, minimising contact and maintaining social distancing in line with the provisions set out in section 5 of the 'Prevention' section of this guidance. This provides that ideally, adults should maintain 2 metre distance from others, and where this is not possible avoid close face to face contact and minimise time spent within 1 metre of others. While the risk of transmission between young children and adults is likely to be low, adults should continue to take care to socially distance from other adults including older children/adolescents.</p> <p>People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace.</p> <p><b>Staff who are pregnant</b> Pregnant women are in the 'clinically vulnerable' category, and are generally advised to follow the above advice, which applies to all staff in schools. Employers should conduct a risk assessment for pregnant women in line with the Management of Health and Safety at Work Regulations 1999 (MHSW) <a href="https://www.southtyneside.gov.uk/article/36422/Health-and-Safety-Manual-2019">https://www.southtyneside.gov.uk/article/36422/Health-and-Safety-Manual-2019</a> - see Section 3.10 and Appendix F.</p>			

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ACTIVITY: Coronavirus (COVID-19) Spread and Government Advice (Page 26 of 28) (SRA R2) 18/08/2020				DATE OF ASSESSMENT
HAZARDS (including inadequate / lack of arrangements)	EXISTING CONTROL MEASURES	if in place X if not	IF 'X' STATE THE ACTION TO BE TAKEN WITH TIMESCALES OR INDICATE ANY ADDITIONAL CONTROL MEASURES	RESIDUAL RISK RATING High, Medium, Low
	<p>The Royal College of Obstetrics and Gynaecology (RCOG) has published <a href="#">occupational health advice for employers and pregnant women</a>. This document includes advice for women from 28 weeks gestation or with underlying health conditions who may be at greater risk. We advise employers and pregnant women to follow this advice and to continue to monitor for future updates to it.</p> <p><b>Staff who may otherwise be at increased risk from coronavirus (COVID-19)</b> Some people with particular characteristics may be at comparatively increased risk from coronavirus (COVID-19), as set out in the <a href="#">COVID-19: review of disparities in risks and outcomes report</a>, which looked at different factors including age and sex, where people live, deprivation, ethnicity, people's occupation and care home residence. These staff can return to school in September as long as the system of controls set out in this guidance are in place. The reasons for the disparities are complex and there is ongoing research to understand and translate these findings for individuals in the future. People who live with those who have comparatively increased risk from coronavirus (COVID-19) can attend the workplace.</p>			
Risk of coronavirus infection spreading to shielded and clinically vulnerable persons via pupil or staff attending school	<p><b>Pupils who are shielding or self-isolating</b> We now know much more about coronavirus (COVID-19) and so in future there will be far fewer children and young people advised to shield whenever community transmission rates are high. Therefore, the majority of pupils will be able to return to school. You should note however that:</p> <ul style="list-style-type: none"> <li>a small number of pupils will still be unable to attend in line with public health advice because they are self-isolating and have had symptoms or a positive test result themselves; or because they are a close contact of someone who has coronavirus (COVID-19)</li> </ul>	/	<p>Admin made aware re attendance data</p> <p>Remote learning will be provided by the child's key person should this be needed.</p>	

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HAZARDS (including inadequate / lack of arrangements)	EXISTING CONTROL MEASURES	if in place X if not	IF 'X' STATE THE ACTION TO BE TAKEN WITH TIMESCALES OR INDICATE ANY ADDITIONAL CONTROL MEASURES	RESIDUAL RISK RATING High, Medium, Low
	<ul style="list-style-type: none"> <li>shielding advice for all adults and children will pause on 1 August, subject to a continued decline in the rates of community transmission of coronavirus (COVID-19). This means that even the small number of pupils who will remain on the shielded patient list can also return to school, as can those who have family members who are shielding. Read the <a href="#">current advice on shielding</a></li> <li>if rates of the disease rise in local areas, children (or family members) from that area, and that area only, will be advised to shield during the period where rates remain high and therefore they may be temporarily absent (see below).</li> <li>some pupils no longer required to shield but who generally remain under the care of a specialist health professional may need to discuss their care with their health professional before returning to school (usually at their next planned clinical appointment). You can find more advice from the Royal College of Paediatrics and Child Health at <a href="#">COVID-19 - 'shielding' guidance for children and young people</a>.</li> </ul> <p>Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, we expect schools to be able to immediately offer them access to remote education.</p> <p>Where children are not able to attend school as parents are following clinical and/or public health advice, absence will not be penalised.</p> <p>All other pupils must attend school. If parents of pupils with significant risk factors are concerned, we recommend schools discuss their concerns and provide reassurance of the measures they are putting in place to reduce the risk in school.</p>			

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<b>ACTIVITY:</b> Coronavirus (COVID-19) Spread and Government Advice <b>(Page 28 of 28) (SRA R2)</b> <b>18/08/2020</b>				<b>DATE OF ASSESSMENT</b>	
<b>HAZARDS</b> (including inadequate / lack of arrangements)	<b>EXISTING CONTROL MEASURES</b>	<b>if in place</b> <b>X if not</b>	<b>IF 'X' STATE THE ACTION TO BE TAKEN WITH TIMESCALES OR INDICATE ANY ADDITIONAL CONTROL MEASURES</b>	<b>RESIDUAL RISK RATING</b> High, Medium, Low	
<b>Reference Documents:</b> Please see links in main document which update automatically.					
<b>ASSESSED BY (Print name)</b> Sue Stokoe			<b>SIGNED</b>	<b>DATE 08/09/2020§</b>	
<b>LINE MANAGER</b>			<b>SIGNED</b>	<b>REVIEW DATE</b>	
Sue Stokoe and team green print-update				19.10.2020	

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