

St Francis Polish School



CO-VID 19 Risk Assessment

Implementing Protective measures in education and childcare settings for Year zero up to GCSE class from September 2020.

This Risk Assessment and Planning document has been carried out with reference to Government guidance and existing Health and Safety Guidance, particularly: [Guidance for full opening - schools](#) and [Actions for early years and childcare providers during the coronavirus \(COVID-19\) outbreak](#).

The aim of the document is to minimise the potential risks of Covid – 19 and ensure that the health, safety, social and educational needs of children, families and staff are met as far as possible during this next recovery phase.

The following principles underpin all planning and actions:

- Children’s needs are paramount
- Staff physical and emotional well-being must be considered at all stages of planning and implementation
- Ensuring effective infection protection and control and preventing the spread of coronavirus -e.g. dealing with direct transmission (for instance, when in close contact with those sneezing and coughing) and indirect transmission (via touching contaminated surfaces).
- 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
- Cleaning hands more often than usual
- Ensuring good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach
- Cleaning frequently touched surfaces often using standard products, such as detergents
- Maintaining social distancing and minimising contact and mixing by altering, as much as possible, the environment (such as classroom layout) and timetables (such as staggered break times)

Completed by:	Assessed by:	Approved by:	Shared with:	Published to:	Leaders:
Sylwia Benet	Iwona Kasprzak	Sylwia Benet and Iwona Kasprzak	All Staff	St Francis Polish School Website www.stfrancispolishschool.co.uk	Sylwia Benet Iwona Kasprzak Agnieszka Dec
16th August 2020	16th August 2020	16th August 2020	12th September 2020	Before 18 th September 2020	

	Consider the following steps and recommendations	Existing control measures in place	Additional Controls and actions required	Action by who?	Action by when?	Date action completed
1. Planning and Organising						
Existing Health and Safety compliance and building considerations	<ul style="list-style-type: none"> Review your current Health and Safety Plans and undertake any existing actions. Ensure health and safety compliance checks have been undertaken in required timescales. This is particularly important if the school premises have been closed to pupils and staff for any periods of time since 23 March 2020 Test all water systems, fire alarms, gas supply, kitchen equipment Consider Deep Cleaning by professional cleaners Conduct health and safety inspection with the union health and safety representatives 	<ul style="list-style-type: none"> On 26 March 2020, a Coronavirus health and safety checklist from the Key website was used to review health and safety systems in line with policy. Hygiene table set up in each classroom- tissues, bin and hand sanitiser. Premises Manager has remained in school throughout closure therefore ensuring all water systems etc are operational. Each classroom has been cleared-displays removed, trays emptied, furniture moved to ensure that all rooms could be cleaned well. 	<ul style="list-style-type: none"> A fire practice will be carried out during Autumn 1. Lockdown practice will be carried out during Autumn 1. Inform new and remind existing staff that class group teachers are fire marshals, as class teachers would usually be. 	SK SK SB/IK/ AD	3/10/20 3/10/20 12/9/20	
Staff Wellbeing	<ul style="list-style-type: none"> Assess availability and well-being of all staff including staff who are self-isolating, underlying health conditions, family considerations, staff who are subject to shielding or are in a household where someone is shielding Assess transport arrangements for all staff and parking arrangements as required 		<ul style="list-style-type: none"> Training on reopening systems to take place 12th September 2020. 	SB/IK	12/9/20	

	<ul style="list-style-type: none"> • Availability of supply staff to cover any vacancies or long-term absences • Assess impact on individuals from the lockdown and any residual effects • Assess staff expectations and any anxiety and perceived inequalities 					
Review Pupil well-being and Risk assessments	<ul style="list-style-type: none"> • Review the circumstances of pupils who are likely to be returning – are there any new circumstances that may pose a risk • Risk assess individual pupils who need specific care which cannot be delivered whilst ensuring social distancing • Risk assess pupils with behaviour issues or who may be potentially violent especially those with a known risk of spitting and or requiring physical restraint • Assess pupils who may be worried about returning to school or who have been in challenging home circumstances or experienced bereavement during the pandemic (covid19 related or not) 		<ul style="list-style-type: none"> • List of children returning to be reviewed and any special circumstances (support, behavioural, anxiety) to be considered and discussed. 	SB/IK	12/9/20	
Class group and size configuration	<ul style="list-style-type: none"> • For primary school classes configure class group in no more than 15 pupils per small group and one teacher and if needed a teaching assistant. • For pre-school children in early years settings, the staff ratios within the early years foundation stage 		<ul style="list-style-type: none"> • Class group in a classroom, not shared with others. • Children can eat snacks outdoors, or inside on a wet day. 	Staff	19/9/20	

	<p>continue to apply and used to group these children</p> <ul style="list-style-type: none"> • Each group should be a consistent group and that small group stays away from other people and groups • Vulnerable children and children of critical workers in other year groups should also be split into small groups of no more than 15 pupils 					
Timetable	<p>Refresh the timetable</p> <ul style="list-style-type: none"> • 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 are not moving around the school at the same time 		<ul style="list-style-type: none"> • The children will have phonics, Polish as well as religion and PE outdoors. • No singing. 	Teachers	19/9/20	Ongoing
Curriculum & Transition	<ul style="list-style-type: none"> • Balancing the need for remedial work and “catch up” with the social/emotional needs of the children & young people • Addressing gaps in learning in a structured and appropriately paced way to maximise impact of teaching without overwhelming the pupils • Maximising impact of additional adults matched to those identified pupils who need the support most 					

	<ul style="list-style-type: none"> • Managing transition (at all stages) to best support the next stage of learning • Supporting the handover of critical information to best support transition (e.g.: Y6/7, SEND pupils) • Maximising connectivity between school (Nursery/Primary, Primary/Secondary) to share practice and utilise talent more widely • Summer schools opportunities (as discussed with Secondary colleagues) • Stepping Up Programme for vulnerable learners 					
Classroom and learning environment layout	<ul style="list-style-type: none"> • Organise classrooms and other learning environments maintaining social distancing space between seats and desks where possible • Consider how play equipment is used ensuring it is appropriately cleaned between groups of children and that multiple groups do not use simultaneously. • Remove unnecessary items from classrooms and other learning environments. • Remove soft furnishings, soft toys and toys that are hard to clean. • 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. 	<ul style="list-style-type: none"> • Children have a designated desk and chair. Surplus furniture removed from the classroom and stored in the staff room to minimise surfaces requiring daily cleaning whilst maximising classroom space. • All cuddly toys and cushions removed from classrooms. 	<ul style="list-style-type: none"> • Toilets will be designated for use. • Playtimes/lunchtimes will be staggered. 	Staff Staff	From 19/9/20 From 19/9/20	

	<ul style="list-style-type: none"> ● In schools and colleges, you may want to consider seating students at the same desk each day if they attend on consecutive days ● 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 ● 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 ● identify the children and young people who may 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) 					
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Shared Space	<ul style="list-style-type: none"> • use of 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 • stagger the use of staff rooms and offices to limit occupancy 		<ul style="list-style-type: none"> • Staff rooms not to be used - instead staff to bring a hot drink with them in a flask. 	SB/IK	19/9/20	
Outdoor space	<ul style="list-style-type: none"> • Maximise the use of outdoor space for outdoor education, exercise and breaks • Ensure that if used outdoor equipment 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 		<ul style="list-style-type: none"> • PE outdoors. • Children not to use outdoor play apparatus. 	SB/IK	19/9/20	
Start and end of day	<ul style="list-style-type: none"> • stagger drop-off and collection times • plan parents' drop-off and pick-up protocols that minimise adult to adult contact 	<ul style="list-style-type: none"> • Infra-red thermometers used to take temperatures of children and staff as they arrive at school. • One way system along main driveway created using traffic barriers. • Parents drop off children at the gate by the road in the morning. 	<ul style="list-style-type: none"> • Training session on 12/09/2020 for all staff. 	SB/IK	12/9/20	
Travel arrangements	<ul style="list-style-type: none"> • Assess the availability of transport and the arrangements being made by transport providers 		<ul style="list-style-type: none"> • Continue with system for arrival of children and families in the 	SB/IK	12/9/20	

	<ul style="list-style-type: none"> 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. Read the Coronavirus (COVID-19): safer travel guidance for passengers 		<p>morning and end of day and communicate to staff.</p>			
2. Communicating your plans and supporting individuals						
Children, parents and carers	<ul style="list-style-type: none"> 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) Parents to inform the school if anyone in the house is displaying symptoms tell parents that if their child needs to be accompanied to the education or childcare setting, only one parent should attend 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) 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) 	<ul style="list-style-type: none"> Request to stay home if showing any of the symptoms has been communicated to all parents and staff. 	<ul style="list-style-type: none"> Director, Vice Director and Assistant Director to encourage parents to drop children and go, therefore not entering the site themselves. Start of day: 8:50am Classes 4, 5, 6 and 7 9:00am Classes 1, 2, 3 9:10am Classes N and O End of school: from playground 12:20pm Classes N and O 12:30pm Classes 1, 2, 3 12:40pm Classes 4, 5, 6 and 7 Parents requested to wear face masks at collection time when coming to the playground. 	SB/IK	19/9/20	
				SB/IK	19/9/20	
				SB/IK	19/9/20	

	<ul style="list-style-type: none"> also think about engaging parents and children in education resources such as e-bug and PHE schools resources ensure parents and young people are aware of recommendations on transport to and from education or childcare setting (including avoiding peak times). Read the Coronavirus (COVID-19): safer travel guidance for passengers 					
Children	<ul style="list-style-type: none"> use age appropriate materials to explain and maintain social distancing Support pupils who are worried about returning to school or who have been in challenging home circumstances or experienced bereavement during the pandemic (covid19 related or not) Promote understanding of the different experiences for our children and young people during lockdown Consider how pupils with specific needs are reintegrated Deliver activities that focus on relationships – adult/pupil, pupil/pupil 		<ul style="list-style-type: none"> Any information pertinent to child’s wellbeing during lockdown (e.g. loss of a family member, someone in family seriously ill) will be shared with class teacher so that support can be planned for. 	SB/IK	12/9/20	
Staff	<ul style="list-style-type: none"> communicate frequently talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful 		<ul style="list-style-type: none"> Staff training to take place on 12th September 2020. Staff to vacate building by 1:00pm latest each Saturday to allow cleaning to take place. Parents on duty to act as marshals to direct children at drop off time. 	SB/IK All staff SB/IK	12/9/20 19/9/20 19/9/20	

	<ul style="list-style-type: none"> Consider the support needs of staff and put in place interventions to support everybody's mental health 		<ul style="list-style-type: none"> Staff to use external route to classrooms. 	Staff	19/9/20	
Contractors and suppliers	<ul style="list-style-type: none"> communicate early with contractors and suppliers that will need to prepare to support your plans for opening for example, cleaning, catering, food supplies, hygiene suppliers discuss with cleaning contractors or staff the additional cleaning requirements and agree additional hours to allow for this if needed 		<ul style="list-style-type: none"> The school will provide one member of the Premises Team to carry out cleaning after Polish School. Polish School will provide one cleaner to assist with cleaning. 	SK SB	19/9/20 19/9/20	
3. Daily Arrangements when open						
Daily Arrangements - Keeping Cohorts Together	<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 		<ul style="list-style-type: none"> Staff access the allocated staff room and set of toilets. 	Staff	19/9/20	

<p>Cleaning and Hygiene</p>	<ul style="list-style-type: none"> ● review the arrangements for routine maintenance of the premises - follow the COVID-19: cleaning of non-healthcare settings guidance ● ensure that sufficient handwashing facilities are available. Where a sink is not nearby, provide hand sanitiser in classrooms and other learning environments ● clean surfaces that children and young people are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters, more regularly than normal ● 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 hand cleaning □ 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 		<ul style="list-style-type: none"> ● 'Hand hygiene' system re-taught - arrival at school, before going out to play, after play, before lunch, after lunch etc.. ● Hygiene area/table is well stocked with sanitiser, tissues, bin. ● A disinfectant spray, cloth and bucket will be in each classroom so that staff can clean surfaces throughout the session. ● Photocopier touch points cleaned regularly - cleaning equipment left beside each one. ● Classroom cleaning equipment and sanitiser pumps to be labelled Polish school and stored in Polish school cupboard between weeks to allow for 72 hour quarantine. 	<p>Teachers</p> <p>SB/IK/SK</p> <p>SB/IK/SK</p> <p>Prem Team</p> <p>SB</p>	<p>Ongoing</p> <p>19/9/20</p> <p>19/9/20</p> <p>Ongoing</p> <p>19/9/20</p>	
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	<ul style="list-style-type: none"> ensure that bins for tissues are emptied throughout the day where possible, all spaces should be well ventilated using natural ventilation (opening windows) or ventilation units prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation get in touch with public sector buying organisation partners (for example ESPO, YPO, NEPO) about proportionate supplies of soap, anti-bacterial gel and cleaning products if needed there is no need for anything other than normal personal hygiene and washing of clothes following a day in an educational or childcare setting 					
Reduce Mixing of Groups	<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 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 		<ul style="list-style-type: none"> Each class group enters or exits the classroom from an external door. Separate play spaces Toilets monitored to avoid overcrowding - class group to use the same toilets during a day. Clear signage in form of posters or labelling. 	19/09/20	Teachers	
				19/09/20	SB/IK	
				19/09/20	SB/IK	
				19/09/20	CQ	

	<p>possible and tables should be cleaned between each group. If such measures are not possible, children should be brought their lunch in their classrooms</p> <ul style="list-style-type: none"> 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 of Outdoor 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 		<ul style="list-style-type: none"> Temperature or symptoms of fever checked as children arrive at school. Children regularly wash hands - for example before and after going outside. 	Staff	Ongoing	
Shared space	<ul style="list-style-type: none"> use halls, dining areas and internal and external sports facilities for lunch and exercise at half capacity. If 	See 'Shared Space' on page 7.	<ul style="list-style-type: none"> Staff in classrooms/MDS to clean tables after child has finished eating. 	MDS	19/9/20	

	<p>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</p> <ul style="list-style-type: none"> ● stagger the use of staff rooms and offices to limit occupancy 					
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 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 					
transport arrangements where necessary including:	<ul style="list-style-type: none"> ● encouraging parents and children and young people to walk or cycle to their education setting where possible ● making sure schools, parents and young people follow the Coronavirus (COVID-19): safer travel guidance for passengers when planning their travel 					

	<ul style="list-style-type: none"> ● ensuring that transport arrangements cater for any changes to start and finish times ● making sure transport providers do not work if they or a member of their household are displaying any symptoms of coronavirus ● making sure transport providers, as far as possible, follow hygiene rules and try to keep distance from their passengers ● taking appropriate actions to reduce risk if hygiene rules and social distancing is not possible, for example when transporting children and young people with complex needs who need support to access the vehicle or fasten seatbelts ● local authorities or transport providers could consider the following: <ul style="list-style-type: none"> ● guidance or training for school transport colleagues ● substituting smaller vehicles with larger ones, or running 2 vehicles rather than one, where possible, to reduce the number of passengers per vehicle and increase the amount of space between passengers ● cordoning off seats and eliminating face-to-face seating, where vehicle capacity allows, to help passengers spread out ● communicating revised travel plans clearly to contractors, local authorities and parents where appropriate (for instance, to agree pick-up and drop-off times) 					
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4. Individual care if anyone becomes unwell

<p>Confirmed case of coronavirus in a setting</p>	<ul style="list-style-type: none"> • If anyone becomes unwell with a new, continuous cough or a high temperature of the newest symptom of a loss of taste or smell, in an education or childcare setting, they must be sent home and advised to follow the COVID-19: guidance for households with possible coronavirus infection guidance. • 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 of the child and with 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. • If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom should be cleaned and disinfected using standard cleaning products before being used by anyone else. • PPE should 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). • In an emergency, call 999 if they are seriously ill or injured or their life is at risk. Do not visit the GP, 		<ul style="list-style-type: none"> • If a member of staff feels unwell they should go home. • If a child needs the bathroom, they should use the closest one to the First Aid area. Once a toilet area has been used, the adult with the child should place a “do not use” sign on the cubicle door and should then inform the Premises Manager so that the area can be cleaned and disinfected. • If contact with a child awaiting collection by parents is necessary and 2m distance cannot be maintained, a face mask should be worn by the adult. Gloves should be used for first aid care. • Ensure sufficient hand wash in classrooms (sinks) and toilets, staff toilets and staff room. 	<p>SB/IK</p> <p>SB/IK</p> <p>SB/IK</p> <p>SK</p>	<p>19/9/20</p> <p>19/9/20</p> <p>19/9/20</p> <p>19/9/20</p>	
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	<p>pharmacy, urgent care centre or a hospital.</p> <ul style="list-style-type: none"> If a member of staff has helped someone who was unwell with a new, continuous cough or a high temperature, they do not need to go home unless they develop symptoms themselves (and in which case, a test is available) or the child subsequently tests positive (see 'What happens if there is a confirmed case of coronavirus in a setting?' below). They should wash their hands thoroughly for 20 seconds after any contact with someone who is unwell. Cleaning the affected area with normal household disinfectant after someone with symptoms has left will reduce the risk of passing the infection on to other people. See the COVID-19: cleaning of non-healthcare settings guidance. 					
Testing	<ul style="list-style-type: none"> When settings open to the wider cohort of children and young people, all those children and young people eligible to attend, and members of their households, will have access to testing if they display symptoms of coronavirus. This will enable them to get back into childcare or education, and their parents or carers to get back to work, if the test proves to be negative. To access testing parents will be able to use the 111 online coronavirus service if their child is 5 or over. Parents will be able to call 111 if their child is aged under 5. 		<ul style="list-style-type: none"> Staff will be reminded that they can access testing for themselves and their families should they develop any of the symptoms. Contact details and attendance lists are kept of staff, students and parents on duty to be used in case of positive confirmation of a COVID case. 	SB/IK	19/9/20	
				SB/IK	19/9/20	

	<ul style="list-style-type: none"> Access to testing for teachers and other staff available to all essential workers. This includes anyone involved in education, childcare or social work – including both public and voluntary sector workers, as well as foster carers. See the full list of essential workers. Education settings as employers can book tests through an online digital portal. There is also an option for employees to book tests directly on the portal. 					
PPE	<ul style="list-style-type: none"> Check availability and supply of PPE. 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. PPE is only needed in a very small number of cases including: <ul style="list-style-type: none"> Children, young people and students whose care routinely already involves the use of PPE due to their intimate care needs should continue to receive their care in the same way 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 		<ul style="list-style-type: none"> Any staff member wishing to wear a mask will be encouraged to make their own decision however if worn, the mask must stay on for the whole school day. If a child needs the bathroom, they should use the closest one to the First Aid area. Once a toilet area has been used, the adult with the child should place a “do not use” sign on the cubicle door and should then inform the Premises Manager so that the area can be cleaned and disinfected. If contact with a child awaiting collection by parents is necessary and 2m distance cannot be maintained, a face mask should be worn by the adult. Gloves should be used for first aid care. Ensure sufficient hand wash in classrooms (sinks) and toilets, staff toilets and staff room. 	SB/IK SB/IK SB/IK SK	19/9/20 19/9/20 19/9/20 19/9/20	

	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.					
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