



NEW COLLEGE SCHOOL IN-SCHOOL RISK ASSESSMENT

Location/activity: Coronavirus – spread, potential pandemic and impact on New College School	Affecting: All pupils, staff, families, governors
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This risk assessment represents the evolution of NCS's response from the beginning of the Covid-19 situation. It should be read in conjunction with those available from New College for New College generally, and New College Chapel and Choir (especially choristers) in particular. <https://www.new.ox.ac.uk/coronavirus-information>. Please see p. 30 onwards for information specific to re-opening of NCS from September 2020. Addenda are included in response to short-term government changes.

Hazard Categories	Significant hazards <i>How might people foreseeably be harmed?</i>	Precautions and control measures <i>What steps will be taken to reduce the risk of harm to an acceptable level?</i>	Overall risk acceptable? To be signed off by Head. <i>i.e. has the risk of harm been reduced to a reasonable and acceptable level?</i>
Medium Risk			
Virus arrives and spreads through NCS community	Contraction of virus through contact with NCS pupils and/or their families (who themselves might have been exposed to virus through workplace/community outside school)	<ul style="list-style-type: none"> All NCS community advised, using .gov.uk and University of Oxford websites about appropriate protocols should they travel to an affected area, have contact with someone who has done, or shows symptoms (or who has contact with someone who has shown symptom). Particular attention brought to those intending to travel during vacation periods/attending e.g. conferences with those who have travelled. Updates given frequently as and when available https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19#section-8 http://www.ox.ac.uk/news-and-events/coronavirus-advice All in NCS community reminded about good hygiene, with hand sanitiser (60%+ alcohol) and soap/water available; hand sanitiser replacement order has been put in to pre-empt shortages. Should shortages occur, soap/water to be used Medical practitioners who have potential contact with coronavirus patients to follow NHS guidelines about precautions and self- 	MTJ



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		isolation if necessary <ul style="list-style-type: none"> • Chapel staff to request travel information from choir personnel to assess risk of infection being brought to NC • Public-facing events from last two weeks of Hilary 2020 onwards postponed or cancelled 	
Sports fixtures	Team members from other schools bring virus to NC community, or member of NC community inadvertently takes it to another school	<ul style="list-style-type: none"> • Director of Sport to communicate with opposite numbers in other schools, keeping them abreast of developments at NC/NCS, requesting confirmation of all clear and that no pupils travelled to affected areas within govt-specified time frame • Fixtures to be cancelled from mid-March; fixtures only to go ahead from Sept '20 following DfE/Sport England guidance 	MTJ
Member of NCS community arrives on site showing symptoms of coronavirus	Member of NCS community inadvertently brings virus on-site through attending school/work	<ul style="list-style-type: none"> • Individual to be placed in isolation immediately (school counsellor's room), where there are placed water bottles and face masks, while plans are put in place for individual to safely leave premises without impacting others • Public Health England notified and all individuals who may have had contact with individual to be tracked and appropriate measures (e.g. self-isolation at home) to be put in place • If individual needs to use a toilet, they use the nearest one (by Year 3 classroom), they wear a face mask while moving to toilet, and the toilet itself then becomes quarantined • Deep clean of relevant areas to be organised asap • HM to take Public Health England and College advice on appropriateness of closing 	MTJ



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		school for deep-clean <ul style="list-style-type: none"> • See update from Sept '20 below • Individual risk assessments to be created for vulnerable colleagues 	
Food preparation	Virus may be transmitted during preparation or consumption of food	<ul style="list-style-type: none"> • Kitchen staff to work on staggered hours where possible to minimise interaction in kitchen space • Kitchen staff to wear masks and disposal gloves during food preparation. Face shields to be available ASAP for during food distribution. • Perspex dividers installed in dining hall to minimise risk of virus spreading through face-to-face contact during eating 	MTJ
Spread of virus through pupil/colleague contact while in New College	New College is a popular tourist destination and the virus might be brought in by those travelling. Chapel services are popular and frequently have tourists present	<ul style="list-style-type: none"> • NC has own appropriate policy/protocol about restricting access to College premises • NCS pupils to be included in any restrictions (e.g. chapel cancellation) • If advice suggests that e.g. taking part in the peace/taking of Eucharist in traditional way would aid spread of virus, instruct pupils and colleagues to partake in non-contact form • (If level of seriousness gets to this point, chapel services would have been reviewed by NC anyway) • Chapel services cancelled from mid-8th week; DfE guidance to be followed about pupil interaction and engagement, with repercussions for chapel services following from that guidance 	MTJ
School closure (at command of Warden and NC, or by govt edict)	Pupils need to be kept away from school community with potential harm to education, impact on exams etc.	<ul style="list-style-type: none"> • Where practicable, work set online via VLE—teachers to take responsibility for subject/year area and to ensure sufficient appropriate provision for length of school 	MTJ



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		closure <ul style="list-style-type: none"> • There are no public exams to be sat. Any 'external' exams e.g. CE to be negotiated by HM with schools directly • Bursar and insurers to investigate impact on fees • Updated safeguarding documentation, including focus on implications of remote learning, is available below (including updated KCSIE) • From Sept '20 enhanced remote learning provision to be provided 	
Infection of staff	Number of adults available to supervise/teach pupils diminishes; key members of staff may be absent	<ul style="list-style-type: none"> • If a short-term issue, 'snow day' protocol to be put into action • If number of staff reduces to point it is not legally safe to have pupils on site, school to close • Line of succession in place if HM etc. to contract virus (DHP/DHA → Head of Pre-Prep → Director of Music) and HM to self-isolate in HM's lodgings, with no use of downstairs area by visitors/colleagues • All staff to follow DfE guidance about self-isolation (below) 	MTJ
Cancellation of school trips	In June 2020 Years 5-6 are due to travel to Northern France; Year 8 are due to travel to Sicily; choristers to Malta. Depending on the situation by then, there may still be danger of exposure to virus, spreading or contracting it. There may be financial implication to NCS/NC choir of trips being cancelled	<ul style="list-style-type: none"> • Monitor situation as it develops between now and June (peak predicted to be in April) • Maintain good contact with tour providers and follow advice of them and .gov.uk website concerning school trips • School finance officer to be informed, and pursue financial implications, of cancellation of school trips (insurance etc.) • No overnight trips to be planned for 2020/21 academic year 	MTJ



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Low Risk			
Poor communication	Staff/families/pupils not aware of situation and responsibilities to reduce spread of infection	<ul style="list-style-type: none"> • HM or NCS representative sits on NC bronze committee; relevant information communicated in clear and timely manner to NCS committee, consisting of senior leadership team and premises manager • HM keeps parents informed weekly in newsletter about progress and policies • HM keeps colleagues informed via staff meetings and/or emails. Staff also encouraged to check relevant websites regularly and to follow government/university advice. Information to cascade down via Heads of Dept and especially via Director of Music for VMTs • HM and/or Warden communicates with parents directly via Parentmail if a more urgent message needs communication • Pupils informed of situation, but not in an alarmist way, through assemblies and ad hoc meetings if necessary • Pupils reminded of good hygiene and ways to minimise spread of illness through assemblies and posters in relevant areas of school • Head of Pre-Prep to take charge of communicating messages in appropriate way to boys of that age 	MTJ
Lack of knowledge/understanding of coronavirus and its spread, or	Virus spreads due to lack of understanding of seriousness of situation, or how the virus might be spread	<ul style="list-style-type: none"> • HM to keep twice-daily eye on advice from .gov.uk and the University of Oxford advice website (themselves updated frequently) 	MTJ



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how to respond appropriately		<ul style="list-style-type: none"> • HM to keep abreast of developments communicated to NC through liaison with Warden and Bronze Group in NC 	
Psychological harm to pupils/colleagues	Panic due to fears of virus, its spread and its potential harm to health (of oneself and others)	<ul style="list-style-type: none"> • HM to use assembly/staff meetings to keep risk to life in perspective (pupils and colleagues), and to refer parents to relevant websites which detail risks of coronavirus and potential harm it might cause • DHP to oversee PSHCEE/wellbeing lessons and form time to address any particular issues emanating from Covid situation 	MTJ
Bullying	Pupils with heritage from particular parts of the world specifically impacted by coronavirus may be 'blamed' or targeted	<ul style="list-style-type: none"> • All NCS colleagues to uphold policies regarding tolerance and anti-discrimination • No pupil to be singled out or asked probing questions by any member of NCS community; any concerns to be referred to Office and/or HM 	MTJ
Death of colleague/child	Self-explanatory for victim, though children at time of writing seem generally to be unaffected by serious symptoms; psychological distress of bereaved	<ul style="list-style-type: none"> • School's existing major incident policy (inc. bereavement policies) to go into action, with counselling advice of school counsellor and College resources sought 	MTJ

Safeguarding Policy Addendum During Remote Learning - Covid-19

Due to the closure of school sites to the majority of pupils (excluding vulnerable children and the children of key workers) certain issues need to be highlighted, or the policy clarified, for the current situation: remote learning for the majority combined with continued school access for the minority. NCS will review and revise its child protection policy and keep it under review as circumstances continue to evolve.



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1. Rationale

The way schools and colleges are currently operating in response to coronavirus (COVID-19) is fundamentally different from business as usual, however, a number of important safeguarding principles remain the same:

- with regard to safeguarding, the best interests of children must always continue to come first
- if anyone in a school or college has a safeguarding concern about any child they should continue to act and act immediately
- a DSL or deputy should be available
- it is essential that unsuitable people are not allowed to enter the children’s workforce and/or gain access to children
- children should continue to be protected when they are online

NCS (as part of New College) will, as far as is reasonably possible, take a whole institution approach to safeguarding. This will allow us to be satisfied that any new policies and processes in response to COVID-19 are not weakening our approach to safeguarding or undermining our child protection policy. NCS will continue to follow:

- any updated advice received from the local three safeguarding partners
- any updated advice received from local authorities regarding children with education, health and care (EHC) plans, the local authority designated officer and children’s social care, reporting mechanisms, referral thresholds and children in need
- what staff and volunteers should do if they have any concerns about a child
- the continued importance of all staff and volunteers acting and acting immediately on any safeguarding concerns
- DSL (and deputy) arrangements
- the continued importance for school and college staff to work with and support children’s social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children
- guidance on peer on peer abuse - given the very different circumstances schools and colleges are operating in a revised process may be required for managing any report of such abuse and supporting victims – see below. (The principles as set out in part 5 of KCSIE should continue to inform any revised approach)
- what staff and volunteers should do if they have concerns about a staff member or volunteer who may pose a safeguarding risk to children (the



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<p>principles in part 4 of KCSIE will continue to support how a school or college responds to any such concerns)</p> <ul style="list-style-type: none"> • any arrangements to support children we are concerned about who do not meet the ‘vulnerable’ definition • arrangements in place to keep children not physically attending NCS safe, especially online and how concerns about these children should be progressed <p>2. Designated safeguarding leads (DSLs)</p> <p>It is important that all school and college staff and volunteers have access to a trained DSL or deputy and know on any given day who that person is and how to speak to them. NCS aims to follow the optimal scenario for any school or college providing care for children, which is to have a trained DSL or deputy available on site. Rosemary Cox (DSL) (rosemary.cox@newcollegeschool.org) and/or Brett Morrison (DDSL) (brett.morrison@newcollegeschool.org) are, for the majority of the time, on site during the ‘closed’ period. It is recognised this may not always be possible, in which case: they are available to be contacted via phone or online video - for example working from home.</p> <p>Where a trained DSL or deputy is not on site, in addition to one of the above options, the Headmaster or the Deputy Head Academic takes responsibility for co-ordinating safeguarding on site. This may include updating and managing access to child protection files, liaising with the offsite DSL (or deputy) and as required liaising with children’s social workers where they require access to children in need and/or to carry out statutory assessments at NCS.</p> <p>It is acknowledged that DSL training is very unlikely to take place during this period (although the option of online training can be explored). For the period COVID-19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training.</p> <p>If the matter is urgent and it is not possible or desirable to contact senior staff, direct contact should be made with the LADO (01865 815956) or, for Prevent concerns, the local police (01865 335200).</p> <p>3. Reporting a concern</p> <p>Where staff have a concern about a child, they should continue to follow the process outlined in the school Safeguarding Policy. They should contact the DSL or the Deputy DSL Staff are reminded of the need to report any concern immediately and without delay. Where staff are concerned about an adult working with children in the school, they should report the concern to the Headmaster. If there is a requirement to make a notification to the Headmaster whilst away from school, this should be done verbally and followed up with an email to the Headmaster. Concerns around the</p>			



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Headmaster should be directed to the Chair of Governors: Miles Young (warden@new.ox.ac.uk; 01865 279524).

4. Vulnerable children

Ensuring that vulnerable children remain protected is a top priority for the government. Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with EHC plans, read more in the [guidance on vulnerable children and young people](#) for further information. Local authorities have the key day-to-day responsibility for delivery of children’s social care. Social workers and VSHs will continue to work with vulnerable children in this difficult period and should support these children to access this provision. There is an expectation that children with a social worker will attend provision, unless in consultation with the child’s social worker and family it is agreed this is not in the best interests of the child. Senior leaders, especially DSLs (and deputies) know who their most vulnerable children are and have the flexibility to offer a place to those on the edges of receiving children’s social care support. School staff should continue to work with and support children’ social workers to help protect vulnerable children. This will be especially important during the COVID-19 period.

5. Attendance

Local authorities and schools do not need to complete their usual day-to-day attendance processes to follow up on non-attendance. Schools/colleges and social workers should be agreeing with families whether children in need should be attending education provision – and the school or college should then follow up on any child that they were expecting to attend, who does not. Schools and colleges should also follow up with any parent or carer who has arranged care for their children and the children subsequently do not attend. To support the above, schools and colleges should take the opportunity when communicating with parents and carers to confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available. In all circumstances where a vulnerable child does not take up their place at school or college, or discontinues, the school or college should notify their social worker. The Department for Education has introduced a [daily online attendance form](#) to keep a record of children of critical workers and vulnerable children who are attending school. This allows for a record of attendance for safeguarding purposes and allows schools to provide accurate, up-to-date data to the department on the number of children taking up places.

6. Staff training and safeguarding induction

All existing NCS staff will already have had safeguarding training and will have read part 1 of KCSIE. The important thing for these staff will be awareness of any new local arrangements, outlined here, so they know what to do if they are worried about a child. Where new staff are recruited, or new volunteers enter the school or college, they will continue to be provided with a safeguarding induction. An up to date child protection policy (described above) will support this process as will part 1 of KCSIE. If the NCS workforce moves between schools and colleges on a temporary basis in response to



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<p>COVID-19, the receiving school or college should judge, on a case-by-case basis, the level of safeguarding induction required. In most cases, the existing workforce will already have received appropriate safeguarding training and all they will require is a copy of the receiving setting's child protection policy, confirmation of local processes and confirmation of DSL arrangements. The same applies in the event of non-NCS staff being on-site at NCS.</p> <p>7. Safer recruitment/volunteers and movement of staff</p> <p>It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. If NCS recruits new staff during this period, it will continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of KCSIE. In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its <u>guidance on standard and enhanced DBS ID checking</u> to minimise the need for face-to-face contact.</p> <p>If NCS utilises volunteers, we will continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE. Under no circumstances should a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.</p> <p>Regarding members of NCS already engaging in regulated activity and who already have the appropriate DBS check, there is no expectation that a new DBS check should be obtained if that colleague temporarily moves to another school or college to support the care of children. The type of setting on the DBS check, for example a specific category of school, is not a barrier. The same principle applies if childcare workers move to work temporarily in a school setting. The receiving institution should risk assess as they would for a volunteer (see above). Whilst the onus remains on schools and colleges to satisfy themselves that someone in their setting has had the required checks, including as required those set out in part 3 of KCSIE, in the above scenario this can be achieved, if the receiving institution chooses to, via seeking assurance from the current employer rather than requiring new checks.</p> <p>Schools and colleges must continue to follow their legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at paragraph 163 of KCSIE.</p> <p>Schools and colleges should continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE and the TRA's <u>'Teacher misconduct advice for making a referral'</u>. During the COVID-19 period all referrals should be made by emailing Misconduct.Teacher@education.gov.uk. All referrals received by the TRA will continue to be considered. Where referrals on serious safeguarding matters are received and it is deemed that there is a public interest in doing so consideration will be given as to whether an interim prohibition order (IPO) should be put in place. The TRA will continue to progress all cases but will not schedule any hearings at the current time.</p>			



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Whilst acknowledging the challenge of the current environment, it is essential from a safeguarding perspective that any school or college is aware, on any given day, which staff/volunteers will be in the school or college, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, schools and colleges must continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE. The SCR can, if a school or college chooses, provide the means to log everyone that will be working or volunteering in a school or college on any given day, including any staff who may be on loan from other institutions. The SCR can also, if a school or college chooses, be used to log details of any risk assessments carried out on volunteers and staff on loan from elsewhere.

8. Mental health

Negative experiences and distressing life events, such as the Covid-19 circumstances, can affect the mental health of pupils and their parents. Teachers should be aware of this in setting expectations of pupils' work where they are at home.

Where we are providing for children of critical workers and vulnerable children on site, NCS ensures appropriate support is in place for them. Mental health issues can bring about changes in a young person's behaviour or emotional state which can be displayed in a range of different ways, and that can be an indication of an underlying problem. Support for pupils and students in the current circumstances can include existing provision at NCS (although this may be delivered in different ways, for example over the phone) or from specialist staff or support services. There is further guidance on [mental health and behaviour in schools](#). The school counsellor, Katia.Houghton@newcollegeschool.org remains available during this time, as does the rest of the school's normal pastoral network for pupils as well as staff. Colleagues may find the resources here especially useful (<https://www.cwmt.org.uk/working-from-home>) as well as those resources already sent by the school counsellor. The Headmaster is also available to discuss issues at any time, either by email or phone, or via a platform like Skype.

9. Supporting children not in school

NCS is committed to ensuring the safety and wellbeing of all its children and young people. Where the DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, they should ensure that a robust communication plan is in place for that child or young person. Details of this plan must be recorded, as should a record of contact made. The communication plans can include; remote contact, phone contact, door-step visits. Other individualised contact methods should be considered and recorded. We will work closely with all stakeholders to maximise the effectiveness of any communication plan. This plan must be reviewed regularly (at least once a fortnight) and where concerns arise, the DSL will consider any referrals as appropriate. The school will share safeguarding messages on its website and social media pages. NCS will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them. This will



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<p>be bespoke to each child.</p> <p>10. Online Safety</p> <p>NCS will be doing what it reasonably can to keep all of our children safe. The majority of children will not be physically attending NCS site. It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the child protection policy and where appropriate referrals should still be made to children’s social care and as required the police.</p> <p>It is more important than ever that NCS provides a safe environment, including online. NCS will continue to ensure that appropriate filters and monitoring systems (read guidance on what “appropriate” looks like) are in place to protect children when they are online on the school or college’s ICT systems or recommended resources. NCS continues to monitor has the technical knowledge to maintain safe IT arrangements – these individuals include the Director of Digital Learning, the ICT officer, New College’s Head of ICT Services, and the Headmaster and his deputies. There are enough people here to provide a contingency should one or some of those individuals become unavailable.</p> <p>The UK Council for Internet Safety provides information to help governing boards and proprietors assure themselves that any new arrangements continue to effectively safeguard children online. The UK Safer Internet Centre’s professional online safety helpline also provides support for the children’s workforce with any online safety issues they face. Local authorities may also be able to provide support.</p> <p>It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection Policy and where appropriate referrals should still be made to children’s social care and as required, the police. Online teaching should follow the principles as set out in the staff guide to remote learning.</p> <p>NCS will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements. Below are some things to consider when delivering virtual lessons, especially where webcams are involved:</p> <p style="padding-left: 40px;">Online face-to-face teaching must only happen with the express written permission of the pupil’s parent and the permission of the Headmaster (signalled by the release of an official NCS policy)</p> <p style="padding-left: 40px;">There must never be an occasion when, during a face-to-face online session, there is no appropriate adult (e.g. parent/guardian) present with the pupil</p> <p style="padding-left: 40px;">In the event that the adult leaves the room, the record function should be used and the video held on an institutional NCS cloud account (i.e. @newcollegeschool.org through Google Meet/Hangouts), never on a personal device</p>			



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<p>Lessons must take place on an NCS-certified platform e.g. Google Meet/Hangouts, using the teacher's @newcollegeschool.org account</p> <p>Teachers must not under any circumstances use personal accounts or personal email addresses, nor save any footage or photos from the lesson to a personal device</p> <p>All relevant safeguarding policies and guidelines apply, as well as the school's ICT Acceptable Use Policy, as they would in an in-person meeting</p> <p>When webcams are being used, the teacher must ensure that they are wearing appropriate professional clothing. They must also be aware that the camera will pick up whatever is in the background; all inappropriate materials must be removed.</p> <p>All those engaged in the lesson should be in an open 'shared' space at home (e.g. a living room, not a bedroom)</p> <p>Relevant considerations must still be made for SEND pupils and those with IEPs</p> <p>The teacher must also ensure that the pupil is fully dressed appropriately (e.g. not in pyjamas). The lesson must end immediately if that is not the case, and the parent must be notified immediately</p> <p>The same standards of professionalism apply to online teaching as they do to in-person teaching</p> <p>It is good practice for teachers to keep a log of the date/time/length and pupils present for any online meeting or lesson.</p> <p>The Department for Education is providing separate guidance on providing education remotely. It will set out 4 key areas that leaders should consider as part of any remote learning strategy. This includes the use of technology. Recently published guidance from the UK Safer Internet Centre on safe remote learning and from the London Grid for Learning on the use of videos and livestreaming could help plan online lessons and/or activities and plan them safely.</p> <p>NCS considers the safety of our children when they are asked to work online. The starting point for online teaching is that the same principles apply as set out in the NCS staff behaviour policy or code of conduct. NCS policies include, amongst other things, acceptable use of technologies, staff pupil/student relationships and communication including the use of social media. The policy applies equally to any existing or new online and distance learning arrangements which are introduced. The principles set out in the guidance for safer working practice for those working with children and young people in education settings published by the Safer Recruitment Consortium may help schools and colleges satisfy themselves that their staff behaviour policies are robust and effective. In some areas schools and colleges may be able to seek support from their local authority when planning online lessons/activities and considering online safety.</p> <p>An essential part of the online planning process will be ensuring children who are being asked to work online have very clear reporting routes in place so they can raise any concerns whilst online. As well as reporting routes back to NCS this should also signpost children to age appropriate practical support from the likes of:</p>			



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<ul style="list-style-type: none">• Childline - for support• UK Safer Internet Centre - to report and remove harmful online content• CEOP - for advice on making a report about online abuse <p>NCS will be in regular contact with parents and carers. Those communications will be used to reinforce the importance of children being safe online. It will be especially important for parents and carers to be aware of what their children are being asked to do online, including the sites they will be asked to access and be clear who from NCS (if anyone) their child is going to be interacting with online.</p> <p>Parents and carers may choose to supplement the school or college online offer with support from online companies and in some cases individual tutors. In their communications with parents and carers, NCS will emphasise the importance of securing online support from a reputable organisation/individual who can provide evidence that they are safe and can be trusted to have access to children. Support for parents and carers to keep their children safe online includes:</p> <ul style="list-style-type: none">• Internet matters - for support for parents and carers to keep their children safe online• London Grid for Learning - for support for parents and carers to keep their children safe online• Net-aware - for support for parents and carers from the NSPCC• Parent info - for support for parents and carers to keep their children safe online• Thinkuknow - for advice from the National Crime Agency to stay safe online• UK Safer Internet Centre - advice for parents and carers <p>The usual NCS policies on pupils' computer and internet use apply:</p> <p>By logging onto the School's computer system, you confirm you have read and understood this acceptable use policy. Pupils at New College School (NCS) are allowed a great deal of freedom in using ICT for study and in leisure. However with freedom comes responsibility. We cannot control what people around the world may post or make available on the internet and some material which it is possible to access is not acceptable in school, while other material must be treated with great sensitivity and care.</p>			



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<p>We expect all users of our ICT facilities in school to take responsibility in the following ways:</p> <ul style="list-style-type: none"> Not to access or try to access any material that is: <ul style="list-style-type: none"> Violent or that which glorifies violence Criminal, terrorist or glorified criminal activity Racist or designed to incite racial hatred Of extreme political opinion Inappropriate in content (pictures or text) Crude, profane or with otherwise unsuitable language Blasphemous or mocking of religious and moral beliefs and values In breach of the law, including copyright law, data protection and computer misuse Belongs to other users of ICT systems and which they do not have explicit permission to use Not to use any form of IT to intimidate or mock others (cyberbullying) Not to search for or use websites that bypass the school's internet filtering Never to login or attempt to login to any personal web-based accounts, with the exception of the school VLE Not to use or attempt to use removal media including USB drives, CDs or DVDs without the explicit permission of a member of the NCS IT staff Not to download or attempt to download software of any kind without the explicit permission of a member of the NCS IT staff Not to attempt to install any software To be extremely cautious when using blogs and never to reveal personal details such as home address, telephone number or email address Not to interfere with, attempt to access or cause malicious damage to the ICT resources, facilities and infrastructure Not to remove any ICT facilities from the room(s) in which they are being used, without permission Not to use another person's username or password, even with their permission Not to use mobile phones in school. If it is essential for you to bring a phone to school because you need it to contact parents on your way home, then such phones should be signed into the School Office on arrival and signed out when you leave the premises. To report immediately any breach (deliberate or accidental) of this policy to a member of the NCS IT staff <p>In order to protect responsible users the school employs an electronic monitoring system to prevent access to unsuitable material. All use of the ICT systems in the school is monitored and logged and you must be aware that whatever you do on the computer can be recalled at a later stage. NCS reserves the right to access all material stored on its ICT system, including that held in the personal areas of pupil accounts for the purposes of ensuring</p>			



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<p>appropriate use, data protection, computer misuse, child protection and health and safety.</p> <p>Any boy who is found not to be acting responsibly in this way may expect to be sanctioned according to the School's rewards and sanctions policy. Irresponsible users may be temporarily denied access to the ICT facilities and reckless or harmful behaviour will be treated appropriately. Persistent offenders may be denied access to the ICT facilities on a permanent basis. Where applicable, police or local authorities may be involved, or other legal action taken.</p> <p><i>The following summary is based on information for parents on cybersafety prepared by Childnet. For additional information, there are leaflets available in the School Office or you can log on to the Childnet website (www.childnet.com).</i></p> <p>The general principle for parents of young children is to encourage them to tell you if there is anything they are unsure of when using the Internet.</p> <p>Have an open dialogue about the use of the internet at home – ask questions and encourage children to talk to you about what they are using it for, what they have found, etc.</p> <p>Encourage children to be SMART about giving out personal information:</p> <p>S= Safe (never give out personal info when chatting or posting online - including email address, phone number, passwords). Encourage them to use a nickname, rather than a real name.</p> <p>M= Meet (children should not meet anyone they have encountered online without parents' permission)</p> <p>A = Accepting (they should avoid accepting emails, files and messages from anyone they don't know)</p> <p>R = Reliable (only chat to those you know – friends and family)</p> <p>T = Tell (tell an adult if anything makes you feel uncomfortable or worried)</p> <p>Digital footprint: children need to be aware of the impact of their online activity on themselves and others, and should know who is able to view and share the information they have posted. 'Think before you post!'</p> <p>Internet content: children should be encouraged to question the reliability of online content.</p> <p>Illegal downloading: it is illegal to download copyrighted material and it can lead to prosecutions; it is also a way in which viruses are transmitted, and may contain hidden messages from strangers. To be sure of where you can download legally, go to www.contentmap.com</p> <p>Set up a family email address which can be used if a child wants to sign up to a particular site</p> <p>Social networking is illegal for all those under 13. For teenagers and adults, use privacy options carefully in order to allow access to your information by friends and family only. In Facebook, you can manage access to your timeline entries via 'custom'. There are specific guides to</p>			



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<p>‘customising’ your Facebook page available on the website.</p> <p>Twitter – use Privacy option ‘Protect my tweets’. Posting on Twitter needs to be done with great care – think of the consequences.</p> <p>YouTube – use the Filter button to stop inappropriate material</p> <p>Cyberbullying – Have an open discussion about this and encourage children to report any concerns. Report misconduct to social networks.</p> <p>Contact the school. Contact the police if the law has been broken.</p> <p>If children do access adult content / extremist content / games with extreme images, it is important not to overreact. Have a measured conversation with them and give them a strategy to use to avoid such material.</p> <p>In selecting appropriate Games: use age ratings and content icons.</p> <p>Grooming: if you have any concerns that this may be happening, contact the police (www.ceop.police.co.uk)</p> <p>Apps often used by young people to send messages and pictures. Parents are advised to keep a close eye on these:- Kik – Instagram - WhatsApp</p> <p>11. Supporting children in school</p> <p>NCS is committed to ensuring the safety and wellbeing of all its students. We will continue to be a safe space for all children to attend and flourish. The Headteacher will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety. NCS will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID-19 (see below). NCS will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them. Where NCS has concerns about the impact of staff absence – such as our DSLs or nursing staff - the school will discuss them immediately with the governors, and the Warden as Chair of Governors. The following protocol has also been issued to staff working on site:</p> <p>As much as is practicable with young children, the government’s guidance on social distancing should be followed: https://www.gov.uk/government/publications/covid-19-guidance-on-social-distancing-and-for-vulnerable-people</p> <p>The existing hand washing regime should be followed, with soap and warm water being used in addition to, and instead of hand sanitizer should that provision disappear due to high demand</p> <p>The government’s guidance for educational settings should continue to be used: https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19; our isolation room remains the same (the school counsellor’s room)</p> <p>Where it is safe to do so, internal doors, with the exception of fire doors, should be kept open to reduce handle-touching. Please ensure these doors are kept open safely with appropriate wedges, rather than propped open with items that would cause a trip hazard</p> <p>We will aim for the minimum necessary number of staff to be on site, but please bear in mind that the number of children needing care is likely to fluctuate over time and there are certain minimum requirements we need to fulfil, e.g. for first aid provision</p>			



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<p>Registration will take place at the start of the morning and afternoon sessions, with the teacher on duty providing the office with a list of children in attendance</p> <p>Please note that, due to the nature of the situation, staffing requirements are very likely to change at short notice. Your flexibility, mutual support and calm positive professionalism are much appreciated in this scenario</p> <p>If there are any concerns about staffing they should be addressed to matthew.jenkinson@newcollegeschool.org and Yvonne.goodgame@new.ox.ac.uk</p> <p>Meetings should be carried out online or via phone where possible. In rare instances when this is not possible, the above social distancing guidance should be followed</p> <p>Drop off and pick up should happen in the playground at the end nearest the gate</p> <p>The sharing of facilities like iPads should be minimized: boys should be allocated a device that is ‘theirs’ for this period (for use in school) and screens should be cleaned regularly as a matter of course. They should also use the same desk each day if at all possible and windows should be opened for ventilation</p> <p>The cleaning regime will continue to focus on potential areas of cross-infection like door handles and keyboards</p> <p>Boys (and members of their households) must not be questioned about critical worker status and their home arrangements. If any enquiries need to be made, they will be done through the HM and/or school office</p> <p>Please keep an eye out for stigmatization (and consequent unkindness/bullying) especially of those boys whose parents are in the medical profession</p> <p>In term time we will provide warm lunches (prepared following 5-star-rated council hygiene standards) while staffing is available. In the event that staffing is unavailable, packed lunches will need to be brought in</p> <p>12. Peer on Peer Abuse</p> <p>Where NCS receives a report of peer on peer abuse, we will follow the principles as set out in part 5 of KCSIE and of those outlined within the Safeguarding and Child Protection Policy. The school will listen and work with the young person, parents/carers and any multi- agency partner required to ensure the safety and security of that young person. Concerns and actions must be recorded as usual and appropriate referrals made.</p>			



**NEW COLLEGE SCHOOL
IN-SCHOOL RISK ASSESSMENT**

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Reopening of NCS site for Reception, Year 1, Year 6 (and any additional year groups as and when DfE advises) –
 1 June 2020 to 31 August 2020
 Risk Assessment addendum: cross-referencing to DfE guidance

DfE Guidance	NCS Actions
Minimising contact with individuals who are unwell by ensuring that those who have coronavirus symptoms, or who have someone in their household who does, do not attend childcare settings, schools or colleges	School to reiterate to entire community the government’s position on isolation
Cleaning hands more often than usual - wash hands thoroughly for 20 seconds with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered Ensuring good respiratory hygiene - promote the ‘catch it, bin it, kill it’ approach Ensure that all adults and children: <ul style="list-style-type: none"> • frequently wash their hands with soap and water for 20 seconds and dry thoroughly. Review the guidance on 	Boys encouraged by teachers on site to do this. Hand sanitiser available at school gate and outside dining room (though note that supplies are often limited). Warm water and soap available in all toilet areas Boys constantly reminded of good hygiene; posters in key areas



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	<p><u>hand cleaning</u></p> <ul style="list-style-type: none"> • clean their hands on arrival at the setting, before and after eating, and after sneezing or coughing • are encouraged not to touch their mouth, eyes and nose • use a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it') • ensure that help is available for children and young people who have trouble cleaning their hands independently • consider how to encourage young children to learn and practise these habits through games, songs and repetition • ensure that bins for tissues are emptied throughout the day 		
Cleaning frequently touched surfaces often using standard products, such as detergents and bleach		Cleaners and premises manager carrying out thorough cleaning regime	
Minimising contact and mixing by altering, as much as possible, the environment (such as classroom layout) and timetables (such as staggered break times)		Breaktimes staggered to allow different year groups out at different times; classrooms rearranged to maximise space between desks. As of 1 June, classes no larger than 15; this may involve splitting prep school classes into classes of c.10. Different year groups encouraged to use specific toilets where possible	
Reduce mixing within education or childcare setting by:	<ul style="list-style-type: none"> • accessing rooms directly from outside where possible • considering one-way circulation, or place a divider down the middle of the corridor to keep groups apart as they move through the setting where spaces are accessed by corridors 	Pre-Prep to use their outside doors. Areas of the school will be designated for use by a particular 'bubble' so the vast majority of corridors will only be used by those pupils. Most corridors at NCS are not 'looped' so one-way traffic is not possible. Maximum toilet occupancy to be displayed on toilet doors with clear and accessible signage when and where appropriate throughout school. Lunch tables to be disinfected by kitchen staff between each sitting.	



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	<ul style="list-style-type: none"> • staggering breaks to ensure that any corridors or circulation routes used have a limited number of pupils using them at any time • staggering lunch breaks - children and young people should clean their hands beforehand and enter in the groups they are already in, groups should be kept apart as much as possible and tables should be cleaned between each group. If such measures are not possible, children should be brought their lunch in their classrooms • ensuring that toilets do not become crowded by limiting the number of children or young people who use the toilet facilities at one time • noting that some children and young people will need additional support to follow these measures (for example, routes round school marked in braille or with other meaningful symbols, and social stories to support them in understanding how to follow rules) • use halls, dining areas and internal and external sports facilities for lunch and exercise at half capacity. If class groups take staggered breaks between lessons, these areas can be shared as long as different groups do not mix (and especially do not play sports or games together) and adequate cleaning between groups between groups is in place, following the COVID-19: cleaning of non-healthcare settings guidance 		
Wearing a face covering or face mask in schools or other education settings is not recommended. Schools and other education or childcare settings should therefore not require staff, children and learners to wear		HM to distribute government advice to all staff	

SEE ADDENDUM BELOW (31 August 2020) FOR CHANGES



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	<p>face coverings. Face coverings (or any form of medical mask where instructed to be used for specific clinical reasons) should not be worn in any circumstance by those who may not be able to handle them as directed (for example, young children, or those with special educational needs or disabilities) as it may inadvertently increase the risk of transmission.</p> <p>The majority of staff in education settings will not require PPE beyond what they would normally need for their work, even if they are not always able to maintain a distance of 2 metres from others.</p> <p>There is no need for anything other than normal personal hygiene and washing of clothes following a day in an educational or childcare setting</p>	TO DfE GUIDANCE AND NCS RESPONSE	
	<p>PPE is only needed in a very small number of cases including: if a child, young person or other learner becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home. A face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then gloves, an apron and a face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn</p>	<p>This PPE is available in the school office and in the school counsellor's office, which is the designated 'quarantine' room for any pupil who falls ill</p>	
	<p>Extremely clinically vulnerable to stay shielded. They are those who:</p> <ul style="list-style-type: none"> • have had a solid organ transplant – kidney, liver, pancreas, heart, or lung 	<p>To be communicated to staff and parents</p>	



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	<ul style="list-style-type: none"> • are having treatments for some cancers • have severe long-term lung disease including cystic fibrosis and severe asthma • have rare diseases and inborn errors of metabolism that increase their risk of infection • are on medication that compromises their immune system and so are much more likely to get infections and become seriously unwell from them • are pregnant with significant heart disease <p>If a child, young person or a member of staff lives with someone who is clinically vulnerable (but not clinically extremely vulnerable), including those who are pregnant, they can attend their education or childcare setting. If a child, young person or staff member lives in a household with someone who is extremely clinically vulnerable, as set out in the COVID-19: guidance on shielding and protecting people defined on medical grounds as extremely vulnerable guidance, it is advised they only attend an education or childcare setting if stringent social distancing can be adhered to and, in the case of children, they are able to understand and follow those instructions. This may not be possible for very young children and older children without the capacity to adhere to the instructions on social distancing. If stringent social distancing cannot be adhered to, we do not expect those individuals to attend. They should be supported to learn or work at home.</p>		
	<p>Unlike older children and adults, early years and primary age children cannot be expected to remain 2 metres apart from each other and staff. In deciding to bring more children back to early years and schools, we</p>	<p>Hierarchy of measures to be adhered to</p>	



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	<p>are taking this into account. Schools should therefore work through the hierarchy of measures set out above:</p> <ul style="list-style-type: none"> • avoiding contact with anyone with symptoms • frequent hand cleaning and good respiratory hygiene practices • regular cleaning of settings • minimising contact and mixing 		
	<p>It is still important to reduce contact between people as much as possible, and we can achieve that and reduce transmission risk by ensuring children, young people and staff where possible, only mix in a small, consistent group and that small group stays away from other people and groups.</p> <p>Keep cohorts together where possible and:</p> <ul style="list-style-type: none"> • ensure that children and young people are in the same small groups at all times each day, and different groups are not mixed during the day, or on subsequent days • ensure that the same teacher(s) and other staff are assigned to each group and, as far as possible, these stay the same during the day and on subsequent days, recognising for secondary and college settings there will be some subject specialist rotation of staff • ensure that wherever possible children and young people use the same classroom or area of a setting throughout the day, with a thorough cleaning of the rooms at the end of the day. In schools and colleges, you may want to consider seating students at the same desk each day if they attend on consecutive days 	<p>Year groups to remain in their 'bubbles' with consistent staff, not mixing with other 'bubbles' as much as possible.</p>	



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	<p>Where settings can keep children and young people in those small groups 2 metres away from each other, they should do so. While in general groups should be kept apart, brief, transitory contact, such as passing in a corridor, is low risk.</p> <p>For primary schools, classes should normally be split in half, with no more than 15 pupils per small group and one teacher (and, if needed, a teaching assistant). If there are any shortages of teachers, then teaching assistants can be allocated to lead a group, working under the direction of a teacher. Vulnerable children and children of critical workers in other year groups should also be split into small groups of no more than 15. Desks should be spaced as far apart as possible.</p>	<p>Desks spaced apart as far as possible, adhering to 2m rule as far as is practicable. Different year groups to be based in different sections of the school, where possible, to avoid passing in corridors. Classes of no more than 15, and fewer if possible. Consistent teams of staff to look after each 'bubble', overseeing work that has been set. Older boys to have access to an iPad that remains 'theirs' for the period in question. Boys and colleagues to use their own stationery as much as possible and to avoid cross-contamination through sharing</p>	
	<p>Refresh your risk assessment and other health and safety advice for children, young people and staff in light of recent government advice, identifying protective measures (such as the things listed below). Also ensure that all health and safety compliance checks have been undertaken before opening</p>	<p>This is a refreshed RA. HM, Head of Pre-Prep and Premises Manager to carry out H&S audit and compliance checks</p>	
	<p>Refresh the timetable:</p> <ul style="list-style-type: none"> • decide which lessons or activities will be delivered • consider which lessons or classroom activities could take place outdoors • use the timetable and selection of classroom or other learning environment to reduce movement around the school or building • stagger assembly groups • stagger break times (including lunch), so that all children 	<p>Lessons to be delivered using existing remote learning protocols and platforms, with supervision from NCS staff. Outdoor spaces to be used as much as practicable; NC playing fields are available (NCS end) and NC cloisters for NCS boys' use. Staff to ensure there is no cross-contamination with other members of NC community – minimal risk as vast majority of that community are not present. Assemblies will take place via internet as and when appropriate. Lunchtimes staggered and tables disinfected, cutlery laid out by single kitchen worker wearing gloves. Drop-off and collection times staggered and communicated with parents. Social distancing reminders placed at school gate, along with reminders about handwashing when</p>	



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	<p>are not moving around the school at the same time</p> <ul style="list-style-type: none"> • stagger drop-off and collection times • for secondary schools and colleges, consider how best to supplement remote education with some face to face support for students • plan parents' drop-off and pick-up protocols that minimise adult to adult contact 	entering/exiting premises	
	<p>Childcare settings or early years groups in school should:</p> <ul style="list-style-type: none"> • consider how to keep small groups of children together throughout the day and to avoid larger groups of children mixing • consider how play equipment is used ensuring it is appropriately cleaned between groups of children using it, and that multiple groups do not use it simultaneously • remove unnecessary items from classrooms and other learning environments where there is space to store it elsewhere • remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts) 	Breaktimes to be staggered. Play equipment to be audited and removed where appropriate. Pre-Prep to be overseen by RC	
	<p>Consider how children and young people arrive at the education or childcare setting, and reduce any unnecessary travel on coaches, buses or public transport where possible (guidance will shortly be published on safe travel)</p> <p>Adjust transport arrangements where necessary including:</p> <ul style="list-style-type: none"> • encouraging parents and children and young people to walk or 	Vast majority of pupils do not use public transport, but reminder to parents to avoid unnecessary travel on public transport, but to carry out usual hygiene measures if unavoidable	



**NEW COLLEGE SCHOOL
IN-SCHOOL RISK ASSESSMENT**

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	<p>cycle to their education setting where possible</p> <ul style="list-style-type: none"> schools, parents and young people following the government guidance on how to travel safely, which will be published shortly, when planning their travel, particularly if public transport is required 		
	<p>Tell children, young people, parents, carers or any visitors, such as suppliers, not to enter the education or childcare setting if they are displaying any symptoms of coronavirus (following the COVID-19: guidance for households with possible coronavirus infection)</p> <p>Tell parents that if their child needs to be accompanied to the education or childcare setting, only one parent should attend</p> <p>Tell parents and young people their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use)</p> <p>Make clear to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely)</p>	<p>To be communicated to parents and visitors via Parentmail/office/signage</p>	
	<p>Where possible, all spaces should be well ventilated using natural ventilation (opening windows) or ventilation units</p> <p>Prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation. Fire doors</p>	<p>Communicated to all staff</p>	



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are NOT to be propped open			
Use outside space: <ul style="list-style-type: none"> • for exercise and breaks • for outdoor education, where possible, as this can limit transmission and more easily allow for distance between children and staff • although outdoor equipment should not be used unless the setting is able to ensure that it is appropriately cleaned between groups of children and young people using it, and that multiple groups do not use it simultaneously. Read COVID-19: cleaning of non-healthcare settings 	Outdoor space to be used when at all possible. Additional outdoor space on field and in NC cloisters. Outdoor play items to be audited and removed where possible and necessary. Disinfection regime to be implemented		
<ul style="list-style-type: none"> • Stagger the use of staff rooms and offices to limit occupancy 		Staff to bring in own thermos flasks for hot drinks when able; minimise use of staffroom and post room – one person in there at a time; reduce non-essential personal contact between staff; hold meetings via phone/online or outside where possible	
Reduce the use of shared resources: <ul style="list-style-type: none"> • by limiting the amount of shared resources that are taken home and limit exchange of take-home resources between children, young people and staff • by seeking to prevent the sharing of stationery and other equipment where possible. Shared materials and surfaces should be cleaned and disinfected more frequently • although practical lessons can go ahead if equipment can be 		Boys to use own personal resources (e.g. stationery, toys) and do not share. Shared items and surfaces to be cleaned frequently and regularly as part of enhanced disinfection regime.	



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cleaned thoroughly and the classroom or other learning environment is occupied by the same children or young people in one day, or properly cleaned between cohorts			

**DfE Principles for staff on the
partial reopening of schools, from 1 June 2020**

1. Do not come to work if you have coronavirus symptoms, or go home as soon as these develop (informing your manager), and access a test as soon as possible.
2. Clean your hands more often than usual - with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered.
3. Use the ‘catch it, bin it, kill it’ approach.
4. Avoid touching your mouth, nose and eyes.
5. Clean frequently touched surfaces often using standard products, such as detergents and bleach.
6. Think about ways to modify your teaching approach to keep a distance from children in your class as much as possible, particularly close face to face support (noting that it’s understood that this is not possible at all times, which is why hygiene and hand cleaning is so important).
7. Consider avoiding calling pupils to the front of the class or going to their desk to check on their work if not necessary.
8. Help your class to follow the rules on hand cleaning, not touching their faces, ‘catch it, bin it, kill it’ etc. including by updating your classrooms displays with posters.
9. Prevent your class from sharing equipment and resources (like stationery).
10. Keep your classroom door and windows open if possible for air flow.



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11. Limit the number of children from your class using the toilet at any one time. 12. Limit your contact with other staff members, and don't congregate in shared spaces, especially if they are small rooms. 13. Make sure you've read the school's updated behaviour policy and know what role in it you're being asked to take.			

DfE Guidance for Schools from September 2020, and Actions Specific to NCS

DfE Guidance	NCS Actions
Schools must comply with health and safety law, which requires them to assess risks and put in place proportionate control measures. Schools should thoroughly review their health and safety risk assessments and draw up plans for the autumn term that address the risks identified using the system of controls set out below. These are an adapted form of the system of protective measures that will be familiar from the summer term.	Risk assessment updated to take into account DfE guidance issued July 2020 for implementation September 2020. Provisions for Covid-19 come under our Health and Safety systems; any concerns or queries are to go immediately to the premises manager and/or the Headmaster if urgent, or registered in the school's H&S slot in weekly staff meetings if not
Essential measures include: <ul style="list-style-type: none"> • a requirement that people who are ill stay at home • robust hand and respiratory hygiene • enhanced cleaning arrangements • active engagement with NHS Test and Trace • formal consideration of how to reduce contacts and maximise distancing between those in school wherever possible and minimise potential for contamination so far as is reasonably practicable 	Continue to inform parents and colleagues of requirement to remain home if ill Continuation of good hand/respiratory hygiene measures Continuation of enhanced cleaning arrangements, including regular use of fogging/misting sprayer Active engagement with NHS Test and Trace Implement measures to reduce contacts and



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		<p>maximise distancing between those in school wherever possible; minimise potential for contamination so far as is reasonably practicable</p>	
	<p>How contacts are reduced will depend on the school's circumstances and will (as much as possible) include:</p> <ul style="list-style-type: none"> • grouping children together • avoiding contact between groups • arranging classrooms with forward facing desks • staff maintaining distance from pupils and other staff as much as possible 	<p>Group pupils by year group as much as is possible</p> <p>Avoid contact between groups as much as is possible</p> <p>Arrange classrooms with forward facing desks</p> <p>Staff to maintain distance from pupils and other staff as much as possible</p>	
	<p>Employers must protect people from harm. This includes taking reasonable steps to protect staff, pupils and others from coronavirus (COVID-19) within the education setting.</p>	<p>Reasonable steps to be taken as outlined in risk assessment and this document, plus any communication with parents, pupils and colleagues</p>	
	<p>As part of planning for full return in the autumn term, it is a legal requirement that schools should revisit and update their risk assessments (building on the learning to date and the practices they have already developed), to consider the additional risks and control measures to enable a return to full capacity in the autumn term. Settings should also review and update their wider risk assessments and consider the need for relevant revised controls in respect of their conventional risk profile considering the implications of coronavirus (COVID-19). Schools should ensure that they implement sensible and proportionate control measures which follow the health and safety hierarchy of controls to reduce the risk to the lowest reasonably practicable level.</p> <p>School employers should have active arrangements in place to monitor that the controls are:</p> <ul style="list-style-type: none"> • effective 	<p>Risk assessment updated including any additional risks and control measures</p> <p>Measures monitored to see they are effective, working as planned, updated appropriately considering any issues identified and changes in public health advice</p>	



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<ul style="list-style-type: none"> working as planned updated appropriately considering any issues identified and changes in public health advice 			
	<p>Prevention:</p> <ol style="list-style-type: none"> 1) minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school 2) clean hands thoroughly more often than usual 3) ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach 4) introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach 5) minimise contact between individuals and maintain social distancing wherever possible 6) where necessary, wear appropriate personal protective equipment (PPE) <p>Numbers 1 to 4 must be in place in all schools, all the time.</p> <p>Number 5 must be properly considered and schools must put in place measures that suit their particular circumstances.</p> <p>Number 6 applies in specific circumstances.</p>	<p>Minimise contact by ensuring that those who have Covid-19 symptoms, or who have someone in their household who does, do not attend school</p> <p>All pupils and colleagues to be reminded to clean hands more thoroughly than usual – embedded in routine of the day (e.g. between change in activity) and with frequent visual reminders</p> <p>Continue ‘catch it, bin it, kill it’ approach – constant reminders from colleagues; reinforced by visual reminders</p> <p>Enhanced cleaning routine, including use of detergents and bleach and regular use of misting/fogging sprayer</p> <p>Minimise contact between individuals and maintain social distancing wherever possible</p> <p>Wear PPE where necessary</p>	



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<p>Response to any infection:</p> <p>7) engage with the NHS Test and Trace process</p> <p>8) manage confirmed cases of coronavirus (COVID-19) amongst the school community</p> <p>9) contain any outbreak by following local health protection team advice</p> <p>Numbers 7 to 9 must be followed in every case where they are relevant.</p>		<p>NCS to engage with NHS Test and Trace process</p> <p>Managed confirmed cases among school community (see below)</p> <p>Follow local health protection team advice to contain outbreak</p>	
<p>1. Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school</p> <p>Ensuring that pupils, staff and other adults do not come into the school if they have coronavirus (COVID-19) symptoms, 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. 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 and advised to follow 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection', which sets out that they must self-isolate for at least 10 days and should arrange to have a test to see if they have coronavirus (COVID-19). 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 closed door, depending on the age and needs of the child, with</p>		<p>No one to come on site if they have Covid-19 symptoms or have tested positive in the last 10 days</p> <p>Anyone developing symptoms during school day to be sent home</p> <p>Symptoms include a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia)</p> <p>They must self-isolate for at least 10 days and arrange a test. Other members of household should self-isolate for 14 days from when symptomatic person first had symptoms</p> <p>If child awaiting collection, they should be isolated behind a closed door with appropriate adult</p>	



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	<p>appropriate adult supervision if required. Ideally, a window should be opened for ventilation. 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 safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE) guidance.</p>	<p>supervision outside. The school counsellor's room has been designated for this purpose and has PPE available within it for use by the member of staff dealing with the child; there is additional PPE available in the school office. The closest bathroom should be used and then immediately disinfected before use by anyone else</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 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. 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. See the COVID-19: cleaning of non-healthcare settings guidance.</p>	<p>Anyone with Covid-19 symptoms should not visit the GP, pharmacy, urgent care centre or a hospital</p> <p>Member of staff dealing with symptomatic pupil do not need to self-isolate unless they develop symptoms themselves (when they should arrange a test) or if the symptomatic person subsequently tests positive or if they have been requested to be NHS Test and Trace</p> <p>All those with contact with anyone who is unwell must wash their hands thoroughly for 20 secs with soap/water and/or hand sanitiser. Area around the person with symptoms must be cleaned with bleach.</p>	



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	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>2. Clean hands thoroughly more often than usual</p> <p>Coronavirus (COVID-19) is an easy virus to kill when it is on skin. This can be done with soap and running water or hand sanitiser. Schools must 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"> • whether the school has enough hand washing or hand sanitiser ‘stations’ available so that all pupils and staff can clean their hands regularly • supervision of hand sanitiser use given risks around 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 • building 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 	<p>All those on site to clean hands more regularly than normal. Soap/water available in all bathrooms. Hand sanitiser available at school entrance, entrance to dining hall, and in portable bottles carried by some staff. Hands to be washed on arrival, after breaks, when changing rooms, after eating.</p> <p>Nb. There is an additional danger to having large quantities of hand sanitiser on site. Form tutors should remind their forms of appropriate and safe use (including the danger posed by ingestion). Due to the potential flammability of the substance, it should be stored in the premises manager’s locked office and only disseminated in small quantities, directly to individual dispensers.</p>	
	<p>3. Ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach</p> <p>The ‘catch it, bin it, kill it’ approach continues to be very important, so schools must ensure that they have enough tissues and bins available in the school to support pupils and staff to follow this routine. As with hand cleaning, schools must ensure younger children and those with complex needs are helped to get this right, and all pupils understand that this is now part of how school operates. Some pupils with complex needs will struggle to maintain as good respiratory hygiene as their peers, for example those who spit uncontrollably or use saliva as a</p>	<p>Continue ‘catch it, bin it, kill it’ approach – constant reminders from colleagues; reinforced by visual reminders</p> <p>PHE does not currently recommend the use of face coverings in schools.</p>	



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	<p>sensory stimulant. This should be considered in risk assessments in order to support these pupils and the staff working with them, and is not a reason to deny these pupils face to face education.</p> <p>Public Health England does not (based on current evidence) recommend the use of face coverings in schools. This evidence will be kept under review. They are not required in schools as pupils and staff are mixing in consistent groups, and because misuse may inadvertently increase the risk of transmission. There may also be negative effects on communication and thus education. Face coverings are required at all times on public transport (for children over the age of 11) or when attending a hospital as a visitor or outpatient.</p>	<p>NB. There is a separate risk assessment for New College on Holywell Street, where face coverings are necessary for indoor premises for individuals over the age of 11. This will have an impact especially on choristers over that age, as well as choir staff, who should have face coverings available for those times they are in New College buildings (with exception of eating etc.).</p> <p>SEE ADDENDUM BELOW (31 August 2020) FOR CHANGES TO DfE GUIDANCE AND NCS RESPONSE</p>	



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	<p>4. Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach</p> <p>Points to consider and implement:</p> <ul style="list-style-type: none"> • putting in place a cleaning schedule that ensures cleaning is generally enhanced and includes: <ul style="list-style-type: none"> • more frequent cleaning of rooms / shared areas that are used by different groups • frequently touched surfaces being cleaned more often than normal • different groups don't need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet <p>By the end of the summer term, Public Health England will publish revised guidance for cleaning non-healthcare settings to advise on general cleaning required in addition to the current advice on COVID-19: cleaning of non-healthcare settings guidance.</p>	<p>Rooms/shared areas to be cleaned regularly. Frequently touched surfaces to be cleaned more frequently. Fogging/misting sprayer to be used regularly</p> <p>Toilets to be cleaned regularly. Different toilets to be allocated to different year groups, except in case of emergency, to minimise cross-contamination. Pupils to be reminded of personal hygiene after using toilet</p>	
	<p>5. Minimise contact between individuals and maintain social distancing wherever possible</p> <p>Minimising contacts and mixing between people reduces transmission of coronavirus (COVID-19). This is important in all contexts, and schools must consider how to implement this. Schools must do everything possible to minimise contacts and mixing 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</p>	<p>Maintain year-group bubbles so far as is possible. Children old enough should be supported to maintain distance and not touch staff where possible.</p>	



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	<p>measures will help, but the balance between them will change depending on:</p> <ul style="list-style-type: none"> • children’s ability to distance • the lay out of the school • the feasibility of keeping distinct groups separate while offering a broad curriculum (especially at secondary) <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>How to group children</p> <p>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</p>	<p>Maintain year group ‘bubbles’ as much as is possible</p> <p>Schools may need to change the emphasis on bubbles within their system of controls and increase the size of these groups. Limit interaction, sharing of rooms and social spaces as much as possible. Younger pupils, it is understood, will not be able to social distance in their group</p> <p>“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” – limited dispensation may be available in certain circumstances e.g. for specialist teaching or care outside curriculum hours</p>	



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	<p>within their system of controls and increase the size of these groups.</p> <p>In secondary schools, and certainly in the older age groups at key stage 4 and key stage 5, the groups are likely to need to be the size of a year group to enable schools to deliver the full range of curriculum subjects and students to receive specialist teaching. If this can be achieved with small groups, they are recommended. At primary school, and in the younger years at secondary (key stage 3), schools may be able to implement smaller groups the size of a full class. If that can be achieved, it is recommended, as this will help to reduce the number of people who could be asked to isolate should someone in a group become ill with coronavirus (COVID-19).</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 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 necessary for educational provision at NCS</p> <p>All staff to keep their distance from others as much as possible, ideally 2m; this is less possible with younger pupils</p>	



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	<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>Measures within the classroom</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 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.</p>	<p>Staff to stay at front of class wherever possible. Avoid close face-to-face contact. Minimise time spent within 1m of anyone. Support older pupils in maintaining distance from staff and peers. Pupils to sit side by side and facing forwards. Unnecessary furniture to be removed to make more space. Perspex screens to be installed on teachers' desks</p>	



**NEW COLLEGE SCHOOL
IN-SCHOOL RISK ASSESSMENT**

Hazard Categories	Significant hazards <i>How might people foreseeably be harmed?</i>	Precautions and control measures <i>What steps will be taken to reduce the risk of harm to an acceptable level?</i>	Overall risk acceptable? To be signed off by Head. <i>i.e. has the risk of harm been reduced to a reasonable and acceptable level?</i>
	<p>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>Measures elsewhere</p> <p>Groups should be kept apart, meaning that schools should avoid large gatherings such as assemblies or collective worship with more than one group.</p> <p>When timetabling, groups should be kept apart and movement around the school site kept to a minimum. While passing briefly in 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>Assemblies, chapel etc. to take place via Zoom with forms in form rooms with form tutors</p> <p>Lunch eating times to be staggered with tables cleaned between groups. Play space to be delineated where possible</p> <p>Lesson locations to be spread out as much as possible</p> <p>Staff room use to be minimised and social distancing maintained in all staff areas. Work room to only have 3 socially distanced staff at any one time. Wipes to be available to clean keyboards on shared computers</p>	
	<p>Measures for arriving at and leaving school</p> <p>We know that travel to school patterns differ greatly between schools. If those patterns allow, schools should consider staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave school. Staggered start and finish times should not reduce the amount of overall teaching time. A staggered start may, for example, include condensing / staggering free periods or break time but retaining the same amount of teaching time, or keeping the length of the day the same but starting and finishing later to avoid rush hour. Schools should consider how to communicate this to parents and remind them about the process that has been agreed for drop off and collection, including that gathering at the</p>	<p>Staggered start times when possible, with pupils going straight to form rooms</p> <p>Activities offered per year group on different days to reduce pressure on 3.45 departure</p> <p>Face covering removal process to be clearly advertised and communicated to community</p>	



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	<p>school gates and otherwise coming onto the site without an appointment is not allowed.</p> <p>Schools should also have a process for removing face coverings when pupils and staff who use them arrive at school and communicate it clearly to them. Pupils must be instructed not to touch the front of their face covering during use or when removing them. They must wash their hands immediately on arrival (as is the case for all pupils), dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom. Guidance on safe working in education, childcare and children's social care provides more advice.</p>	SEE ADDENDUM BELOW (31 August 2020) FOR CHANGES TO DfE GUIDANCE AND NCS RESPONSE	
	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.	LECCO to oversee	
	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. Schools should consider how to manage other visitors to the site, such as contractors, and 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.	VMTs to return to site. Must minimise contact and maintain distance from other staff. Record to be kept of all visitors; guidelines to be on display in main foyer for visitors. Visits to happen outside of school hours wherever possible	
	Equipment and resources are integral to education in schools. During the summer term, their use was minimised, many were moved out of classrooms, and there was significant extra cleaning. That position has now changed for the autumn term, 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	Staff and pupils to have own equipment and any sharing should be kept to absolute minimum. Classroom resources should be kept within class bubbles and cleaned regularly, along with all frequently touched surfaces. Sports/art/science equipment shared between bubbles to be cleaned frequently and meticulously. Also consider 48/72-	



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	<p>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 unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.</p>	<p>hour rotation period between use by different bubbles</p>	
	<p>Outdoor playground equipment should be more frequently cleaned. This would also apply to resources used inside and outside by wraparound care providers. 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>Pupils limit the belongings they bring in each day, reducing to a minimum. Staff to wash hands before and after handling books. Outdoor play equipment to be cleaned more frequently and equipment that would be touched by multiple hands minimised</p>	
	<p>Where necessary, wear appropriate personal protective equipment (PPE)</p> <p>The majority of staff in education settings will not require PPE beyond what they would normally need for their work. PPE is only needed in a very small number of cases, including:</p> <ul style="list-style-type: none"> • where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at schools, and only then if a distance of 2 metres cannot be maintained • where a child or young person already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used <p>Read the guidance on safe working in education, childcare and children's social care 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.</p>	<p>PPE is available in counsellor's room, school office, and music practice room at bottom of Year 5/6 stairs.</p>	
	<p>Response to any infection 7. Engage with the NHS Test and Trace process</p>	<p>NCS to engage with Test and Trace system as outlined in l-hand column</p>	



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	<p>Schools must ensure they understand the NHS Test and Trace process and how to contact their local Public Health England health protection team. 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"> • book a test 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 • 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 • self-isolate if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19) <p>Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests can be booked online through the NHS testing and tracing for coronavirus website, or ordered by telephone via NHS 119 for those without access to the internet. Essential workers, which includes anyone involved in education or childcare, have priority access to testing.</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 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.</p> <p>Schools should ask parents and staff to inform them immediately of the results of a test:</p> <ul style="list-style-type: none"> • if someone tests negative, if they feel well and no longer have symptoms similar to 		



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	<p>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.</p> <ul style="list-style-type: none"> if someone tests positive, they should follow the ‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’ 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 7-day period starts from the day when they first became ill. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal. Other members of their household should continue self-isolating for the full 14 days. 		
	<p>8. Manage confirmed cases of coronavirus (COVID-19) amongst the school community</p> <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</p>	<p>NCS HM and office to contact local health protection team if become aware that someone who has attended has tested positive for Covid-19. That team will advise HM on next steps. Steps in l-hand column to be followed</p>	



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	<p>that person when they were infectious. Close contact means:</p> <ul style="list-style-type: none"> • direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin) • proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual • travelling in a small vehicle, like a car, with an infected person <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 section 5 of system of control 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 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection'. They should get a test, and:</p> <ul style="list-style-type: none"> • if the test delivers a negative result, they must remain in isolation for the remainder of the 14-day isolation period. This is because they could still develop the coronavirus (COVID-19) within the remaining days. • if the test result is positive, they should inform their setting immediately, and must 		



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	<p>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 ‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’</p> <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 testing and tracing for coronavirus (COVID-19).</p>		
	<p>9. Contain any outbreak by following local health protection team advice</p> <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</p>	<p>HM to consult with local health protection team if there are two or more confirmed cases within 14 days, or an overall rise in sickness absence where Covid-19 is suspected</p>	



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health outbreak control practice.			
	<p>Dedicated school transport, including statutory provision</p> <p>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.</p> <p>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"> • how pupils are grouped together on transport, where possible this should reflect the bubbles that are adopted within school • use of hand sanitiser upon boarding and/or disembarking • additional cleaning of vehicles • organised queuing and boarding where possible • distancing within vehicles wherever possible • the use of face coverings for children 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 <p>Dedicated school services can take different forms. Some journeys involve coaches regularly picking up the same pupils each day, 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</p>	<p>Dedicated school transport not currently an issue for NCS pupils. Principles to be followed if, e.g., coaches are used for school trips</p> <p>SEE ADDENDUM BELOW (31 August 2020) FOR CHANGES TO DfE GUIDANCE AND NCS RESPONSE</p>	



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	<p>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. DfE will shortly publish new guidance to local authorities on providing dedicated school transport, based on the framework outlined here.</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. The government is currently evaluating this position and will set out next steps shortly.</p>		
	<p>Wider public transport</p> <p>In many areas, pupils normally make extensive use of the wider public transport system, particularly public buses. We expect that public transport capacity will continue to be constrained in the autumn term. Its use by pupils, particularly in peak times, should be kept to an absolute minimum.</p> <p>To facilitate the return of all pupils to school, it will be necessary to take steps to both</p>	<p>Parents, staff and pupils encouraged to walk or cycle to school if at all possible. For some families, driving children to school will also be an option</p>	



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	<p>depress the demand for public transport and to increase capacity within the system. Both will require action at a national and local level. Schools have a critical role to play in supporting collaboration between all parties - providers, local authorities, parents and pupils.</p> <p>Schools should work with partners to consider staggered start times to enable more journeys to take place outside of peak hours. We recognise that this option will be more feasible in some circumstances than others.</p> <p>Schools should encourage parents, staff and pupils to walk or cycle to school if at all possible. Schools may want to consider using ‘walking buses’ (a supervised group of children being walked to, or from, school), or working with their local authority to promote safe cycling routes. The government has announced a £2 billion package to promote cycling and walking, including to support pop-up bicycle lanes and widened pavements. For some families, driving children to school will also be an option.</p> <p>However, these options will not be suitable for all. The Department for Transport is asking local authorities to:</p> <ul style="list-style-type: none"> • urgently work with schools to survey parents on their typical routes to school and potential alternatives • consider a range of options for shifting demand for public transport onto other modes • consider using traffic demand management approaches in order to ensure that children are able to attend school from the start of the autumn term <p>Travel patterns, the availability of vehicles, the length of journeys undertaken, and other local pressures on public transport vary significantly. The government recognises the challenge but is confident that if all available options are considered by all parties it will be possible to reduce demand and ensure transport is available for those who need it most. Experience during the 2012 London Olympics showed that it is possible to make a very real difference to</p>		



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<p>travel patterns where there is a concerted effort to do so and where the general public understand the imperative for doing so.</p> <p>Families using public transport should refer to the safer travel guidance for passengers.</p>			
<p>Attendance expectations</p> <p>In March when the coronavirus (COVID-19) outbreak was increasing, we made clear no parent would be penalised or sanctioned for their child’s non-attendance at school.</p> <p>Now the circumstances have changed and it is vital for all children to return to school to minimise as far as possible the longer-term impact of the pandemic on children’s education, wellbeing and wider development.</p> <p>Missing out on more time in the classroom risks pupils falling further behind. Those with higher overall absence tend to achieve less well in both primary and secondary school. School attendance will therefore be mandatory again from the beginning of the autumn term. This means from that point, the usual rules on school attendance will apply, including:</p> <ul style="list-style-type: none"> • parents’ duty to secure that their child attends regularly at school where the child is a registered pupil at school and they are of compulsory school age; • schools’ responsibilities to record attendance and follow up absence • the availability to issue sanctions, including fixed penalty notices in line with local authorities’ codes of conduct 		<p>All children to return to school; office to follow up absence</p>	
<p>Pupils who are shielding or self-isolating</p>			<p>Vast majority of NCS pupils will not be shielding. Anyone who needs to shield will be provided with</p>



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	<p>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"> • 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) • 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 current advice on shielding • 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). • 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 COVID-19 - 'shielding' guidance for children and young people. <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. Schools should monitor engagement with this activity (as set out in the section below).</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>remote learning</p> <p>So long as they feel well enough, teachers and pupils in self-isolation are expected to keep teaching and learning as much as is normal, using remote learning resources</p>	



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	<p>Pupils and families who are anxious about return to school</p> <p>All other pupils must attend school. Schools should bear in mind the potential concerns of pupils, parents and households who may be reluctant or anxious about returning and put the right support in place to address this. This may include pupils who have themselves been shielding previously but have been advised that this is no longer necessary, those living in households where someone is clinically vulnerable, or those concerned about the comparatively increased risk from coronavirus (COVID-19), including those from Black, Asian and Minority Ethnic (BAME) backgrounds or who have certain conditions such as obesity and diabetes.</p> <p>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. Schools should be clear with parents that pupils of compulsory school age must be in school unless a statutory reason applies (for example, the pupil has been granted a leave of absence, is unable to attend because of sickness, is absent for a necessary religious observance etc).</p>	<p>HM to write to parents outlining measures put in place to reduce risk of contracting Covid-19</p>	
	<p>Action for all schools and local authorities</p> <p>We are asking schools to work with families to secure regular school attendance from the start of term as this will be essential to help pupils catch up on missed education, make</p>		



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	<p>progress and promote their wellbeing and wider development.</p> <p>We are asking schools and local authorities to:</p> <ul style="list-style-type: none"> • communicate clear and consistent expectations around school attendance to families (and any other professionals who work with the family where appropriate) throughout the summer ahead of the new school year • identify pupils who are reluctant or anxious about returning or who are at risk of disengagement and develop plans for re-engaging them. This should include disadvantaged and vulnerable children and young people, especially those who were persistently absent prior to the pandemic or who have not engaged with school regularly during the pandemic • use the additional catch-up funding schools will receive, as well as existing pastoral and support services, attendance staff and resources and schools' pupil premium funding to put measures in place for those families who will need additional support to secure pupils' regular attendance • work closely with other professionals as appropriate to support the return to school, including continuing to notify the child's social worker, if they have one, of non-attendance <p>We will issue further technical guidance for schools to record attendance and absence, including what data schools will be asked to return to the department.</p>		
<p>School workforce</p>		<p>Those who can work from home can do so, though this does not really apply to the vast majority of NCS staff. NCS to follow HR guidelines in l-hand column. Individual RAs to be carried out for more vulnerable colleagues and</p>	



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	<p>Following the reduction in the prevalence of coronavirus (COVID-19) and relaxation of shielding measures from 1 August, we expect that most staff will attend school.</p> <p>It remains the case that wider government policy advises those who can work from home to do so. We recognise this will not be applicable to most school staff, but where a role may be conducive to home working, for example some administrative roles, school leaders should consider what is feasible and appropriate.</p> <p>Staff who are clinically vulnerable or extremely clinically vulnerable</p> <p>Where schools apply the full measures in this guidance the risks to all staff will be mitigated significantly, including those who are extremely clinically vulnerable and clinically vulnerable. We expect this will allow most staff to return to the workplace, although we advise those in the most at risk categories to take particular care while community transmission rates continue to fall.</p> <p>Advice for those who are clinically-vulnerable, including pregnant women, is available. Individuals who were considered to be clinically extremely vulnerable and received a letter advising them to shield are now advised that they can return to work from 1 August as long as they maintain social distancing. Advice for those who are extremely clinically vulnerable can be found in the guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19.</p> <p>School leaders should be flexible in how those members of staff are deployed to enable them to work remotely where possible or in roles in school where it is possible to maintain social distancing.</p> <p>People who live with those who are clinically extremely vulnerable or clinically vulnerable can</p>	<p>appropriate measures put in place</p>	



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<p>attend the workplace.</p> <p>Staff who are pregnant As a general principle, pregnant women are in the ‘clinically vulnerable’ category and are advised to follow the relevant guidance available for clinically-vulnerable people.</p>			
<p>Staff who may otherwise be at increased risk from coronavirus (COVID-19) Some people with particular characteristics may be at comparatively increased risk from coronavirus (COVID-19), as set out in the COVID-19: review of disparities in risks and outcomes report. The reasons are complex and there is ongoing research to understand and translate these findings for individuals in the future. If people with significant risk factors are concerned, we recommend schools discuss their concerns and explain the measures the school is putting in place to reduce risks. School leaders should try as far as practically possible to accommodate additional measures where appropriate.</p> <p>People who live with those who have comparatively increased risk from coronavirus (COVID-19) can attend the workplace.</p> <p>Employer health and safety and equalities duties Schools have a legal obligation to protect their employees, and others, from harm and should continue to assess health and safety risks and consider how to meet equalities duties in the usual way. Following the steps in this guidance will mitigate the risks of coronavirus (COVID-19) to pupils and staff and help schools to meet their legal duties to protect employees and others from harm.</p>		<p>Additional measures put in place wherever possible for members of staff at more risk. These will include social distancing, provision of masks/gloves in case of necessary intervention with child</p> <p>All provisions to be communicated in good time to staff and feedback welcomed</p>	



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	<p>Supporting staff</p> <p>Governing boards and school leaders should have regard to staff (including the headteacher) work-life balance and wellbeing. Schools should ensure they have explained to all staff the measures they are proposing putting in place and involve all staff in that process.</p> <p>All employers have a duty of care to their employees, and this extends to their mental health. Schools already have mechanisms to support staff wellbeing and these will be particularly important, as some staff may be particularly anxious about returning to school. The Department for Education is providing additional support for both pupil and staff wellbeing in the current situation. Information about the extra mental health support for pupils and teachers is available.</p> <p>The Education Support Partnership provides a free helpline for school staff and targeted support for mental health and wellbeing.</p>		
	<p>Staff deployment</p> <p>Schools may need to alter the way in which they deploy their staff, and use existing staff more flexibly, to welcome back all pupils at the start of the autumn term. Managers should discuss and agree any changes to staff roles with individuals.</p> <p>It is important that planning builds in the need to avoid increases in unnecessary and unmanageable workload burdens. This could include a review of existing practices in this respect and schools may wish to draw on DfE's workload reduction toolkit.</p> <p>DfE has also published a range of resources, including case studies to support remote education and help address staff workload, this includes case studies on managing wellbeing.</p> <p>If, having pursued all the immediate options available, you still have concerns about your</p>		



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staffing capacity talk to your local authority or trust.			
<p>Deploying support staff and accommodating visiting specialists</p> <p>Schools should ensure that appropriate support is made available for pupils with SEND, for example by deploying teaching assistants and enabling specialist staff from both within and outside the school to work with pupils in different classes or year groups.</p> <p>Where support staff capacity is available, schools may consider using this to support catch-up provision or targeted interventions. Teaching assistants may also be deployed to lead groups or cover lessons, under the direction and supervision of a qualified, or nominated, teacher (under the Education (Specified Work) (England) Regulations 2012 for maintained schools and non-maintained special schools and in accordance with the freedoms provided under the funding agreement for academies). Any redeployments should not be at the expense of supporting pupils with SEND. Headteachers should be satisfied that the person has the appropriate skills, expertise and experience to carry out the work, and discuss and agree any proposed changes in role or responsibility with the member of staff. This includes ensuring that safe ratios are met, and/or specific training undertaken, for any interventions or care for pupils with complex needs where specific training or specific ratios are required.</p> <p>The Education Endowment Foundation (EEF) has published guidance on making the best use of teaching assistants to help primary and secondary schools.</p> <p>When deploying support staff flexibly it is important that headteachers consider regulated activity and ensure only those who have the appropriate checks are allowed to engage in regulated activity. Full guidance is provided in part 3 of keeping children safe in education.</p>			



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<p>Recruitment</p> <p>Recruitment should continue as usual. The government’s Teaching Vacancies service can help schools to list vacancies for both permanent and short-term teaching staff quickly. The free national service for searching and listing teaching roles will be directing newly qualified teachers (NQTs) and job seeking teachers to this service.</p> <p>We recommend that schools continue to recruit remotely over the summer period. Interviewing remotely may be a new experience for many schools. The DfE teaching blog provides some information on the experience of implementing interviews remotely. There is also advice that can be sent to candidates on how to prepare for remote interviews.</p> <p>When recruiting, schools must continue to adhere to the legal requirements regarding pre-appointment checks. We refer schools to part 3 of the statutory guidance keeping children safe in education. During the summer, safeguarding checks can be carried out remotely as set out in coronavirus (COVID-19): safeguarding in schools, colleges and other providers. From the start of the autumn term checks will revert to being carried out in person. Initial teacher training (ITT) providers have worked flexibly to ensure this year’s NQTs are ready and prepared to enter the classroom. They will also be supported by materials the Department for Education is making available to all schools based on the early career framework reforms, to support them as they start their teaching career. Schools in the early roll-out regions (Bradford, Doncaster, Greater Manchester and the North East) will be able to benefit from the full support package being offered to some 2,000 NQTs from the autumn. In addition, around 3,000 NQTs will be offered a one-year version of the structured support package.</p>			
<p>Supply teachers and other temporary or peripatetic teachers</p> <p>Schools can continue to engage supply teachers and other supply staff during this period. We recommend that schools consider using DfE’s and Crown Commercial Service’s agency supply deal when hiring agency workers, as this offers a list of preferred suppliers that must be transparent about the rates they charge.</p>			



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	<p>Supply staff and other temporary workers can move between schools, but school leaders will want to consider how to minimise the number of visitors to the school where possible. Where it is necessary to use supply staff and to welcome visitors to the school such as peripatetic teachers, those individuals will be expected to comply with the school’s arrangements for managing and minimising risk, including taking particular care to maintain distance from other staff and pupils. To minimise the numbers of temporary staff entering the school premises, and secure best value, schools may wish to use longer assignments with supply teachers and agree a minimum number of hours across the academic year. This advice for supply teachers also applies to other temporary staff working in schools such as support staff working on a supply basis, peripatetic teachers such as sports coaches, and those engaged to deliver before and after school clubs.</p>		
	<p>Staff taking leave</p> <p>We recognise that school staff have been working extremely hard throughout the coronavirus (COVID-19) outbreak and will be working hard to prepare for all pupils to return from the start of the autumn term. Many staff will want to take a holiday over the summer period, which may involve travelling abroad. The government has set a requirement for people returning from some countries to quarantine for 14 days on their return. The latest guidance on quarantine can be accessed at coronavirus (COVID-19): how to self-isolate when you travel to the UK.</p> <p>As would usually be the case, staff will need to be available to work in school from the start of the autumn term. We recommend that school leaders discuss leave arrangements with staff before the end of the summer term to inform planning for the autumn term.</p> <p>There is a risk that where staff travel abroad, their return travel arrangements could be</p>	<p>Colleagues to bear in mind possible 14-day quarantine period when returning from abroad, and expected to plan travel accordingly, to ensure they are able to return to their duties on site during school hours</p>	



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	<p>disrupted due to factors arising beyond their control in relation to coronavirus (COVID-19), such as the potential for reinstatement of lockdown measures in the place they are visiting.</p> <p>Where it is not possible to avoid a member of staff having to quarantine during term time, school leaders should consider if it is possible to temporarily amend working arrangements to enable them to work from home.</p> <p>Other support Volunteers may be used to support the work of the school, as would usually be the case. It is important that they are properly supported and given appropriate roles. Where schools and colleges are utilising volunteers, they should continue to follow the checking and risk assessment process as set out in the volunteer section in Part 3 of keeping children safe in education. Under no circumstances should a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity. Mixing of volunteers across groups should be kept to a minimum, and they should remain 2 metres from pupils and staff where possible.</p>		
	<p>Safeguarding Schools should consider revising their child protection policy (led by their Designated Safeguarding Lead) to reflect the return of more pupils. Schools must have regard to the statutory safeguarding guidance, keeping children safe in education and should refer to the coronavirus (COVID-19): safeguarding in schools, colleges and other providers guidance.</p> <p>Designated safeguarding leads (and deputies) should be provided with more time, especially in the first few weeks of term, to help them provide support to staff and children regarding any new safeguarding and welfare concerns and the handling of referrals to children's social care and other agencies where these are appropriate, and agencies and services should prepare to work together to actively look for signs of harm.</p>	Safeguarding policies to be updated at each stage, with all necessary additions in September 2020, including new KCSIE	



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	Communication with school nurses is important for safeguarding and supporting wellbeing, as they have continued virtual support to pupils who have not been in school.		
Catering	<p>We expect that kitchens will be fully open from the start of the autumn term and normal legal requirements will apply about provision of food to all pupils who want it, including for those eligible for benefits-related free school meals or universal infant free school meals.</p> <p>School kitchens can continue to operate, but must comply with the guidance for food businesses on coronavirus (COVID-19).</p>	Catering to have its own separate risk assessment; staggered dining and necessary amendments to food provision to allow safe dining arrangements	
Estates	<p>We do not consider it necessary for schools to make significant adaptations to their site to enable them to welcome all children back to school. We also do not think schools will need to deliver any of their education on other sites (such as community centres / village halls) because class sizes can return to normal and spaces used by more than one class or group can be cleaned between use. Following a risk assessment, some schools may determine that small adaptations to their site are required, such as additional wash basins. This will be at the discretion of individual schools, based on their particular circumstances.</p> <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 Legionella risks during the coronavirus outbreak.</p>	Estates review to take place summer 2020 with any possible changes and additions made, and safety measures put in place/checked for safe reopening in September 2020	



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	<p>Additional advice on safely reoccupying buildings can be found in the Chartered Institute of Building Services Engineers' guidance on emerging from lockdown. Once the school is in operation, it is important to ensure good ventilation. Advice on this can be found in Health and Safety Executive guidance on air conditioning and ventilation during the coronavirus outbreak.</p> <p>In classrooms, it will be important that schools improve ventilation (for example, by opening windows).</p>		
	<p>Educational visits We continue to advise against domestic (UK) overnight and overseas educational visits at this stage see coronavirus: travel guidance for educational settings. In the autumn term, schools can resume non-overnight domestic educational visits. These trips should include any trips for pupils with SEND connected with their preparation for adulthood (for example, workplace visits, travel training etc.). This should be done in line with protective measures, such as keeping children within their consistent group, and the COVID-secure measures in place at the destination. Schools should also make use of outdoor spaces in the local area to support delivery of the curriculum. As normal, schools should undertake full and thorough risk assessments in relation to all educational visits to ensure they can be done safely. As part of this risk assessment, schools will need to consider what control measures need to be used and ensure they are aware of wider advice on visiting indoor and outdoor venues. Schools should consult the health and safety guidance on educational visits when considering visits.</p>	<p>No overnight or overseas educational visits at this stage. Domestic non-educational visits can resume in September 2020 with appropriate protective measures in place. Outdoor spaces to be explored with regard to curriculum delivery. Risk assessments to be completed as practicable, with specific reference to Covid-19 precautions</p>	



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<p>School uniform</p> <p>It is for the governing body of a school (or the academy trust, in the case of academies) to make decisions regarding school uniform. Some schools may have relaxed their uniform policy while only certain categories of pupils were attending. We would, however, encourage all schools to return to their usual uniform policies in the autumn term. Uniform can play a valuable role in contributing to the ethos of a school and setting an appropriate tone.</p> <p>Uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal.</p> <p>Schools should consider how pupil non-compliance is managed, taking a mindful and considerate approach in relation to parents who may be experiencing financial pressures.</p>		<p>Normal school uniform policy to return</p>	
<p>Extra-curricular provision</p> <p>Schools should consider resuming any breakfast and after-school provision, where possible, from the start of the autumn term. We recognise that schools may need to respond flexibly and build this up over time. Such provision will help ensure pupils have opportunities to re-engage with their peers and with the school, ensure vulnerable children have a healthy breakfast and are ready to focus on their lessons, provide enrichment activities, and also</p>		<p>Small, consistent bubbles to be used if aftercare provided</p>	



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	<p>support working parents.</p> <p>We recognise that this will be logistically challenging for schools, particularly for clubs that would normally offer support across year groups, where parents are using multiple providers, or where childminders are picking up/dropping off pupils. Schools should carefully consider how they can make such provision work alongside their wider protective measures, including keeping children within their year groups or bubbles where possible. If it is not possible to maintain bubbles being used during the school day then schools should use small, consistent groups.</p> <p>Schools can consult the guidance produced for summer holiday childcare, available at Protective measures for out-of-school settings during the coronavirus (COVID-19) outbreak as much of this will be useful in planning extra-curricular provision. This includes schools advising parents to limit the number of different wraparound providers they access, as far as possible. Where parents use childcare providers or out of school activities for their children, schools should encourage them to seek assurance that the providers are carefully considering their own protective measures, and only use those providers that can demonstrate this. As with physical activity during the school day, contact sports should not take place.</p>		
<p>Curriculum expectations</p> <p>This section sets out some key principles and expectations for curriculum planning in school based nursery, mainstream and special schools, and alternative provision (AP), so that all pupils – particularly disadvantaged, SEND and vulnerable pupils – are given the catch-up</p>		<p>Full curriculum to return, building on progress made during remote learning in 2020. Teaching colleagues to assess pupils’ starting points and amend curriculum and its delivery, if necessary, based on that information. Colleagues to be aware that some pupils will have adapted more readily to remote learning than others and the usual differentiation strategies should be put in place</p>	



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	<p>support needed to make substantial progress by the end of the academic year.</p> <p>The key principles that underpin our advice on curriculum planning are:</p> <ul style="list-style-type: none"> • education is not optional: all pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life. • the curriculum remains broad and ambitious: all pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment. • remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed. <p>Informed by these principles, DfE asks that schools and other settings meet the following key expectations if considering revisions to their school curriculum for academic year 2020 to 2021:</p> <ul style="list-style-type: none"> • Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content: Up to and including key stage 3, prioritisation within subjects of the most important components for progression is likely to be more effective than removing subjects, which pupils may struggle to pick up again later. In particular, schools may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading • Aim to return to the school's normal curriculum in all subjects by summer term 2021: Substantial modification to the curriculum may be needed at the start of the year, so teaching time should be prioritised to address significant gaps in pupils' knowledge with the aim of returning to the school's normal curriculum content by no later than summer term 2021. • Plan on the basis of the educational needs of pupils: Curriculum planning should be 		



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	<p>informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills, in particular making effective use of regular formative assessment (for example, quizzes, observing pupils in class, talking to pupils to assess understanding, scrutiny of pupils' work) while avoiding the introduction of unnecessary tracking systems.</p> <ul style="list-style-type: none"> Develop remote education so that it is integrated into school curriculum planning: Remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown. All schools are therefore expected to plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress. <p>Schools may consider it appropriate to suspend some subjects for some pupils in exceptional circumstances. Schools should be able to show that this is in the best interests of these pupils and this should be subject to discussion with parents during the autumn term. They should also have a coherent plan for returning to their normal curriculum for all pupils by the summer term 2021.</p> <p>Relationships and health education (RHE) for primary aged pupils and relationships, sex and health education (RSHE) for secondary aged pupils becomes compulsory from September 2020, and schools are expected to start teaching by at least the start of the summer term 2021.</p>		
	<p>Specific points for early years foundation stage (EYFS) to key stage 3 For children in nursery settings, teachers should focus on the prime areas of learning, including: communication and language, personal, social and emotional development (PSED) and physical development. For pupils in Reception, teachers should also assess and address gaps in language, early reading and mathematics, particularly ensuring children's acquisition of phonic knowledge and extending their vocabulary. Settings should follow updates to the EYFS disapplication guidance. For nursery settings and Reception, consider how all groups of children can be given equal opportunities for outdoor learning.</p>	Relevant colleagues to follow this guidance	



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	<p>For pupils in key stages 1 and 2, school leaders are expected to prioritise identifying gaps and re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary. The curriculum should remain broad, so that the majority of pupils are taught a full range of subjects over the year, including sciences, humanities, the arts, physical education/sport, religious education and relationships and health education.</p> <p>For pupils in key stage 3, the curriculum should also remain broad from year 7 to year 9 so that the majority of pupils are taught a full range of subjects over the year, including sciences, languages, humanities, the arts, physical education/sport, religious education and relationships, sex and health education. For pupils in year 7, it may be necessary to address gaps in English and maths by teaching essential knowledge and skills from the key stage 2 curriculum.</p>		
<p>Music</p>	<p>Schools should note that there may be an additional risk of infection in environments where you or others are singing, chanting, playing wind or brass instruments or shouting. This applies even if individuals are at a distance. Schools should consider how to reduce the risk, particularly when pupils are playing instruments or singing in small groups such as in music lessons by, for example, physical distancing and playing outside wherever possible, limiting group sizes to no more than 15, positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation. Singing, wind and brass playing should not take place in larger groups such as school choirs and ensembles, or school assemblies. Further more detailed DfE guidance will be published shortly.</p>	<p>HM to liaise with DoM/ADoM and Organist to implement these guidelines. DoM will issue a separate guide and risk assessment for music activities</p> <p>All teachers who might use song/chanting in lessons to heed DfE guidance</p> <p>Chorister practices to remain in separate year group bubbles in chapel/Song Room/Clore. It may be possible, as guidance develops, for more than one year group to be present in the same large ventilated space with significant distance between year group bubbles</p>	



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	<p>Physical activity in schools</p> <p>Schools have the flexibility to decide how physical education, sport and physical activity will be provided whilst following the measures in their system of controls. Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided.</p> <p>Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during exercise. External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities.</p> <p>Schools should refer to the following advice:</p> <ul style="list-style-type: none"> • guidance on the phased return of sport and recreation and guidance from Sport England for grassroot sport • advice from organisations such as the Association for Physical Education and the Youth Sport Trust <p>Schools are able to work with external coaches, clubs and organisations for curricular and extra-curricular activities where they are satisfied that this is safe to do so. Schools should consider carefully how such arrangements can operate within their wider protective measures.</p>	<p>HM to liaise with DoS/ADoS and DoA to ensure guidelines in l-hand column adhered to</p>	



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<p>Activities such as active miles, making break times and lessons active and encouraging active travel help enable pupils to be physically active while encouraging physical distancing.</p>			
	<p>Pupil wellbeing and support</p> <p>Pupils may be experiencing a variety of emotions in response to the coronavirus (COVID-19) outbreak, such as anxiety, stress or low mood. This may particularly be the case for vulnerable children, including those with a social worker and young carers. It is important to contextualise these feelings as normal responses to an abnormal situation. Some may need support to re-adjust to school; others may have enjoyed being at home and be reluctant to return; a few may be showing signs of more severe anxiety or depression. Others will not be experiencing any challenges and will be keen and ready to return to school.</p> <p>The return to school allows social interaction with peers, carers and teachers, which benefits wellbeing. The Department for Education, Public Health England and NHS England are hosting a free webinar for school and college staff on 9 July to set out how to support returning pupils and students, and a recording will be available to access online afterwards - see DfE - Supporting pupil and student mental wellbeing for further details. This includes hearing from experts on the impacts of the pandemic on pupils' mental wellbeing and recovery techniques, and from education leaders about the actions they have been taking. The Whole School SEND consortium will be delivering some training and how-tos for mainstream school teachers (including free insets and webinars) on supporting pupils with SEND to return to their mainstream school after the long absence, and on transition to other settings. Details of future training sessions are held on the events page of the SEND Gateway. You can opt to join Whole School SEND's community of</p>	<p>DHA to implement</p>	



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	<p>practice when you sign up for an event to receive notifications about future training and resources as they are published.</p> <p>DfE has also published the first of the relationships, sex and health education training modules for teachers to support them in preparation to deliver content on mental health and wellbeing. The training module on teaching about mental wellbeing, which has been developed with clinical experts and schools, will improve teacher confidence in talking and teaching about mental health and wellbeing in the classroom. It was published early given the importance of supporting pupils' mental health and wellbeing at this time.</p> <p>Schools should consider the provision of pastoral and extra-curricular activities to all pupils designed to:</p> <ul style="list-style-type: none"> • support the rebuilding of friendships and social engagement • address and equip pupils to respond to issues linked to coronavirus (COVID-19) • support pupils with approaches to improving their physical and mental wellbeing <p>Schools should also provide more focused pastoral support where issues are identified that individual pupils may need help with, drawing on external support where necessary and possible. Schools should also consider support needs of particular groups they are already aware need additional help (for example, children in need), and any groups they identify as newly vulnerable on their return to school. To support this, teachers may wish to access the free MindEd learning platform for professionals, which includes a coronavirus (COVID-19) staff resilience hub with materials on peer support, stress, fear and trauma and bereavement. Schools should consider how they are working with school nursing services to support the health and wellbeing of their pupils; school nursing services have continued to offer support as pupils return to school – school nurses as leaders of the healthy child programme can offer a range of support including:</p> <ul style="list-style-type: none"> • support for resilience, mental health and wellbeing including anxiety, bereavement and sleep issues • support for pupils with additional and complex health needs 		



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<ul style="list-style-type: none"> supporting vulnerable children and keeping children safe <p>Schools and school nurses need to work together to ensure delivery of the healthy child programme (which includes immunisation), identifying health and wellbeing needs which will underpin priorities for service delivery.</p>			
	<p>Behaviour expectations</p> <p>Schools should consider updating their behaviour policies with any new rules/policies, and consider how to communicate rules/policies clearly and consistently to staff, pupils and parents, setting clear, reasonable and proportionate expectations of pupil behaviour. Further details are available at Behaviour and discipline in schools. Schools should set out clearly at the earliest opportunity the consequences for poor behaviour and deliberately breaking the rules and how they will enforce those rules including any sanctions. This is particularly the case when considering restrictions on movement within school and new hygiene rules. Schools will need to work with staff, pupils and parents to ensure that behaviour expectations are clearly understood, and consistently supported, taking account of individual needs and should also consider how to build new expectations into their rewards system.</p> <p>It is likely that adverse experiences and/or lack of routines of regular attendance and classroom discipline may contribute to disengagement with education upon return to school, resulting in increased incidence of poor behaviour. Schools should work with those pupils who may struggle to reengage in school and are at risk of being absent and/or persistently disruptive, including providing support for overcoming barriers to attendance and behaviour</p>		



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	<p>and to help them reintegrate back into school life.</p> <p>We acknowledge that some pupils will return to school having been exposed to a range of adversity and trauma including bereavement, anxiety and in some cases increased welfare and safeguarding risks. This may lead to an increase in social, emotional and mental health concerns and some children, particularly vulnerable groups such as children with a social worker and young carers, will need additional support and access to services such as educational psychologists, social workers, and counsellors. Additionally, provision for children who have SEND may have been disrupted during partial school closure and there may be an impact on their behaviour. Schools will need to work with local services (such as health and the local authority) to ensure the services and support are in place for a smooth return to schools for pupils.</p> <p>The disciplinary powers that schools currently have, including exclusion, remain in place. Permanent exclusion should only be used as a last resort. Where a child with a social worker is at risk of exclusion, their social worker should be informed and involved in relevant conversations.</p> <p>Any disciplinary exclusion of a pupil, even for short periods of time, must be consistent with the relevant legislation. Ofsted will continue to consider exclusions, including the rates, patterns and reasons for exclusion and to look for any evidence of off-rolling. Off-rolling is never acceptable. Ofsted is clear that pressuring a parent to remove their child from the school (including to home educate their child) is a form of off-rolling. Elective home education should always be a positive choice taken by parents without pressure from their school.</p>		



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	<p>Process in the event of local outbreaks</p> <p>If a local area sees a spike in infection rates that is resulting in localised community spread, appropriate authorities will decide which measures to implement to help contain the spread. The Department for Education will be involved in decisions at a local and national level affecting a geographical area, and will support appropriate authorities and individual settings to follow the health advice. We will provide more information on this process in due course.</p>		
	<p>Contingency plans for outbreaks</p> <p>For individuals or groups of self-isolating pupils, remote education plans should be in place. These should meet the same expectations as those for any pupils who cannot yet attend school at all due to coronavirus (COVID-19). See section on remote education support.</p> <p>In the event of a local outbreak, the PHE health protection team or local authority may advise a school or number of schools to close temporarily to help control transmission. Schools will also need a contingency plan for this eventuality. This may involve a return to remaining open only for vulnerable children and the children of critical workers, and</p>	<p>Remote learning provision to be retained and enhanced. See separate guidance issued by HM/DHA/DHP at start of remote learning, Easter 2020</p>	



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<p>providing remote education for all other pupils.</p>			
<p>Remote education support</p> <p>Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.</p> <p>In developing these contingency plans, we expect schools to:</p> <ul style="list-style-type: none"> • use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school’s curriculum expectations • give access to high quality remote education resources • select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback, and make sure staff are trained in their use • provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access • recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools should work with families to deliver a broad and ambitious curriculum. <p>When teaching pupils remotely, we expect schools to:</p> <ul style="list-style-type: none"> • set assignments so that pupils have meaningful and ambitious work each day in a 		<p>As above</p>	



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	<p>number of different subjects</p> <ul style="list-style-type: none"> • teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject • provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos • gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work • enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding • plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers <p>We expect schools to consider these expectations in relation to the pupils' age, stage of development and/or special educational needs, for example where this would place significant demands on parents' help or support. We expect schools to avoid an over-reliance on long-term projects or internet research activities.</p> <p>The government will also explore making a temporary continuity direction in the autumn term, to give additional clarity to schools, pupils and parents as to what remote education should be provided. DfE will engage with the sector before a final decision is made on this.</p>		



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<p style="text-align: center;">COVID-19: Temporary Changes to Teaching Practices and Policies in the NCS Music Department</p> <p>Schools should note that there may be an additional risk of infection in environments where you or others are singing, chanting, playing wind or brass instruments or shouting. This applies even if individuals are at a distance. Schools should consider how to reduce the risk, particularly when pupils are playing instruments or singing in small groups such as in music lessons by, for example, physical distancing and playing outside wherever possible, limiting group sizes to no more than 15, positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation. Singing, wind and brass playing should not take place in larger groups such as school choirs and ensembles, or school assemblies. Further, more detailed DfE guidance will be published shortly.</p> <p style="text-align: right;">— Department for Education, <i>Guidance for full opening: schools</i>¹ (updated 27 July 2020)</p> <p>Introduction</p> <p>The following policies, effective from 1 September 2020 until further notice, are based on:</p> <ul style="list-style-type: none"> • the most recent guidance published by the government Department for Education (DfE);² • the evidence and recommendations published by the UK Association for Music Education, Music Mark: <ul style="list-style-type: none"> – ‘Music Unlocked: Guidance for Providers – minor update’ (6 July 2020)³ – ‘Music Unlocked: Guidance for School Leaders on Musical Learning and COVID-19 – minor update’ (6 July 2020)⁴ 			

¹ <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools> (updated 27 July 2020; accessed 31 July 2020)

² All relevant documents can be located and downloaded from the DfE website: <https://www.gov.uk/government/collections/guidance-for-schools-coronavirus-covid-19> (accessed 31 July 2020)

³ <https://www.musicmark.org.uk/wp-content/uploads/Guidance-for-Providers.pdf> (accessed 30 July 2020)

⁴ <https://www.musicmark.org.uk/wp-content/uploads/Guidance-for-Schools.pdf> (accessed 30 July 2020)



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	<ul style="list-style-type: none"> • and the literature review published by the Incorporated Society of Musicians (ISM): <ul style="list-style-type: none"> – ‘ISM Global Literature Review: Music Performance, Education and COVID-19’⁵ <p>All information, evidence, and recommendations were current and up-to-date at the time of writing (30 July 2020). Further emendations may be made to this document and will be circulated to all colleagues as necessary. This policy will be due for review one month after publication. This document should be read in conjunction with the New College School (NCS) whole-school policies and the relevant guidance from the DfE. All NCS School Policies (Safeguarding, Health and Safety, GDPR, IT Acceptable Use, etc.) remain in force unless specifically stated otherwise.</p> <p>Instrumental ensembles</p> <ul style="list-style-type: none"> • The DfE has stipulated that music ensembles must not be larger than 15 pupils. However, social distancing will dictate the size of ensembles according to the space available, and most will likely comprise only four or five pupils. • The pupils involved in an ensemble must all be from the same bubble (year group). • Small string ensembles will be able to meet, with normal social distancing precautions. • Small woodwind ensembles will be able to take place, with normal social distancing of 2m. Wherever possible, flutes should be distanced more than 2m from other players. • Pupils playing brass instruments or saxophones should be distanced more than 2m from other players. • In all ensembles, all pupils must be given their own music stand and their own named copy of the music. Photocopies of most music can be made under the Schools’ Printed Music Licence. • Conductors should stand 3-5m beyond the front row of wind or brass and may wish to consider a plexiglass screen or similar. For strings and orchestras, 2m will suffice. 		

⁵ https://www.ism.org/images/files/ISM-Literature-Review_July-2020_FINAL.pdf (accessed 30 July 2020)



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<p>Singing</p> <ul style="list-style-type: none">• There will be no whole-school singing, including hymn-singing, until further notice. (While the most recent evidence suggests that there is minimal air movement much over 0.5m from a singer, the DfE's guidance for schools prohibits the mixing of bubbles.)• The Pre-Prep (Reception to Year 2), Junior (Years 3 to 5), and Senior (Years 6 to 8/8S), and Chamber (Years 3 to 8/8S) Choirs are suspended until further notice, in line with the government's guidance on mixing bubbles.• Singing within bubbles (e.g. in a class's routine music lesson) will be permitted, if the following conditions are met:<ul style="list-style-type: none">○ The number of children present cannot exceed 15.○ The recommended social distancing must always be maintained. When inside, the pupils should all face the same direction and be at least one metre apart; there should be around 3-5m between the front row of pupils and the teacher(s) leading the session.○ The singing must take place in a suitable venue, such as the school hall, the sports hall, or outside. If the school hall or gym are used for singing, sessions should ideally be limited to 30-45 minutes, and the room should be well ventilated before and after use.○ Classrooms, including the Music classroom, are not currently deemed suitable for group singing.○ It will not be necessary to wear face masks for singing: all fabric masks leak air and bioaerosols around the sides and bottom.○ While singing releases potentially hazardous bioaerosols in proportion to volume, the current research suggests there is minimal air movement much over 0.5m from a university-level or professional singer. Accordingly, in our context of working with children between the ages of 4 and 12, it will not be necessary to limit the dynamics of singing.○ Ideally, words or music notation should be projected onto a screen. If this cannot be achieved, then each singer should have their own music and should ideally keep their own copies between lessons (or dispose of them safely at the end of the lesson). <p>Brass and Woodwind Instruments</p>			



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	<ul style="list-style-type: none"> • Players should be discouraged from lifting their bells high, as contaminated water in the instrument can run back into the player’s mouth. • Water keys should not be vented directly onto the floor. Paper towels will be provided to soak up liquid residue. It is VMTs’ responsibility to ensure these are put down at the start of the lesson, and to remind pupils to dispose of the used towels at the end of the lesson. • Players of brass instruments and saxophones should cover the bells of their instruments with an adult sock, which should be provided by parents, and washed and replaced regularly. <p>(The evidence on which this policy is based came out of experiments with university-level and professional musicians. While it is acknowledged that school-age players will not have the lung capacity or strength in their diaphragms to project air as far as adult players, the above guidelines must nevertheless be strictly adhered to.)</p> <p>One-to-one instrumental/vocal tuition</p> <p><i>Policies affecting all music teachers:</i></p> <ul style="list-style-type: none"> • From 1 September 2020, it should be possible for all VMT colleagues to resume one-to-one instrumental/vocal teaching on the school site, provided the following guidelines are strictly adhered to. • In some cases, it may be necessary for VMTs to continue remote, online teaching (if a colleague is required to self-isolate or shield, for example). Such cases should be discussed with the Director of Music and reviewed every seven days. • Pupils and VMTs are welcome to bring and wear their own face masks if they wish, but these are not obligatory. • No group lessons should be offered unless social distancing can be guaranteed. As is usual, any requests to hold group lessons should be discussed with the Director of Music in the first instance. • In the event of a change in circumstances (e.g. if a pupil or bubble is forced to self-isolate, or if the school site is closed), VMT colleagues are asked to make every effort, with all necessary and reasonable adjustments, to ensure instrumental/vocal lessons continue online, following the school’s Remote Learning policies. Any changes in circumstances will be communicated to colleagues by the Director of Music as soon as possible. 		



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	<p><i>Teaching rooms</i></p> <ul style="list-style-type: none"> • All music rooms to be well ventilated throughout the school day. When not teaching (e.g. during breaks), staff should exit their teaching room, leaving the windows and doors open for ventilation. Breaks should be spent away from teaching rooms. • The minimum recommended social distancing must always be observed. A piece of tape measuring 1m and 2m will be stuck onto the carpet of each practice room to mark the recommended distance. • Each Music Room will be equipped with hand sanitizer, anti-viral wipes and paper towels. These should be used at regular intervals. • The furniture in some teaching rooms will be rearranged to better enable social distancing. Under no circumstances should colleagues move pianos or other furniture on their own initiative. If colleagues or pupils experience any problems with the layout of Music Rooms or classrooms, they should contact the Director of Music in the first instance. • All Music Rooms will be thoroughly cleaned by the housekeeping staff at the end of each day. If colleagues or pupils experience any problems in this regard, they should contact the Director of Music in the first instance. <p><i>Policies affecting piano and organ teachers:</i></p> <ul style="list-style-type: none"> • For obvious reasons, pupils singing or playing brass or woodwind instruments will not be able to wear face masks. Teachers of those instruments may wish to wear a face mask, removing it when they wish to demonstrate on their own instrument. • To facilitate quality teaching while also enabling recommended social distancing, the upright piano currently in Music Room 4 will be rehoused in Music Room 5. Both instruments should be used in lessons: one by the teacher and the other by the pupil. The same principle applies to Music Room 6, which already houses two pianos. • In a room with only one piano, the student will need to move at least 1m away from the piano for the teacher to demonstrate. Cleaning keys before and after each change of player is strongly recommended. • Organ lessons will continue to take place in the school hall. As only one instrument is available, the keys should be cleaned before and after each change of player. 		



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<p><i>Policies affecting brass and woodwind teachers:</i></p> <ul style="list-style-type: none"> • Woodwind and brass teachers must insist on proper cleaning and drying of instruments at the end of lessons, but should not allow students to blow or tip water out of instruments in the teaching room. Paper towels will be provided for venting of water keys; players should remove and dispose of their own at the end of the lesson. (See section above: ‘Brass and Woodwind Instruments’.) • Nobody should ever play anyone else’s mouth-blown instrument, not even with a change of mouthpiece. <p>Advice for cleaning instruments</p> <p>COVID-19 virus particles are believed to survive for two to five days on hard surfaces. Disinfectant wipes and/or sprays are effective but bear in mind that most instruments contain multiple materials. Some disinfectant products will damage the pads of woodwind instruments and varnished or polished finishes.</p> <p>Hot, soapy water is just as effective as disinfectant wipes. Instruments or parts of instruments made entirely from plastic may be submersed. The same applies to brass instruments but take the valves out first and set them aside. Plastic recorders can even be dishwashed in the top rack.</p> <p>Do not immerse or soak woodwind instruments with cork joints or with keywork as it may damage pads: this includes flute headjoints, as it will damage the headcork.</p> <p>After playing, woodwind instruments should at minimum be dried in and out with swabs or pull-throughs to limit microbial growth. Fully drying even small brass instruments is not practical but it is extremely important to clean the mouthpiece using an appropriately sized mouthpiece brush, to ensure that all dirt and debris are removed.</p> <p>Plastic piano and electronic keyboards can be sanitised with disinfectant wipes (unplug electronic equipment first). Do not spray them as residues may harm key mechanisms. It is a good idea to dry keys off afterwards. Ivory keys will be damaged by most disinfectant products. Clean them with a cloth dipped in soapy water and wrung out; leave the residue on for thirty seconds and wipe with a dry cloth. Handles and straps of percussion instruments and beaters should be wiped similarly.</p> <p>For wooden instruments, follow manufacturers’ instructions or test your cleaning product on an inconspicuous surface. You may want to wipe the chinrests of violins or violas but it probably is not necessary (pure sweat is not thought to carry viruses). The neck and fingerboard and the lower end of the bow of all bowed strings may also be wiped.</p>			



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<p>Curriculum music/Theory lessons</p> <p>Class projects using keyboard or percussion instruments will be able to take place as normal, provided that:</p> <ul style="list-style-type: none">• pupils wash their hands thoroughly both before and after the lesson; and• that the relevant equipment is cleaned thoroughly after use. <p>Pupils should not share or exchange instruments during a single lesson/rehearsal.</p> <p>In the case of communal instruments (e.g. pianos, classroom keyboards, and percussion instruments), meticulous cleaning is called for. It is the responsibility of the classroom teacher to clean the instruments, or to arrange the cleaning with the housekeeping staff.</p> <p>While some classroom music-making will be possible, strictly following the guidelines outlined above, for the duration of Michaelmas term 2020 it is recommended that the majority of music classes are reoriented towards music theory, history, and appreciation, or towards creative/practical tasks that can be easily executed within the guidelines. Here are a list of possible resources to help re-plan lessons: https://www.musicmark.org.uk/resources/home-learning-resources/</p> <p>Any large-scale alterations to the schemes of work, including the choice of topics covered, should first be discussed with the Director of Music.</p> <p>Appendix: Code of practice for VMT's</p> <ol style="list-style-type: none">1. Do not attend school if you suspect that you (or anyone you live with) may be coming down with Coronavirus symptoms: follow the current self-isolation procedures.2. Keep an eye on the school's website, news links, diary and newsletters to anticipate disruptions to your teaching programme. It may save you a journey and unnecessary risk.3. Sign in at the school reception on arrival and immediately wash your hands thoroughly before going to the teaching room.4. Remember that this way of working is as new to school staff and pupils as it is to you. Accept that there will be slips and honest mistakes			



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<p>on both sides and take the opportunity to learn from them.</p> <ol style="list-style-type: none">5. Ask for the school's risk assessments for COVID-19 and for music teaching; ask about anything you do not understand and abide by the control measures specified.6. Find out what the school's infection control procedures are; follow them and make use of anything the school provides for your safety.7. Find out, before you need to know, what to do if you or pupils fall ill.8. If you think that a child may be showing symptoms of Coronavirus, stop the lesson and report your concerns to the school immediately.9. Observe current social distancing guidelines at all times.10. If you can control layout and ventilation in the teaching room, set it up to direct airflow away from both you and the pupil(s) but not at the expense of normal safeguarding or health and safety considerations: e.g. do not move heavy furniture or equipment.11. You may consider wearing a face mask while you are teaching (of course singing, woodwind and brass teachers will need to remove theirs to demonstrate).12. Avoid touching pupils' instruments, particularly mouthpieces. Carry disposable gloves and hand sanitiser in case you absolutely have to touch a mouthpiece, e.g. to set a reed.13. Never play on a pupil's mouthpiece or allow them to play on yours.14. Stick to the agreed timetable as closely as you reasonably can but understand if it has to change at short notice.15. Wash your hands thoroughly before leaving the school, preferably as the last thing you do before signing out.			
ADDENDUM 31 August 2020 following changes in government guidance re: face coverings and 'lockdown' tier systems			



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<p>You will have seen recent press coverage regarding the government’s changing guidance regarding use of face coverings in schools. The WHO advises that “children aged 12 and over should wear a mask under the same conditions as adults, in particular when they cannot guarantee at least a 1-metre distance from others and there is widespread transmission in the area.”</p> <p>While the government is not recommending face coverings are necessary, schools that contain Year 7 pupils and older have been given the discretion to require face coverings for staff and secondary-age pupils in communal areas. This is especially for those areas such as narrow corridors where it is difficult to maintain social distancing when staff and pupils are moving around the premises. Following discussion with the governors, at NCS we strongly advise that staff and Year 7 and 8 pupils wear masks in such scenarios when at all possible. This also applies to staff and Year 7 and 8 pupils entering New College buildings. It would be much appreciated if parents could ensure that the relevant pupils are provided with these face coverings (and storage bags) as part of their daily uniform. (This will become a stronger requirement should we end up in a ‘local intervention’ or ‘lockdown’ area.)</p> <p>There remain some exceptions. Please confirm in writing to office@newcollegeschool.org only if one or more of the following exceptions would apply to your son(s):</p> <ul style="list-style-type: none">• people who cannot put on, wear or remove a face covering because of a physical or mental illness or impairment, or disability• where putting on, wearing or removing a face covering will cause severe distress• if you are speaking to or providing assistance to someone who relies on lip reading, clear sound or facial expressions to communicate• in order to take medication <p>Face coverings should only be worn in accordance with other procedures. Clear instructions are available in form rooms about how to put on, remove, store and dispense of face coverings to avoid inadvertently increasing the risks of transmission. Safe wearing of face coverings requires cleaning of hands before and after touching – including to remove or put them on – and the safe storage of them in individual, sealable plastic bags between use. Where a face covering becomes damp, it should not be worn and should be replaced carefully. The government guidance continues to say that, because of the other mitigation systems in place in and around classrooms and the negative impact of face coverings on learning and teaching, the use of face coverings in the classroom “should be avoided”.</p> <p>Last Friday evening the government also released even more updated guidance about a ‘tier’ system for the opening, partial opening, or closing of school sites in response to changes in the Covid-19 situation and ‘national government interventions’. This most recent guidance is below:</p>			



**NEW COLLEGE SCHOOL
IN-SCHOOL RISK ASSESSMENT**

Hazard Categories	Significant hazards <i>How might people foreseeably be harmed?</i>	Precautions and control measures <i>What steps will be taken to reduce the risk of harm to an acceptable level?</i>	Overall risk acceptable? To be signed off by Head. <i>i.e. has the risk of harm been reduced to a reasonable and acceptable level?</i>
<p>Tier 1 The default position for areas in national government intervention is that education and childcare settings will remain open. An area moving into national intervention with restrictions short of education and childcare closure is described as ‘tier 1’. There are no changes to childcare, and the only difference in education settings is that where pupils in Year 7 and above are educated, face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained.</p> <p>Tier 2 Early years settings, primary schools and alternative provision (AP) providers, special schools and other specialist settings will continue to allow all children/pupils to attend on site. Secondary schools [as well as secondary year groups in middle/upper schools] move to a rota model, combining on-site provision with remote education. They continue to allow full-time attendance on site to vulnerable children and young people and the children of critical workers. All other pupils should not attend on site except for their rota time. The same guidance for face coverings applies as for tier 1</p> <p>Tier 3 Childcare, nurseries, primary schools, AP, special schools and other specialist settings will continue to allow all children/pupils to attend on site. Secondary schools [as well as secondary year groups in middle/upper schools], FE colleges and other educational establishments would allow full-time on-site provision only to vulnerable children, the children of critical workers and selected year groups (to be identified by Department for Education). Other pupils should not attend on site. Remote education to be provided for all other pupils. The same guidance for face coverings applies as for tiers 1 and 2.</p> <p>Tier 4 All nurseries, childminders, mainstream schools, colleges and other educational establishments allow full-time attendance on site only to our priority groups: vulnerable children and the children of critical workers. All other pupils should not attend on site. AP, special schools and other specialist settings will allow for full-time on-site attendance of all pupils. Remote education to be provided for all other pupils. The same guidance for face coverings applies as for tiers 1, 2 and 3.</p>			
<p>Chorister addendum, 8 October 2020 re: increased involvement of choristers during weekend services, Michaelmas 2020</p>			



NEW COLLEGE SCHOOL IN-SCHOOL RISK ASSESSMENT

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<p>Two year groups of choristers will sing with half of the clerks (up to 10 boys and 8 clerks) at evensong on Sundays:</p> <p style="margin-left: 40px;">Week 1 (6.45) Freshers' evensong Weeks 2-7 (5.45) evensong Weeks 8 and 9, time tbd (4.00pm?) carol services</p> <p>Two year groups of choristers will sing with half of the clerks (up to 10 boys and 8 clerks) on Saturdays (bringing the schedule of services to 4 weekly). The Saturday service will be:</p> <p style="margin-left: 40px;">Weeks 1-2 5.45pm boys voices' evensong Week 3 5.45pm SATB Requiem for All Souls Weeks 4-7 5.45pm boys voices' evensong Weeks 8-9 time tbd (4.00pm?) carol services</p> <p>As a reminder the other services will be:</p> <p style="margin-left: 40px;">Weeks 1-8, Tuesdays 9.00pm, Compline Weeks 1-8, Thursdays 6.15pm, Sung eucharist</p> <p>For the time being it is not proposed that choristers sing at either of these services.</p> <p>To reduce the possibility of covid transmission we will make the following adjustments to our covid-secure procedures:</p> <ul style="list-style-type: none"> • Reserve the antechapel as vestry, rehearsal and performance space for both clerks and choristers. Entry for the congregation will be through the vestry on Saturdays and Sundays, with additional ushers to manage the queue. • Maintain as much distance as possible between year groups of choristers, and between choristers and clerks. • Order perspex screens to be positioned between the clerks and choristers. • We will arrange for safe storage and laundering of chorister cassocks. No surplices will be worn. • We have agreed that for the time being parents and families of choristers will not be allowed to attend services, in line with the college's no visitors policy. <p>These proposals are in addition to the existing approved proposals for the chapel, including distanced seating plans and face coverings for the congregation, and all adults to be responsible for storing and laundering their own cassocks.</p>			



NEW COLLEGE SCHOOL IN-SCHOOL RISK ASSESSMENT

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This RA deems that the overall level of risk has been reduced so far as is reasonably practicable and acceptable, taking also into account the likely benefits. If the overall risk level becomes unacceptable during a subsequent dynamic risk assessment during an activity, additional precautions/control measures will need to be introduced.

Risk assessment carried out by: Name(s): MTJ and senior leadership team

Position(s): Headmaster and senior leadership team

Date: 1 September 2020

Risk assessment approved by: Headmaster

Signature: **MTJ**

Date: 1 September 2020

Reviewed: September 2020