



## Practitioners site and Activity Risk assessment

### Risk Assessment Form

- No activity may be carried out where there is a risk factor of 10 or above.
- (Multiply the Likelihood x Severity)
- Dangers involved in using equipment should be brought to the attention of all. Accidents and near misses should be recorded in HSE accident book or reported to HSE as necessary.

### Site Risk Assessment

Likelihood (L)	X	Severity (S)
Almost Impossible	1	Insignificant (minor injury, no time off)
Unlikely	2	Minor (injury and up to 7 days off)
Possible	3	Moderate (injury causing more than 7 days off)
Likely	4	Major (death or serious injury)
Almost Certain	5	Catastrophic (multiple deaths)
Low = 1-8		Medium = 9-14
		High = 15-25

Risk Assessment - site, health including COVID-19, activities, tools, fire. Assessed by:- Louise Munn						Date:-February 2021 (and before each session) Next assessment due:- April 2021	
Type of Hazard	Likelihood of occurrence	Hazard Severity	Risk Factor	Action to be taken to reduce risk	New likelihood of occurrence	New hazard severity	New risk factor
Vehicle Collision, car park, roads and tracks	2	4	8	Supervise children in car park area and driveway, Hi-vis to be worn by leader	1	4	4
Disease from leaf litter, water bodies or animal excrement	2	3	6	Warn students about Weil's disease. Ensure all have up to date tetanus jabs. Ensure hand washing equipment is available, especially before eating	1	3	3
Poisoning from Fungi	1	4	4	Children advised not to touch any fungi. Hand washing facilities available.	1	2	2
COVID-19	3	4	12		3	3	6
CLOSURE IN THE EVENT OF A NATIONAL LOCKDOWN				CLOSURE IN THE EVENT OF A NATIONAL LOCKDOWN			
Re-starting Forest School				When national legislation, guidelines and			

<p>provision</p> <p>The key measures that every setting should have in place are:</p> <p>Minimising contact with individuals who are unwell by ensuring those who have coronavirus (COVID-19) symptoms do not attend their setting. This also applies if a member of their family has symptoms or if they have been advised by NHS Test &amp; Trace as ‘a close contact’ to isolate at home</p> <p>Encouraging staff and children attending to clean their hands more often than usual, including before and after activities and before and after using toilet/washroom facilities</p> <p>Ensuring good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach</p> <p>Cleaning frequently touched surfaces more often than usual using standard products</p> <p>Increased frequency of cleaning of toilets and washrooms</p> <p>Minimising contact and mixing between groups of children by altering the environment to allow for social distancing between children and keeping children in small consistent groups</p> <p>See government guidance references at the bottom of the</p>			<p>advice allow: <b>Refer to separate Risk assessment ‘Restarting Forest School Feb 2021’</b> (Following government guidance about groups sizes in relation to permissible outdoor recreation and activities.)</p> <p>Hand washing advice- 20 seconds with soap and water (alcohol gel not recommended when working with fires due to its flammability and inability to remove mud and dirt from hands) Following updated medical advice.</p> <p>Providing paper towels for drying hands</p> <p>Encouraging participants to wash their hands before and after using the toilet facilities</p> <p>Designing sessions that take COVID-19 into account</p> <p>Omitting equipment that is shared or that encourages close contact with the face eg binoculars, mirrors and some mud kitchen resources.</p> <p>Cleaning and disinfecting frequently touched objects and surfaces (Door handle, water container taps, surfaces, tools)</p> <p>Spacing logs for sitting at reasonable distances in line with current government advice.</p> <p>Reflecting on on-going and dynamic risk assessments during sessions to feed into future written risk</p>			
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document.				<p>assessments</p> <p>Discussing risk assessments and safety measures with participants</p> <p>Informing ourselves of updated HSE &amp; Govt advice and following accordingly</p> <p>Keeping an open and informed dialogue with participants</p> <p>Informing people to seek further guidance about community transmission to more vulnerable groups (see HSE.ie guidance).</p>			
Dog attacks from animals being walked by public bites	1	3	3	Children advised not to approach dogs.	1	3	3
Ticks – Lyme's disease	1	4	4	<p>Children and parents/ carers, Leaders and assistants asked to check themselves for ticks at home.</p> <p>Advise parents/ carers and leaders and assistants of symptoms and remind them to seek medical attention after infected tick bites or flu like symptoms in the active summer season.</p>	1	3	3
Litter left by people – cuts and abrasions from broken glass/cans	2	3	6	Site checked and cleared of obvious litter before activity. Awareness raised. Gloves provided.	1	2	2
Nettles and brambles – scratches and stings	4	1	4	Brambles cleared from central area, awareness raised	2	1	2
Poisonous plants, bracken, foxglove, arum lilies	1	3	3	Awareness raised – do not ingest foxgloves, arum lilies or any plants where identification raises doubts	1	2	2
Uneven ground, exposed roots, burrows – trips, slips and sprains	2	3	6	Awareness raising – move with care around site, think about risk of running	1	2	2
Adder bites	1	4	4	Awareness raised.	1	4	4
Falling into shallow stream or small pond or lake – drowning	1	4	4	Awareness raised. No unsupervised access to water bodies	1	4	4
Camp fire, burning	2	4	8	Safety zone defined around camp fire,	1	4	4

				all seated. Instruction given for safe use of fire Fire blanket and bucket of water			
Smoke inhalation from fire	4	1	4	At least 1m from fire, sitting, working up wind from smoke	2	1	2
Low branches, eye hazard	2	3	6	Awareness raised	1	3	3
Sharp tools (Laplander saws, bill hooks, pen knives)	3	3	9	Full instruction before use, tools only used when supervised by staff at appropriate staff/student ratios. All equipment counted out and back. Knives only unsheathed when seated. Peeler used instead of knife if too hazardous for user.	1	3	3
Lost children, separation from the group	2	1	2	Clearly define area of activity. Regular head counts. Appropriate levels of adult supervision.	1	1	1
Cooking around the fire – smoke, heat, hot pans	2	4	8	Cook on embers of low flames. Wear gloves to protect hands. Upwind of smoke and heat.	1	4	4
Undesirable/unwanted visitors	1	4	4	Inform police Children supervised by adults or in buddy pairs	1	1	1
High wind, falling trees and branches	2	4	8	Cancel event if High winds/ Gale Force. Observe canopy and root bases for displacement	1	4	4
Exposure – heavy rain, extreme cold, heat wave: Hypothermia, sunburn/sunstroke	2	2	4	Full water proofs, spare clothing, full change of clothing in plastic bag. Long sleeve clothing recommended to all. Sun screen and hats to be worn. Water available at all times.	1	2	2

### Activities Risk assessment

Type of Hazard	Likelihood of occurrence	Hazard Severity	Risk Factor	Action to be taken to reduce risk	New likelihood of occurrence	New hazard severity	New risk factor
<b>Exposure to adverse effects of weather</b> –High winds	2	3	6	Call off session if weather too bad refuse inclusion of inadequately dressed children alter route if not judged useable	1	1	1

<b>Slips, trips &amp; falls</b> – surfaces uneven and/or muddy, obstructions	2	2	4	Verbal warnings given as required when walking to and whilst walking to and in the Forest School area Children kept together as a group to avoid stragglers rushing to catch up Walking cancelled if surfaces judged too slippery	2	1	2
<b>Condition of paths</b> – edging closed in, obstructions	1	2	2	Keep group together & keep children aware of where & how they are walking Verbal warnings given for specific hazards Group formation changes as required by route	1	1	1
<b>Natural features</b> – streams, ditches, stinging nettles	1	3	3	Keep group together and children under close supervision of adults Discuss importance of keeping safe near water and path edges, overgrown brambles etc	1	2	2
<b>Emergencies</b> (including allergic reactions)	1	4	4	Be aware of any medical conditions any of the children might have & carry any necessary medications and permissions from parents and carers where appropriate Always carry a first aid kit when walking around and off site & always ensure outdoor first aid qualification (paediatric first aid if appropriate for age groups) Plan the group to take account of any known medical conditions Keep emergency procedure in first aid kit at all times	1	2	2
<b>Misbehaviour / misconduct</b>	3	2	6	Supervision to be sufficient & appropriate for group Children briefed on required conduct/behaviour Advise taken from other staff / parents and carers if there are any concerns over behaviour Individual risk assessments carried out if required	1	2	2
<b>Minibeast hunting</b> –lifting heavy stones and logs	3	2	6	Children not allowed to lift any heavy stones or logs without support Children always given help to lift smaller stones and logs, and to place them down slowly	1	2	2
<b>Minibeast hunting</b> – shaking	1	2	2	Adults to shake trees, children allowed to	1	1	1

trees				help under instruction and supervision Anyone watching to stand well clear of any tree to avoid getting items into eyes			
<b>Minibeast hunting – sweeping for insects</b>	3	1	3	Adults to check area for thistles, brambles and nettles, and children advised where and how to avoid them If sweep nets are used adults will ensure there is at least twice the length of the net as distance between each child Children instructed how to identify nettles, other stinging plants and ragwort, and instructed not to touch or pick it Hand washing to be done immediately after the activity and before eating or drinking	1	1	1
<b>Shelter Building</b>	3	2	6	Verbal warning No running with equipment, good practice is to hold the end with a thumb resting on the drawn end of the stick/ pole and dragged behind Shelters not put up in very strong winds Ensure shelter is stable	2	2	4
<b>Blindfold Games</b>	3	3	9	Give very clear and concise instructions on the game to be played, and demonstrate fully before playing the game Only hand out blindfolds once rules are clear Monitor proceedings and be prepared to stop unruly behaviour The blindfolded student should either be guided by a sighted partner, or be following a trail, such as a fixed rope	2	3	6
<b>Swings</b>	3	2	6	Explain safe swinging to children Children to keep a safe distance from others swinging Ensure securing ropes are tied securely at the beginning and end of sessions	2	2	4
<b>Slack line</b>	3	2	6	Ensure ropes and attachments to trees are secured safely at the beginning and end of each session- both the slack line and hand rope if there is one set up Check the height of the slack line	2	2	4

				<p>appropriate to the age group of children</p> <p>Check the safety of the ladder for climbing onto the slack line</p> <p>Check trees for structural damage, loose branches</p> <p>Visual check of area under the slack line for larger sticks, brambles which would impact if fallen onto. Remove what is necessary</p>			
<b>Tree climbing</b>	3	3	9	<p>Explain the risk to children and get them to discuss risk and what they are comfortable doing</p> <p>Adult to supervise</p> <p>No climbing over their own height (ABSOLUTELY NO climbing over the height of 5 meters- insurance stipulation)</p> <p>Each tree will have different strengths and have a different occupant capability for climbers. Discuss this with climbers and supporting adults as to what they are comfortable with. This is usually no more than 3 in a tree- but each one varies</p> <p>Discuss not jumping from over a height of your own head. Always try to climb down a tree</p> <p>Ensure no one is present under the area of climbing</p> <p>Only climb as high as you can climb down from. Adults cannot lift children out of a tree above their own height- strength and risk of being fallen onto.</p>	2	3	6

## Fire Safety

### Fire Circle Safety:

Seating logs should be placed in circle 1.5 metres (min) from the fire. Logs should be stable. Once the fire is lit, no one should enter the circle without good reason or a job to do. The group should practice safe moving around the circle by, for example, playing seat swapping games, Red dragon, Green dragon. Procedures requiring entry to the circle will include; maintaining the fire, putting the kettle on or off, cooking and keeping warm. A Forest School leader must always have overall charge of these procedures, although participation by the group will vary according to their age and experience, and be under the discretion of the Forest school Leader. Fireproof gloves should be used for moving the kettle, hot pans when cooking and charcoal tins. A fire blanket should be present for smothering the fire in case of emergency. A bucket containing clean water should be available for cooling of accidental small burns

<b>Fires</b>	3	4	12	All participants to be made aware of the fire circle safety requirements (as above)	2	4	8
<b>Fire Steel</b>	2	4	8	Fire steels to be kept in bag or box until required for use Long hair to be tied back before using tool Loose clothing e.g. overlong sleeves to be folded back Group leader to assess working condition on a regular basis Any damaged tool to be discarded Place tinder on non-flammable surface, or securely on top of fire stack if lighting fire directly Striking action should be away from the body and upwind of tinder to prevent burns from lighted tinder Only use tinder's as approved by group leader Use fire safety precautions (as seen above- fire bucket, fire blanket, gloves to hand)	1	3	3
<b>Smoke inhalation from fire</b>	3	2	6	Ensure all participants are aware they can move away from smoky areas by walking around the outside of the log circle Sitting, working up wind from smoke	2	1	2
<b>Fire Burns and injuries</b>	3	3	9	See above fire safety precautions Use running water for at least 10 minutes in event of burns Outdoor first aid trained member of staff always present (or paediatric first aid trained dependant on children's ages)	2	3	6
<b>Fire damage to Woodland</b>	2	3	6	Assessment made before session as to suitability of ground for lighting fire	1	3	3



				<p>Fire to be kept to reasonable size for its purpose</p> <p>Fire should be within view of responsible adult at all times</p> <p>Fire to be completely extinguished with plenty of water at end of session</p>			
<b>Kelly Kettles and kettles or pots to boil water</b>	3	3	9	<p>Hot gloves must be worn when working with hot kettles and pans</p> <p>Demonstration given by competent adult, following safe working practice detailed below</p> <p>Adult to monitor kettle use by children</p> <p>Regular inspection of kettles and pots for leaks or splits</p> <p>Do not use damaged kettles</p> <p>Ensure all hot water emptied from kettle and fire pan cooled and emptied safely</p>	2	3	6
<p><b>Kelly Kettle and boiling hot water 'Safe working practise':</b></p> <p>Hot gloves must be worn at all times. Participants to tie back dangling clothing or hair. Ensure kettle is sited on flat ground and clear ground to bare soil. Fill kettle with cold water. Collect all fuel need for kettle including tinder and fire striker. Align air hole towards wind. Ignite tinder on small platform of twigs in the fire pan. Add small fuel until flames established. Ensure cork is removed from water spout. Lift kettle onto fire using two hands holding the sides of the handle. Feed fire with small sticks approaching from the side, not dropping in from directly above the chimney. If fire goes out, remove kettle using two hands and start again. Do not pick up base or blow through air hole. Leave a clear working area around the kettle. When water boiled, remove kettle using two hands, holding handle at the sides. To pour water, hold handle by wooden grip, use chain to gently tip kettle. Always pour into cups placed on the ground. Use remaining water to gently douse fire. Using fire gloves take fire pan in to fire circle and leave near to the fire for emptying later.</p>							

**Tools**

<p><b>Bow saw</b></p>	<p>3</p>	<p>3</p>	<p>9</p>	<p>Full instruction before use, tools only used when supervised by staff at appropriate staff/student ratios.            Glove to be worn on bracing hand when in use.            Ensure safe working provision- such as saw horse or appropriate safe and secure cutting area.            Blades to be checked for wear or damage before use and storing.            Blade guards to be on whenever saw is not in use and saw put in safe place between cutting times.            Blade guards to be checked and secured before storing.            worn or damaged blades to be replaced            Saws to be stored safely by adults.</p>	<p>3</p>	<p>2</p>	<p>6</p>
<p><b>Hand Drill and palm drills</b></p>	<p>2</p>	<p>2</p>	<p>4</p>	<p>Store drills in tool box            Drill bits to be stored separately in closed container, within tool box            Ensure drill bit is securely fitted and checked by an adult            Always work onto a secure work stump            Wear glove on bracing hand            Keep loose hair and clothing tied back            Assistant holding work piece may wear gloves            Remove drill bit after finish of work            Drills and bits to be checked for damage before and after use            Damaged tool to be repaired or discarded            Keep loose hair and clothing tied back.            Assistant holding work piece may wear gloves.</p>	<p>1</p>	<p>2</p>	<p>2</p>
<p><b>Using a knife or whittling tools 'Safety Bubble' (blood bubble):</b>            Create a sphere of space with radius of length equal to or more than the length from the body centre to the end of the knife. 'Safe working position': All parts of the body to be kept behind the tool whilst working. Either sit with elbows on knees, working away from the body, twist and work away from the body to the side, or kneel behind stable and flat working log, with knees behind the log. Strokes of the knife should always be away from the body</p>							
<p><b>Knife</b></p>	<p>2</p>	<p>4</p>	<p>8</p>	<p>Knife to have sheath            Knives to be stored in sheaths in tool box</p>	<p>1</p>	<p>4</p>	<p>4</p>

				<p>All given full instruction in the safe use of knife (see directions below) Knife only to be removed from sheath/ folded out whilst sitting down</p> <p>All to be sitting within own 'safety bubble'</p> <p>Hold sheath at end whilst removing knife</p> <p>Always work in 'safe working position'</p> <p>Gloves to be worn on bracing hand</p> <p>Adults to be informed of any difficulty whilst working</p> <p>All knives to be returned to group leader at end of working session</p> <p>Knives and handles to be checked for wear or damage at start of each session Any damaged item to be removed from use and repaired or discarded</p>			
<b>Axe</b>	3	4	12	<p>Axe to be carried at arm's length, arm hanging down</p> <p>Blade guards must be in place</p> <p>On reaching site, tools to be placed on the ground so that they are clearly visible and away from general walkways.</p> <p>Safe working space and an appropriate stance to keep body out of danger Suitable work surface to be used</p> <p>Only used by trained leader and NEVER to be used by an untrained person</p> <p>If working with a partner, maintain good communication and only hit work piece when both are ready</p> <p>Axe should be checked for damage and for sharpness regularly, and maintained accordingly</p> <p>Store with blade sheathed, in a place visible and easily accessible when required</p>	1	4	4
<b>Loppers</b>	3	2	9	<p>Store loppers hanging in shed accessible to adults</p> <p>Carry with blade pointing downwards by lower arm of loppers to ensure that arms do not open</p> <p>When not in use, lay tool flat on the ground, or hung safely in designated space away from walking routes</p>	2	3	6

				<p>Always hold by handles</p> <p>Ensure that others do not place hands near to cutting edges whilst holding branches for cutting</p> <p>Only attempt to cut wood up to 2 centimetres diameter (dependent on cutting power of loppers and of user)</p> <p>If assisting young children, ensure whole body is kept away from blades and from closing of lopper arms</p> <p>Keep tools regularly maintained and sharpened</p> <p>Any damaged tool to be repaired or discarded</p>			
<b>Wooden Mallet</b>	2	2	4	<p>Tools to be transported securely within tool bag</p> <p>If working with a partner, maintain good communication and only hit work piece when both are ready</p> <p>Ensure all participants understand that mallet only used for purpose specified above, or for knocking in stakes or tent pegs.</p> <p>Group leader to inspect tools at each session</p> <p>Any defective tool to be discarded</p>	1	2	2
<b>Secateurs</b>	3	2	4	<p>Store tools in tool bag easily accessible to adults</p> <p>Store in locked position</p> <p>Carry with blade pointing downwards ensuring safety clasp is holding blades closed</p> <p>When not in use, lay tool flat on the ground in designated space away from walking routes</p> <p>Always hold by handles</p> <p>Ensure that others do not place hands near to cutting edges whilst holding branches for cutting</p> <p>If assisting young children, ensure whole body is kept away from blades and from closing of tool handles</p>	2	2	4

Peelers	3	2	6	Peelers to be stored in tool box in place easy to access by adults Peelers to be used only whilst seated and at a safe distance from others Direction of work should be away from the body and whilst seated with elbows on knees or whilst kneeling behind a block and working onto it Peelers should always be inspected for damage before and after use If damaged they should be discarded and replaced	2	2	4
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- ENTER SITE DETAILS AND MAP REFERENCES

- Escape route Main activity site
- O/S grid reference TQ
- What3words exact position of site

- Mobile Telephone Coverage – good
- 4G/ internet coverage- Giff gaff reliable
- Mobile phone number of leader 07787 110844
- Nearest landline is located at 01892
- Emergency Services: 999 or 112
- Nearest Hospital (incl A&E) Pembury Hospital <http://www.mtw.nhs.uk/how-to-get-here/>
- Burns Hospital, East Grinstead <http://www.gvh.nhs.uk/visiting-us/directions-by-car/>

# Emergency Procedure

This card should be shown to all adults accompanying a visit and can also be placed in first aid kits.

## Emergency Procedure

In the event of an incident overwhelming your team's coping mechanisms, use the following to guide your actions:

1. REMAIN CALM - Assess the situation.
2. Safeguard yourself and then any other uninjured members of the group.  
Make sure all other members of the party are:
  - ✓ accounted for
  - ✓ safe
  - ✓ adequately supervised
  - ✓ briefed to ensure that they understand what to do to remain safe.
3. Delegate Assistant Leaders if possible so you can keep an overview of events and to allow 'concurrent' activity.
4. Call emergency services as appropriate.
5. Carry out first aid to the best of your abilities. Remember the aims of first aid are to
  - a. Preserve life
  - b. Prevent the condition worsening
  - c. Promote recovery

## Essential First aid

1. casualties need to be able to breath – if they are unconscious this means being put into a safe airway position
2. you need to try to find and stop any serious external bleeding
3. you need to protect the casualty from the environment - keep them warm
4. Monitor their condition, talk to them, reassure them, hold their hand and provide emotional support

## Once the immediate situation is contained:

- Inform the Hodore Woods Emergency Contact- Farmhouse 01892 770274 or the office of the respective setting. They will need the following information:
  - Who you are and what your role is within the group
  - What number can you be called back on?
  - What is the nature of the emergency?
  - How many casualties there are and their status
  - The total number of people in your party
  - Your current location
  - Whether you are staying where you are or moving – if you are moving where to?
  - What time did the accident/incident happen?
- Liaise with, and take advice from, emergency services on **999** or **112** if they have attended the scene.
- NHS 111 could be called for medical advice and support – Call **111**
- If a child is involved then once the immediate situation is dealt with inform the parents or carers if there is to be any further medical or professional assistance.
- Consider the physical needs of the group and casualties in terms of shelter, refreshments, transport/repatriation.
- Consider the emotional needs of the group such as removing them from the scene, providing emotional support (they can often do this for each other), giving them useful things to do.
- Control communications - prevent group members from using phones or going online unsupervised or until approval is given.
- Keep a written log of all actions taken, conversations held and a timescale.

Emergency Issue	Action
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Child or adult requiring first aid or taken ill (For example: cuts, bruises, bumps to the head, sickness, temperature etc.)	Depending on the injury to either a child or adult, the Forest School Leader or a supporting adult are to administer basic first aid using the first aid kit. Should an injury to a child require further assistance, a supporting adult to stay with the children, whilst the Forest School Leader deals with the emergency on or off site. (See above emergency procedure)
Stranger danger	Should a member of the public come on site, the Forest School Leader or a supporting member of staff is to ascertain the purpose of their visit.
Missing Child	Forest School Leader is to gather the class together. A register is then to be taken. Forest School Leader and/or a supporting adult are to search the Forest School area whilst another adult sit with the class.

#### Covid-19 links for parents

<https://www.gov.uk/government/publications/guidance-for-parents-and-carers-of-children-attending-out-of-school-settings-during-the-coronavirus-covid-19-outbreak/guidance-for-parents-and-carers-of-children-attending-out-of-school-settings-during-the-coronavirus-covid-19-outbreak?fbclid=IwAR2Uffw6qLpHpZO9XpWC0CGCkKNUqxrwhHtuadw7oAuK5W1Da7WebtAbSiw>

#### Covid-19 guidance for providers

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak>

<https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak>

<https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak/protective-measures-for-out-of-school-settings-during-the-coronavirus-covid-19-outbreak>

#### Early Years and Care providers

<https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures#who-this-guidance-is-for>

#### Guidance for the phased return to sport

<https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sport-and-recreation/guidance-for-providers-of-outdoor-facilities-on-the-phased-return-of-sport-and-recreation>

#### Guidance for staying at home with suspected COVID-19

<https://www.gov.uk/government/publications/covid-19-stay-at-home-guidanc>

#### What to do if there is a possible outbreak



The key measures that every setting should have in place are:

- minimising contact with individuals who are unwell by ensuring those who have coronavirus (COVID-19) symptoms do not attend their setting. This also applies if a member of their family has symptoms or if they have been advised by NHS Test & Trace as 'a close contact' to isolate at home
- encouraging staff and children attending to clean their hands more often than usual, including before and after activities and before and after using toilet/washroom facilities
- ensuring good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach
- cleaning frequently touched surfaces more often than usual using standard products, such as detergent or bleach
- increased frequency of cleaning of toilets and washrooms
- minimising contact and mixing between groups of children by altering the environment to allow for social distancing between children and keeping children in small consistent groups