# OLD HALL PRIMARY

# SCHOOL COVID 19 RISK ASSESSMENT

# 2020

## *Re-opening of school to all pupils*

# Full Re-Opening of Schools from Autumn 2020 – Coronavirus (Covid-19) Pandemic Risk Assessment – Version - V2 V3

The Government's plan is for all pupils, in all year groups, to return to school full-time from the beginning of the autumn term 2020. The Actions for schools during the coronavirus outbreak (Full Opening: Schools) is intended to support schools, both mainstream and alternative provision, to prepare for this. It applies to primary, secondary (including sixth forms), infant, junior, middle, upper, school-based nurseries and boarding schools. The guidance also covers expectations for children with special educational needs and disability (SEND), including those with education, health and care plans, in mainstream schools. Separate guidance is available for Early years and childcare providers and for Special schools and other specialist settings. Schools should use their existing resources to make arrangements to welcome all children back. Schools should not put in place rotas.

While the aim is to have all pupils back at school in the autumn, every school will also need to plan for the possibility of a local lockdown and how they will ensure continuity of education.

Schools have remained open to some pupils since 20 March, welcoming more pupils back from 1 June. Schools should therefore have already assessed the risks and implemented proportionate control measures to limit the transmission of coronavirus (COVID-19) for a limited number of pupils.

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 ***- this means making judgments at a school level about how to balance minimising any risks from coronavirus (COVID-19) by maximising control measures with providing a full educational experience for children and young people***. 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 control to reduce the risk to the lowest reasonably practicable level. Essential measures include:

- 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.

**How contacts are reduced will depend on the school's circumstances and will (as much as possible) include:**

- 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.

**Actions school will take take include:**

**Prevention:**

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).

***Numbers 1 to 4 must be in place in all schools, all the time.***

***Number 5 must be properly considered and schools must put in place measures that suit their particular circumstances.***

***Number 6 applies in specific circumstances.***

**Response to any infection:**

7) engage with the NHS Test and Trace process;
8) manage confirmed cases of coronavirus (COVID-19) amongst the school community;
9) contain any outbreak by following local health protection team advice.
10) notify Ofsted through the usual notification channels of any confirmed cases of coronavirus (Covid-19) in the setting (either child or staff member), and if the setting is advised to close as a result.

Numbers 7 to 9 must be followed in every case where they are relevant. Number 11 applies to **EYFS settings ONLY** including maintained schools, non-maintained schools, independent schools and those on the Early Years Register.

Risk reduction measures should (as with all other risk assessments) be assessed in order of priority as set out below; schools should not simply adopt the easiest control measure to implement. Controls should be practical to be implemented and, ideally, should be able to be maintained easily over time. It is critical to remember that it will only rarely be feasible to eliminate individual risks completely.

*1)* ***Elimination:*** *stop an activity that is not considered essential if there are risks attached.*
*2)* ***Substitution:*** *replace the activity with another that reduces the risk. Care is required to avoid introducing new hazards due to the substitution.*
*3)* ***Engineering controls:*** *design measures that help control or mitigate risk.*
*4)* ***Administrative controls:*** *identify and implement the procedures to improve safety (for example, markings on the floor, signage).*

# OLD HALL PRIMARY SCHOOL RISK ASSESSMENT – Full Re-Opening of Schools from Autumn 2020 – Coronavirus (Covid-19) Pandemic Risk Assessment - Version 2

| A | Workplace details | | |
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| School Name: | Old Hall Primary School | Department/Location: | Bury |

| B | Work Activity: | Full Re-Opening of Schools from Autumn 2020 – Coronavirus (Covid-19) Pandemic |
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This risk assessment must be read and followed in conjunction with other applicable risk assessments for the school, staff member or pupil, adapted as necessary, and :

- Actions for schools during the coronavirus outbreak (Full Opening: Schools)
- Actions for Early years and childcare providers
- Actions for Special schools and other specialist settings
- Critical workers who can access schools or settings
- Stay at home guidance for households with possible Covid-19 infection
- Guidance on shielding & protecting extremely vulnerable persons from Covid-19
- COVID-19 - 'shielding' guidance for children and young people
- Staying alert & social distancing
- Meeting people from outside your-household - making a support bubble with another household
- Staying safe outside your home
- Coronavirus (Covid-19) Getting tested
- Providing School Meals during the Coronavirus Outbreak
- COVID-19: cleaning of non-healthcare settings outside the home
- Coronavirus Covid-19 safer travel guidance for passengers
- Coronavirus Covid-19 Safer transport guidance for operators
- Transport to school and other places of education: autumn term 2020
- Safe working in education, childcare and children's social care settings, including the use of PPE
- HSE Face Fit Testing Guidance
- Face coverings in education
- Face coverings: when to wear one and how to make your own
- Early Years Foundation Stage Framework
- Remote education during Coronavirus (Covid-19)
- DfE Managing school premises during the coronavirus outbreak
- HSE: Legionella Risks during the Coronavirus Outbreak
- Staying Secure During Covid-19
- Working safely during coronavirus (Covid-19)
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| C | Assessment of risk: |
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| What are the hazards/cause of hazards? | Who might be harmed and how? | Control Measures<br>What are we already doing? | Do you need to do anything else to reduce/ manage this risk? | Action by who/ when? | Date completed |
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| Contact with individuals who are unwell | All building users, including visitors/ parents, contractors/maintenance personnel<br><br>Serious respiratory illness, death | • Ensure that pupils, staff and other adults do not come into school if they have coronavirus (COVID-19) symptoms (a new continual cough, a temperature in excess of 37.8°C or a loss of, or change in their normal sense of taste or smell (anosmia)) or have tested positive in the last 10 days, and ensure anyone developing those symptoms during the school day is sent home (Stay at home guidance for households with possible Covid-19 infection).<br>• If anyone in the school becomes unwell with coronavirus symptoms, they must be sent home and advised to follow the above Stay at home guidance, which sets out that they must self-isolate for at least 10 days and should arrange to have a test. Other members of their household (including any siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms.<br>• If someone in a child or staff member's support bubble is showing coronavirus symptoms, or otherwise self-isolating, everyone in that support bubble should stay home. If the child/staff member or a member of their support bubble is contacted as part of the NHS Test and Trace programme, the individual contacted should stay at home. If the individual becomes symptomatic, everyone in the support bubble should then isolate.<br>• If a child is awaiting collection, they will 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 appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, we will move them to an area which is at least 2 metres away from other people. | Ensure all staff and parents are made aware.<br><br>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).<br><br>White Room will be used for this purpose | | |

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| | | • If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom will be cleaned and disinfected using standard cleaning products before use by anyone else.<br>• If a child needs direct personal care until they can return home, a fluid-resistant surgical face mask will be worn by the supervising adult **if** a distance of 2m cannot be maintained. If contact with the child is necessary, then disposable gloves and a disposable apron will also be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, e.g. from coughing, spitting, or vomiting, then eye protection will also be worn. Refer to safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE)<br>• In an emergency, call 999 if someone is seriously ill, injured or their life is at risk.<br>• Anyone who has 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 or they have been requested to do so by NHS Test & Trace.<br>• 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 disinfectant after they have left to reduce the risk of passing the infection on to other people. Refer to COVID-19: cleaning of non-healthcare settings outside the home.<br>• If a child starts displaying coronavirus symptoms while at their school or setting they must, wherever possible, be collected by a member of their family or household. In exceptional circumstances, where this is not possible, and the setting needs to take responsibility for transporting | Use the staff disabled toilet<br><br>A small supply of fluid-resistant surgical face masks https://www.medisave.co.uk/surgical-face-masks-type-iir-x-50.html<br><br>Anyone with coronavirus (COVID-19) symptoms should not visit the GP, pharmacy, urgent care centre or a hospital.<br>Dome masks and PPE equipment available in the White Room | | |

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| | | them home we will do one of the following:<br>- use a vehicle with a bulkhead or partition;<br>- the driver and passenger should maintain a distance of 2m from each other;<br>- the driver should use PPE, and the passenger should wear a face mask if they are old enough and able to do so. | | | |
| Poor response to an infection | All building users, including visitors/ parents, contractors/main tenance personnel<br><br>Infection spread leading to serious respiratory illness, death | • We will ensure all staff and parents understand the NHS Test and Trace process. We will ensure that staff and parents/carers understand that they will need to be ready and willing to:<br>- book a test if they are displaying symptoms (or order via Tel No. 119). 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;<br>- provide details of anyone they, or their child have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test & Trace/Public Health;<br>- self-isolate if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or if anyone in their household develops symptoms of coronavirus (COVID-19).<br>• We will assist the Test and Trace service by keeping a temporary record of staff work patterns for 21 days and assist NHS Test and Trace with requests for that data if needed<br>By the autumn term, all schools will be provided with a small number of home testing kits that we can give directly to parents/carers collecting a child who has developed symptoms at school, or staff who have developed symptoms at school, where we think providing one will significantly increase the likelihood of them getting tested.<br>• We will ask parents and staff to inform us immediately of the results of a test: | We (school) will follow the advice from the NHS on test and trace https://www.gov.uk/guidance/nhs-test-and-trace-how-it-works<br><br>Refer to Maintaining records of staff, and visitors to support NHS Test and Trace<br><br>If any individual with symptoms is believed to have contracted the COVID-19 virus 'whilst at work', the relevant information must be reported to the HSE under RIDDOR legislation.<br><br>In the sad event of the death of a worker in children's services from coronavirus (COVID-19) follow: Actions for employers and providers following a coronavirus (COVID-19) | | |

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| | | - if a child or member of staff tests negative, if they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating although it is still best to avoid contact with other people until they are better. Other members of their household can stop self-isolating.<br>- if a child or member of staff 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 (a cough or anosmia can last for several weeks once the infection has gone). The 10-day period starts from the day when they first became ill. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal. Other members of their household should continue self-isolating for the full 14 days.<br>- If a child or member of staff is not experiencing symptoms but has tested positive for Covid-19, they must self-isolate for at least 10 days, starting from the day the test was taken. If symptoms develop during this isolation period, then they must restart the 10 day isolation from the day symptoms developed. Others in the household must self-isolate for 14 days from the date of the positive test.<br>• At this stage, all those who have been in close contact with the pupil or member of staff in their group or bubble will be asked to self-isolate for 14 days.<br>• If a further child who is self-isolating develops symptoms, they should be tested for COVID-19. If this result is positive, they will begin the 10 day isolation from the day they became ill. All those in the second child's household will need to self-isolate for 14 days from the onset of the symptoms. If the result is negative, the second child will continue with their 14 day isolation period as a result of being in contact with the first child. | related death of a carer or colleague across children's services | | |

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| | | • In the majority of cases, school and parents will be in agreement that a child with symptoms should not attend school, given the potential risk to others. In the event that a parent or guardian insists on a child attending school, school can take the decision to refuse the child if in our reasonable judgement it is necessary to protect our pupils and staff from possible infection with Covid-19). Any such decision will be carefully considered in light of all the circumstances and the current public health advice. | | | |
| There is a confirmed case of coronavirus amongst the school community | All building users, including visitors/ parents, contractors/main tenance personnel<br><br>Infection spread leading to serious respiratory illness, death | • We will take swift action when we become aware that someone who has attended has tested positive for coronavirus (COVID-19). We will contact the local health protection team. This team will also contact us 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.<br>• 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.<br>• The health protection team will work with us in this situation to guide us through the actions we need to take. Based on the advice from the health protection team, we must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 14 days since they were last in close contact with that person when they were infectious. Close contact means:<br>- 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);<br>- proximity contacts - extended close contact (within 1 to 2m for more than 15 minutes) with an infected individual;<br>- travelling in a small vehicle, like a car, with an infected person.<br>• The health protection team will provide definitive advice | | | |

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| | | on who must be sent home. To support them, we will keep a record of pupils and staff in each group, and any close contact that takes places between children and staff in different groups. This will be a proportionate recording process - we 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.<br>• A template letter will be provided to us, on the advice of the health protection team, to send to parents and staff if needed. We will not share the names or details of people with coronavirus (COVID-19) ) with anyone except the public health authority for public health reasons e.g. to trace contacts and protect against the serious threat to public health.<br>• 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:<br>- 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.<br>- if the test result is positive, they should inform school immediately, and must isolate for at least 10 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 14-day isolation period). Their household should self-isolate for at least 14 days from when the symptomatic person first had symptoms, following 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection'<br>• We will not request evidence of negative test results or other medical evidence before admitting children or | We will ensure our privacy notices for both parents/pupils and staff are updated accordingly. | | |

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| | | welcoming them back after a period of self-isolation.<br>• EYFS ONLY: We will notify Ofsted swiftly through the usual notification channels of any confirmed cases of coronavirus (Covid-19) in the setting (either child or staff member), and if the setting is advised by Public Health to close as a result. | | | |
| Poor containment of an outbreak by not following local health protection team advice | All building users, visitors/ parents, contractors/main tenance personnel<br><br>Infection spread leading to serious respiratory illness, death | • If we have 2 or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, we may have an outbreak, and will continue to work with the local health protection team who will advise if additional action is required.<br>• 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 we implement the controls from this risk assessment, 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.<br>• In consultation with the local Director of Public Health, where an outbreak in our school is confirmed, a mobile testing unit may be dispatched to test others who may have been in contact with the person who has tested positive. Testing will first focus on the person's class, followed by their year group, then the whole school if necessary, in line with routine public health outbreak control practice. | | | |
| Clinically vulnerable or extremely clinically vulnerable persons returning to school | Clinically vulnerable & extremely clinically vulnerable staff and pupils<br><br>Serious respiratory illness, death | **Pupils who are shielding or self-isolating**<br>There will be far fewer children advised to shield and majority of pupils will be able to return to school. However:<br>• A small number of pupils will still be unable to attend in line with public health advice as 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);<br>• 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 | Shielding advice for all adults and children was paused on 01/08/20, 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. Refer toRCPCH COVID-19 - 'shielding' | | |

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| | | and therefore they may be temporarily absent (see below);<br>• 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 in September (usually at their next planned clinical appointment).<br>• Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, we will be able to offer them access to remote education and we will monitor engagement with this activity.<br><br>**Immunisation**<br>• As normal, we will engage with our local immunisation providers to provide immunisation programmes on site, ensuring these will be delivered in keeping with the school's control measures<br><br>**School workforce**<br>• Shielding measures were paused from 01/08/20, with the exception of areas where local lockdown means that shielding will continue. It is therefore appropriate for teachers and other school staff to return to school and we expect that staff who need to will attend school.<br>• Employers have now been given more discretion about where staff work. Most school-based roles are not ideally suited to home working and schools may expect most staff to return to work in settings. Some roles, such as some administrative roles, may be conducive to home working, and school leaders will consider what is feasible and appropriate.<br>• We will explain to staff the measures the school is putting in place to reduce risks. We anticipate adherence to the measures in this Risk Assessment will provide the necessary reassurance for staff to return to schools.<br>• We will discuss any concerns individuals including those who may be clinically vulnerable, clinically extremely vulnerable or at increased comparative risk from coronavirus, may have around their particular | guidance for children and young people<br><br>More advice is available from the Royal College of Paediatrics and Child Health<br>Where children do not attend school as parents are following clinical and/or public health advice (self-isolating, quarantine or the clinically extremely vulnerable during a future lockdown), absence will not be penalised (record as Code "X") – see Recording attendance in relation to Covid-19 absence will not be penalised.<br><br>These programmes are essential for children's health and wellbeing and can also provide benefits for staff.<br><br>Refer to current advice on shielding.<br>Where necessary, we will provide equipment for people to work at home safely and effectively, e.g. remote access to work systems | | |

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| | | circumstances, reassure staff about the protective measures in place **and carry out a specific Individual Risk Assessment with them**.<br>***Staff who are extremely clinically vulnerable***<br>• Those who are clinically extremely vulnerable can return to school in September 2020 provided we implement the system of controls outlined in Full Re-Opening: Schools and this Risk Assessment.<br>In all respects, the clinically extremely vulnerable should now follow the same guidance as the clinically vulnerable population (see below), taking particular care to practise frequent, thorough hand washing, and cleaning of frequently touched areas in their home and/or workspace.<br>• People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace.<br>***Staff who are clinically vulnerable***<br>• Clinically vulnerable staff can return to school in September. While in school they should follow the specific measures in this Risk Assessment to minimise the risks of transmission.<br>This includes taking particular care to observe good hand and respiratory hygiene, minimising contact and maintaining social distancing. This provides that ideally, adults should maintain 2m distance from others, and where this is not possible avoid close face to face contact and minimise time spent within 1 metre of others. While the risk of transmission between young children and adults is likely to be low, adults should continue to take care to socially distance from other adults including older children/adolescents.<br>• People who live with those who are clinically vulnerable can attend school.<br>***Staff who are pregnant***<br>• Pregnant women are in the 'clinically vulnerable' category, and are advised to follow the above advice, which applies to all staff in schools.<br>• We will conduct a risk assessment for new and expectant | Dome masks and gloves will be made available. | | |

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| | | mothers in line with the Management of Health and Safety at Work Regulations 1999 (MHSW).<br>• The Royal College of Obstetrics and Gynaecology (RCOG) guidance includes advice for women from 28 weeks gestation or with underlying health conditions who may be at greater risk. We will follow this advice and continue to monitor for future updates to it.<br>***Staff who may otherwise be at increased risk from coronavirus***<br>• Those with particular characteristics such as those from the Black, Asian, Ethnic Minority community (BAME) who may be at comparatively increased risk from coronavirus (COVID-19) can return to school in September as long as the system of controls set out in Full Re-Opening: Schools and this Risk Assessment are in place.<br>• People who live with those who have comparatively increased risk from coronavirus (COVID-19) can attend school. | Refer toCOVID-19: review of disparities in risks and outcomes report and Schools and COVID-19: guidance for Black, Asian and minority ethnic (BAME) staff and their employers in school settings | | |
| Inadequate hand and respiratory hygiene leading to spread of Covid-19 virus | All building users, visitors/ parents, contractors/maintenance personnel<br><br>Infection spread leading to serious respiratory illness, death | • Everyone will be reminded to wash their hands before leaving home, on arrival at school, on return from breaks, when they change rooms and before and after handling cleaning chemicals, eating/drinking, using the toilet, sports activities, using public transport and after coughing or sneezing and not to touch face (eyes, mouth, nose) with hands that are not clean.<br>• Wash with liquid soap & water for a minimum of 20 seconds. Alcohol based hand cleansers/gels (containing at least 60% alcohol) can be used if soap and water are not available or practical. We will ensure there are sufficient hand washing or hand sanitiser 'stations' available throughout school for staff and pupils and at the main entrance and dining hall entrance.<br>• We will ensure supervision of hand sanitiser use given the risks around ingestion. Small children and pupils with complex needs will continue to be helped to clean their hands properly. Skin friendly skin cleaning wipes can be used as an alternative. | Ensure all attending understand how to wash hands correctly - Posters around the school as appropriate.<br><br>Ensure all sinks have necessary stock & restock as necessary. HSE have issued guidance on Choosing the right hand sanitisers and surface disinfectants<br><br>We will build these routines into school culture, supported by behaviour expectations and help ensure younger children and those with complex needs understand the | | |

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| | | • Hands must be dried properly to prevent infection and drying out. Pat dry rather than rub to avoid discomfort. Supplies of hand cream (aqueous cream or similar) will be made available to help prevent soreness.<br>• Ensure suitable hand washing facilities are available including running water, liquid soap and paper towels or hand dryers.<br>• Where in place, toilet lids should be closed prior to flushing and remain closed after use. Where not in place, staff and children will be instructed to move away from the toilet as soon as it has been flushed, more frequent cleaning of the toilets and most importantly, ensuring that **strict hand hygiene** measures are observed following every visit to the toilet.<br>• Different groups being allocated their own toilet blocks – Y5/6 using UKS2 toilets, Y3/4 using LKS2 toilets and Ks1/EYFS using the KS1 toilets. Toilets will be cleaned regularly and pupils encouraged to clean their hands thoroughly after using the toilet.<br>• The 'catch it, bin it, kill it' approach will continue. Everyone will be reminded to sneeze into a tissue or sleeve NEVER into hands and to wash hands immediately after (as above). 'Catch it, bin it, kill it' posters to be displayed in relevant areas.<br>• Used tissues will be put in a bin immediately - all waste bins to be lined and should be lidded and foot operated and emptied regularly<br>• As with hand cleaning, we will 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.<br>• Some pupils with complex needs will struggle to maintain as good respiratory hygiene as their peers, e.g. those who spit uncontrollably or use saliva as a sensory stimulant. This will 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. | need to follow them.<br><br>Ensure stocks of disposable paper towels are available in all toilet areas (Preferable to use instead of hand dryers). Additional waste bins (lidded and foot operated where possible) may also be required in toilet areas where paper towels can be disposed of safely.<br><br>We will ensure there are enough tissues and bins available in school to support pupils and staff to follow the Catch it, bin it, kill it routine<br><br>Songs and rhymes will be used to encourage hand washing in early years<br>e-Bug has produced a series of helpful posters (or others you think are suitable) for display in appropriate locations:<br>- Horrid hands<br>- Super sneezes<br>- Hand hygiene<br>- Respiratory hygiene<br>- Microbe mania<br><br>Additional resources for EYFS :<br><br>- PACEY: supporting children in your setting<br>- Dr Dog explains coronavirus<br>- 2 metres apart activity<br>- Our hand washing song<br>Bright Horizons: Talking to Children about COVID-19 | | |

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| Inadequate personal protection & PPE & spread of Covid-19 virus | All building users (particularly those staff performing personal and intimate care<br><br>Infection spread leading to serious respiratory illness, death | PPE<br>☐ We will review tasks in school which require PPE like first aid, intimate care, cleaning, food preparation etc. and identify where we need extra equipment (like visors where splashing to the eyes is a new significant risk) or more of it (because we change it more often) and we used Covid-19: Personal Protective Equipment (PPE) to help us decide. Where PPE is required, staff will be trained in and must scrupulously follow the guidance how to put PPE on and take it off safely to reduce cross and self-contamination<br><br>• Removal, cleaning and disposal – as in the cleaning section above.<br>• Where staff are performing intimate care procedures and/or nappy changing, the normal procedures and usual PPE will be used – disposable apron and disposable gloves. If a child shows symptoms of COVID-19 they must not attend the school and stay at home.<br>• When changing children, and where the child can understand, ask the child to turn their head to the side during the changing process. A displayed poster which the children can describe may assist with this.<br>• For further information on the use of PPE for supervising a child who has become unwell see section on 'Contact with individuals who are unwell'<br>• Staff dealing with children with complex medical needs have an increased risk of transmission through aerosols being transferred from the child to the care giver. Staff performing tracheostomy care and other similar procedures will follow the PHE guidance personal protective equipment (PPE) guidance on aerosol generating procedures and wear the correct PPE which is:<br>- a FFP2/3 respirator (which must be fit-tested)<br>- gloves<br>- a long-sleeved fluid repellent gown<br>- eye protection<br>• If non-symptomatic children present behaviours which may increase the risk of droplet transmission (such as spitting), | Working safely during coronavirus (COVID-19) states that PPE beyond what you usually wear is not beneficial. The exception is clinical settings, like a hospital, or a small handful of other roles for which PHE advises use of PPE, for example, first responders and immigration enforcement officers. Workplaces should not encourage the precautionary use of extra PPE to protect against COVID-19 outside clinical settings.<br><br>Unless you are in a situation where the risk of COVID-19 transmission is very high, your risk assessment should reflect the fact that the role of PPE in providing additional protection is extremely limited. However, if your risk assessment does show that PPE is required, then you must provide this free of charge to workers who need it. Any PPE provided must fit properly.<br><br>Ensure adequate bins (lidded and foot operated where possible) and tissues are made available. Ensure school has a stock of rubber gloves and if needed, disposable gloves/aprons/facemasks.<br><br>Signage as appropriate. | | |

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| | | they will continue to receive care in the same way, including any existing routine use of PPE.<br><br>**Face Coverings:**<br>• The Government is not recommending universal use of face coverings in all schools. Face coverings will not be necessary in the classroom even where social distancing is not possible.<br>**Primary Schools/Nurseries:**<br>• In primary schools where social distancing is not possible in areas outside of classrooms between members of staff or visitors, e.g. in staffrooms, Head teachers have the discretion to decide whether to ask staff or visitors to wear or agree to them wearing face coverings in these circumstances.<br>• Primary school children will not need to wear a face covering.<br>• If non-symptomatic children present behaviours which may increase the risk of droplet transmission (such as spitting), they will continue to receive care in the same way, including any existing routine use of PPE.<br>• Public Health England does not currently recommend the use of face coverings 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.<br>• In line with Coronavirus Covid-19 safer travel guidance for passengers it is **mandatory t**o wear a face covering if you need to use public transport or when attending a hospital as a visitor or outpatient. Note: children aged 3 to 10 years are exempt from the mandatory requirement to wear a face covering on public transport. Consider this to be best practice where the child understands how to wear a mask properly. It is important to use face coverings properly (Face coverings: when to wear one and wash your hands before putting them on and after taking them off.<br>• Responsible adults or carers travelling with children on | Refer to HSE Face Fit Testing Guidance<br><br>Some individuals are exempt from wearing face coverings (Face coverings: when to wear one and how to make your own) e.g. people who cannot put on, wear or remove a face covering because of a physical or mental illness or impairment, or disability, or if you are speaking to or providing assistance to someone who relies on lip reading, clear sound or facial expression to communicate. The same exemptions will apply in education settings, and we would expect teachers and other staff to be sensitive to those needs<br><br>In the event of new local restrictions being imposed, we will communicate quickly and clearly to staff, parents, pupils and learners that the new arrangements require the use of face coverings in certain circumstances.<br><br>.Refer also to COVID-19 contain framework: a guide for local decision-makers and 'Contingency Planning' below<br>Ensure there is a small supply of face coverings available in school<br>Also mandatory from 24/07/20 to wear face coverings in enclosed public spaces such as transport hubs, shops/supermarkets/banks/ takeaways/places of worship, cinemas, theatres, galleries, concert halls, aquariums, indoor zoos/visitor farms, other indoor tourist heritage or cultural sites. Public areas in hotels/hostels, libraries, youth centres, social clubs, indoor entertainment venues, funfairs, | | |

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| | | public transport must follow this guidance, wear face coverings, minimise the surfaces they touch and maintain their distance from others, where possible.<br>• Children under the age of 3 should not wear face coverings. | amusement arcades, adventure activities e.g. laser quest, go-karting, escape rooms set (list is not exhaustive) exemptions include children under 11 and those with certain disabilities/medical conditions) (*Exemptions apply as listed above)* | | |
| Failure to adequately identify vulnerable pupils/ safeguarding | All pupils classed as vulnerable either by DfE guidance, LA or school<br><br>Vulnerable pupils do not receive appropriate support and protection | • We will continue to have regard to statutory guidance<br>• We will review/update our child protection policy (led by the DSL) to reflect the return of more pupils.<br>• We will identify all those children whom we believe to be vulnerable in addition to those classed as vulnerable under current DfE guidance. This will include children on the edge of receiving support from children's social care, adopted children, those at risk of becoming NEET, those living in temporary accommodation and those who are young carers.<br>• We will take the opportunity to contact all parents to confirm correct emergency numbers and ask for additional emergency contacts where these are available.<br>• The DSL (and deputies) will be provided with more time, especially in the first few weeks of term, to help 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.<br>• 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. | Refer to the coronavirus (COVID-19): safeguarding in schools, colleges and other providers guidance. | | |
| Inappropriate arrangements for opening the school to pupil groups | All building users<br><br>Infection spread leading to serious respiratory illness, death | **Preparations will need to be agreed with Governors and staff prior to re-occupation by pupils and staff.**<br><br>**Minimise contact between individuals and maintain social distancing wherever possible**<br>• Reduce the number of contacts between children and | Individuals displaying symptoms of COVID-19 should follow the government guidance COVID-19: guidance for households with possible coronavirus infection)<br>Provide ongoing health and safety | | |

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| | | staff.<br>• Maintain distinct groups or 'bubbles' that do not mix with other bubbles.<br>• Desks arranged facing th front with clear pathways defined. Early years are no longer required to keep children in small consistent groups within settings; they can return to normal group sizes<br>• All children will be encouraged to keep their distance within groups/bubbles although it is acceptable for younger children not to distance within their group.<br>• We will try to keep children in their class groups for the majority of the classroom time but may also need to 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. We will endeavour to keep these groups at least partially separate and minimise contacts between children.<br>• All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable. 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 2m from other adults. 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.<br><br>**Measures within the classroom**<br>• Staff must maintain distance from pupils, staying at the front of the class, and away from colleagues where possible. Ideally, adults should maintain 2m distance from each other, and from children, although this will not always be possible with younger children.<br>• Avoid close face to face contact and minimise time spent within 1m of anyone. This will not be possible | information not only to staff through induction, training and regular updates/reminders but also for children and young people and parents/carers where applicable.<br>School will consider providing virtual tours for prospective parents and carers wishing to visit the setting for September admissions and possibly a filmed tour of the school accessible when requested via e mail.<br>Induction checklist/staff handbook or code of conduct to be updated in line with COVID-19 risk assessment and information for parents displayed on the school website. poster to be displayed. GOV.UK: Staying Covid-19 Secure Poster (revised 23/07/20)Consideration must be given to ensuring our plans are communicated to those parents who have English as an additional language and parents of vulnerable children including young carers.<br><br>Parents will be reminded of the complaints Policy which currently sets out how low level concerns will be resolved.<br><br>All staff will be issued with a cloth face mask, which they will undertake the responsibility for looking after, cleaning and sanitising. The mask can | | |

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| | | when working with pupils who have complex needs or who need close contact care. These pupils' educational and care support should be provided as normal.<br>• Children old enough, will 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.<br>• When staff or children cannot maintain distancing, particularly with younger children in primary schools, we will reduce risks by keeping pupils in the smaller, class-sized groups described above.<br>• We will endeavour to make small adaptations to the classroom to support distancing where possible e.g. seating pupils side by side and facing forwards, rather than face to face or side on, and moving unnecessary furniture out of classrooms to make more space.<br>• Spaces used will be well ventilated using natural ventilation where possible. Maximise ventilation by opening windows and propping open doors (bearing in mind safeguarding and fire safety)<br>• Doors may be held open to avoid them being touched by those coming and going from the classroom. This will also aid ventilation. This is only permitted where the room is occupied and doors must be closed once the group has left the room. At the end of the day, all doors to all rooms must be closed for fire purposes.<br>• Wherever possible pupils will 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. Consideration will be given to seating the pupils at the same desk each day where possible.<br>• Pupils and staff will be asked to bring in their own water bottles. Water drinking stations and water fountains will be temporarily taken out of use. Pupils will fetch filled water bottles from home. Disposable cups can be used in case of an emergency. Staff may fill their bottles from the staffroom (observing social | be worn in case of an emergency where they may need to help a child in close proximity. | | |

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| | | distancing) and must clean areas touched after each use.<br>• Sand and water trays will ONLY being used by one particular class/group. Malleable resources such as play dough will not be shared between different classes/groups.<br>• In order to facilitate cleaning, remove unnecessary items form learning environments where there is space to store them elsewhere. Public Health advice is to remove all soft toys and toys that are hard to clean, such as those with intricate parts. Where practicable remove soft furnishings such as pillows, beanbags and rugs.<br>Cleaning<br>• Dressing up clothing and other fabric items can be used if used intermittently – every 3 days – to reduce the risk of cross contamination or reserved for one class/group.<br>• Where possible (weather permitting) children will make use of outdoor spaces and outdoor equipment. Only one group at a time may use play equipment externally. Again, equipment will be kept to a minimum and disinfected with spray after use by each cohort or reserved for one class/group.<br>• Where possible, external doors from classrooms will be used to access outside areas thus reducing the need to use internal areas.<br>• Wooden equipment will be taken out of use for everyone, or it will be restricted to use by only one bubble and cleaned at least every day it is used, or it will be cleaned and used intermittently between bubbles (i.e. 48 hours between different group use).<br>• IT suites can be used by pupils. Disinfection of workstations, keyboard and mouse after each class/bubble use will be necessary. Headphone sets will be thoroughly sanitised by the teaching staff prior to their useage.<br>• Practical lessons can go ahead if equipment can be | | | |

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| | | cleaned thoroughly and the classroom or other learning environment is occupied by the same children in one day, or properly cleaned between bubbles.. See also 'Curriculum' below.<br><br>**Measures for break and lunchtimes**<br>• We will stagger pupil break and lunch times (and time for cleaning surfaces in the dining hall between groups). Where dining halls are used, social distancing will be considered and no mixing of groups must take place.<br>• Separate dining areas will be assigned for each group/bubble and queueing will be kept to a minimum.<br>• Lunches will be ordered in advance (by staff and pupils). Alternatively, pupils may bring their own packed lunch.<br>• Playgrounds will be divided to minimise mixing between groups where possible.<br>• Shared staff spaces will be set up to help staff to distance from each other. Use of staff rooms will be minimised, although staff must still have a break of a reasonable length during the day – staff breaks are staggered.<br>• Use safe outdoor areas for staff breaks.<br>• Encourage staff to remain on-site at lunch time and, when not possible, maintaining social distancing while off-site<br><br>**Measures elsewhere**<br>• Groups will be kept apart – we will avoid large gatherings such as assemblies or collective worship with more than one group.<br>• There may be an additional risk of infection when singing, chanting, playing wind or brass instruments or shouting even if individuals are at a distance. We will consider how to reduce the risk, particularly when | | | |

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| | | 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, taking into account lateral instruments such as flutes),avoiding sharing of instruments, and ensuring good ventilation. Singing, wind and brass playing will not take place in larger groups such as school choirs and ensembles, or school assemblies.<br>• When timetabling, groups will be kept apart and movement around the school site kept to a minimum. While passing briefly in the corridor or playground is low risk, we will avoid creating busy corridors, entrances and exits.<br>• To reduce movement around the building, wherever possible, groups/classes will remain in the same classroom(s) as much as possible with teachers moving between classes rather than pupils.<br>• Where considered wide enough to do so, corridors will be marked with tape to provide for a one-way system.<br>• Floor marking tape will also be used where queues may develop<br>• Normal shielding will be used for reception staff – where this is not in place, an area will be marked over which any visitors will be informed not to cross.<br>• Maintain social distancing between people who work in one place such as office or reception staff.<br>• Office staff to work in separate offices where possible.<br>• Desks/workstations should allow staff to maintain social distancing wherever possible.<br>• If it is not possible to keep workstations 2m (or 1m with risk mitigation where 2m is not viable, is acceptable) apart, take all mitigating actions possible to reduce the risk of transmission:<br>• review layouts and processes to allow staff to work further apart from each other;<br>• use floor tape or paint to mark areas to help workers | Parents wishing to see a class teacher will have to make an appointment. Class teachers may then meet with a parent in the White Room, wearing a mask. There will be no impromptu appointments. Phone calls will be used and meetings will only take place if it is deemed to be absolutely necessary.<br><br>Resource Areas have clearly defined spaces for work | | |

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| | | keep to a 2m (or 1m with risk mitigation where 2m is not viable, is acceptable) distance;<br>• only where it is not possible to move workstations further apart, arrange people to work side by side or facing away from each other rather than face-to-face;<br>• manage occupancy levels to enable social distancing;<br>• workstations should be assigned to an individual as much as possible. If they need to be shared, they should be shared by the smallest possible number of people and establish cleaning rules after each use of another's workstation;<br>• avoid use of hot desks and spaces and, where not possible, clean and sanitise workstations between different occupants including shared equipment.<br><br>• Keep distance between individuals when speaking or sharing a room, regularly wash hands and sanitise surfaces when the individual leaves including telephones, keyboards/mice etc.<br>• Staff to observe social distancing when using communal equipment such as photocopiers – key pads etc. on copying machines to be wiped with anti-viral wipes after each use OR allow one person only to carry out all photocopying .<br>• Ensure that any keypads or electronic entry systems are regularly sanitised throughout the day where different staff/visitors are entering or leaving the school.<br>• Plan work to minimise contact between staff and avoid skin-to-skin and face-to-face contact. Where possible, staff working together (such as site teams for example) should work side by side or facing away from each other as opposed to face to face. Where face-to-face contact is essential, this must be kept to a minimum. Consideration will be given to wearing face coverings in this situation.<br>• As much as possible, keep groups of staff working together in teams that are as small as possible . | Anti bacterial wipes are available in each printing room and each classroom.<br><br>Already completed<br><br>Hand sanitiser is to be used following signing in. | | |

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| | | • Where staff are required to sign in/out, wash your hands immediately after.<br>• Reduce transmission through contact with objects that come into school such as post and deliveries and limit those accepting and putting away deliveries.<br>• Implement cleaning procedures for goods and merchandise entering the site.<br>• Encourage increased handwashing and introducing more handwashing facilities for staff handling goods and merchandise or providing hand sanitiser where this is not practical.<br>• Restrict non-business deliveries, e.g. personal deliveries to workers.<br>• Revise pick-up and drop-off collection points, procedures, signage and markings.<br>• Consider methods to reduce frequency of deliveries, e.g. by ordering larger quantities less often.<br>Minimise contact during payments and exchange of documentation, for example, by using electronic payment methods and electronically signed and exchanged documents.<br>• Take steps to avoid people needing to unduly raise their voices to each other. This includes, but is not limited to, refraining from playing music or broadcasts that may encourage shouting, including if played at a volume that makes normal conversation difficult.<br><br>**Measures for arriving at and leaving school**<br>• Under no circumstances must **anyone** displaying symptoms of COVID-19 attempt to enter the school site. This information will be included in the letter to parents, suppliers and contractors prior to the school opening. Notice to be displayed on the main school entrance door. All parents will be asked to confirm this when dropping off their child.<br>• We will encourage parents and pupils to walk or cycle to school where possible.<br>• Arrival and finish times will be staggered to keep | Already in place.<br><br>Check temperature using the infra-red thermometers | | |

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| | | groups apart as they arrive and leave school (without reducing the amount of overall teaching time) and parents/carers informed of their allotted start/finish time and the days/hours their child should attend school.<br>• Check details of who is eligible to drop off/collect children – they may be different.<br>• Parents will be advised that only one parent should bring the child/ren to school where children cannot attend unaccompanied. Parents of unaccompanied children will be informed of the entrance their child must use.<br>• Parents will be informed and, if necessary, regularly reminded that they must maintain social distancing from the next adult or child at all times when bringing their child to or collecting them from school.<br>• Where possible, we will consider separate entrance/exit gates or one-way systems.<br>• Children will be escorted into the school playground , to a designated section at a staggered time. Parents will then be asked to leave immediately. Parents may only enter the site with agreement by the Head teacher and appointments must be made prior to the visit. Parents may, however, telephone the school at any time should they have any concerns or issues of which the school need to be informed.<br>• At the end of the allotted session, parents may collect their children from the same entrance area where they will be supervised by staff.<br>• Where possible, once the cohort of pupils has arrived, they will enter the school via an external door straight into the class where they will be based for the session.<br>• Used PPE and any disposable face coverings that staff or children arrive wearing will be placed in a refuse bag and disposed of as normal domestic waste unless the wearer has symptoms of COVID-19 in which case it will be disposed of in accordance with the guidance on cleaning. Any non-disposable washable cloth face | | | |

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| | | coverings that staff or children are wearing when they arrive at school must be removed by the wearer and placed into a plastic bag that the wearer has brought with them in order to take it home. The wearer must then wash their hands. Staff, children and parents will be so instructed. Refer to safe working in education, childcare and children's social care<br><br>**Transport**<br>***Dedicated school transport, including statutory provision***<br>• All are advised to adopt a social distance of 2m from people outside their household or support bubble, or a '1m plus' approach where this is not possible (refer to Coronavirus (COVID-19): safer travel guidance for passengers).<br>• Make an assessment of:<br>• how pupils are grouped together on transport, where possible this should reflect the bubbles that are adopted within school;<br>• use of hand sanitiser upon boarding and/or disembarking;<br>• additional cleaning of vehicles;<br>• organised queuing and boarding where possible;<br>• distancing within vehicles wherever possible;<br>• the use of face coverings for children aged 11 and over, where appropriate, e.g. if they are likely to come into very close contact with people outside of their group or who they do not normally meet.<br>• A partnership approach between the LA, school/trust/diocese and others will be required. In particular, it is imperative that we work closely with the LA 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. *Further guidance due from DfE shortly.* Refer to Coronavirus Covid-19 Safer | The DfE will be supporting schools across the summer on how best to communicate with parents and pupils (and staff) on what to expect on their return and the procedures and expectations in relation to the control measures schools have put in place.<br><br>External markings may be used to ensure parents and/or pupils are social distancing appropriately. | | |

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| | | transport guidance for operators.<br>• Given the pressures on public transport services it may also be necessary to work with the LA 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. *Further guidance due from the Government shortly.*<br>• Ensure that a clear message is given to pupils about their general socialising behaviour beyond the school gates i.e. not congregating in large groups etc.<br>***Public Transport***<br>• We will work with partners to consider staggered start times to enable more journeys to take place outside of peak hours where possible.<br>• We will encourage parents, staff and pupils to walk or cycle to school if at all possible. Driving children to school will also be an option. Refer to Coronavirus (COVID-19): safer travel guidance for passengers<br>• Pupils using public transport unaccompanied will be reminded that all passengers must wear a face covering. Children aged 3 to 10 years are exempt from the mandatory requirement to wear a face covering on public transport. Consider this to be best practice where the child understands how to wear a mask properly.<br>• Car sharing to and from work/school is not currently advised unless the individuals are from the same household (or support bubble).<br>• Ensure that a clear message is given to pupils about their general socialising behaviour beyond the school gates i.e. not congregating in large groups etc.<br>**Other considerations**<br>• Pupils with SEND will receive specific help and preparation for the changes to routine that this will involve, so teachers and SENCo's will plan to meet these needs, e.g. using social stories. | Where it is possible to do so, different entrances may be allocated to different cohorts of children i.e. a rear or side gate but for many schools will not be possible.<br>If this is not possible, doors should be opened for the pupils to freely enter the school minimising contact points until they reach their 'base'.<br>Refer to safe working in education, childcare and children's social care<br>Refer to: GOV UK Transport to school and other places of education: autumn term 2020 - Guidance for Local Authorities and Schools | | |

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| | | • 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.<br>• Where a child routinely attends more than one setting on a part time basis, e.g. because they are dual registered at a mainstream school and an alternative provision setting or special school, we will work through the system of controls to the fullest extent collaboratively, enabling us to address any risks identified and allowing us to jointly deliver a broad and balanced curriculum for the child.<br>• For individual and very frequently used equipment, such as pencils and pens, staff and pupils should have their own items that are not shared.<br>• Classroom based resources, such as books and games, can be used and shared within the bubble; these will be cleaned regularly, along with all frequently touched surfaces.<br>• Resources that are shared between classes or bubbles, such as sports, art and science equipment will 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.<br>• Outdoor playground equipment will be more frequently cleaned. This also applies to resources used inside and outside by wraparound care providers.<br>• Pupils should still limit the amount of equipment they bring into school each day to essentials such as lunch boxes, hats and coats. School Bags are allowed ( currently ).<br>• No reading books will be sent home. Each child will read their school reading book in school and they will be directed to read an online book at home. A simple record sheet in a plastic wallet will be sent for parents | No homework will be brought into school, it will be set on line. Teachers can monitor and respond to this.<br><br>Every child has access to their own stationary<br><br>Do not rely on cleaning staff to clean/wipe surfaces when others leave as cleaners may be working less | | |

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| | | to record the book read at home and ant comments.<br>**Cleaning throughout the day non-healthcare settings where no-one has symptoms of, or confirmed COVID-19**<br>***Cleaning and disinfection***<br>• Define a new cleaning schedule that ensures cleaning is generally enhanced and includes more frequent cleaning of rooms / shared areas that are used by different groups, frequently touched surfaces being cleaned more often than normal.<br>• Schedule frequent cleaning of resources (e.g. books, toys) shared within groups.<br>• Reduce clutter with only the only the minimum items left on work and other surfaces. This allows for more intensive cleaning and reduces the risk of the virus landing on multiple surfaces.<br>• Regularly check stocks of cleaning supplies and purchase additional supplies as necessary.<br>• Use disposable cloths or paper roll and disposable mop heads wherever possible, disposing of after use.<br>• Avoid creating splashes and spray when cleaning.<br>• Reduce the number or eliminate soft toys which are more difficult to clean.<br>• Increase the frequency of cleaning, using standard cleaning products such as detergents and bleach, paying attention to all surfaces but especially ones that are touched frequently, such as door handles, light switches, work surfaces, remote controls and electronic devices.<br>• As a minimum, frequently touched surfaces should be wiped down at the beginning and at the end of each day, and more frequently depending on:<br>the number of people using the space, whether they are entering and exiting the setting, and access to hand washing and hand-sanitising facilities.<br>Cleaning of frequently touched surfaces is particularly important in bathrooms and communal kitchens.<br>• When cleaning surfaces, it is not necessary to wear personal protective equipment (PPE) or clothing over | frequently than usual or may not be rostered during the school day - clean and wipe as you go as described.<br><br>Carry out inventory check of cleaning products and stock at regular intervals, restocking as necessary. Ensure contingency plans are in place to respond to any shortages in supply<br><br>Additional supplies of bin liners will be required. Additional bins (lidded and foot operated where possible) may be required in toilet areas for the disposal of paper towels where currently hand dryers are used. Settings such as special schools that generate clinical waste will continue to follow their usual waste policies. | | |

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| | | and above what would usually be used.<br>• Telephones, keyboards/mice, light switches, electronic entry systems, iPads used by pupils and staff, etc., will be cleaned with anti-viral wipes on a regular basis throughout the day, before usage.<br>• Ensure that electronic entry systems and keypads are regularly sanitised particularly first thing in the morning and where possible after each use.<br>• All bins will be lidded and foot operated where possible, will be lined and the liner removed at the end of the day, sealed/knotted and placed in the main waste container.<br>• Ensure disposable tissues are available in each room for both staff and pupils.<br>• Ensure arrangements are in place for the disposal of clinical and general waste where required. Plan for the daily removal and safe disposal of rubbish.<br>• Cleaning staff will ensure adequate ventilation in the areas they are working e.g. by opening windows<br><br>***Kitchen***<br>• It is very unlikely that COVID-19 is transmitted through food. However, as a matter of good hygiene practice, anyone handling food should wash their hands often with soap and water for at least 20 seconds before doing so.<br>• Crockery and eating utensils should not be shared. Clean frequently touched surfaces regularly.<br>• Food business operators should continue to follow the Food Standard Agency's (FSA) guidance on good hygiene practices in food preparation, Hazard Analysis and Critical Control Point (HACCP) processes and preventative practices (pre-requisite programmes (PRPs)).<br><br>***Bathrooms***<br>• Clean frequently touched surfaces regularly.<br>• Ensure suitable hand washing facilities are available | Refer to Coronavirus (Covid-19): Disposing of waste<br><br>For further information on pupils with SEND and education, health and care plans, refer to Annex B of Full Re-Opening: Schools.<br><br>If our wraparound care provision is unable to implement the same protective measures as the school, they will remain closed for the time being. | | |

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| | | including running water, liquid soap and paper towels or hand driers.<br>• Where cloth towels are used, these should be for individual use and laundered in accordance with washing instructions.<br>***Waste***<br>• Waste does not need to be segregated unless an individual in the setting shows symptoms of or tests positive for COVID-19<br>Dispose of routine waste as normal, placing any used cloths or wipes and used PPE in 'black bag' waste bins. You do not need to put them in an extra bag or store them for a time before throwing them away.<br><br>**Wraparound care provision**<br>• We will consider supporting parents with the drop off and collection times if it impinges upon their work. The hall will be used and children will need to sit in designated spread spaces and watched a DVD, supervised by a member of staff, until it is time for them to join their bubble/ depart from school or to Peelers before/after school care.<br>• Our wraparound childcare and other out of school activities are able to operate for both indoor and outdoor provision, provided we have safety measures in place<br>• For indoor sports activities we will refer to the guidance on working safely during coronavirus (COVID-19) for providers of grassroots sports and gym / leisure facilities.<br>• For outdoor sports activities, we will also refer to the guidance for providers of outdoor facilities on the phased return of sport and recreation in England.<br>• Contact sports will continue to be avoided at the present<br><br>• We will advise parents to limit the number of different wraparound providers they access, as far as possible. | The Government are encouraging all schools to return to their usual uniform policies in the autumn term.<br><br>For further information on pupils with SEND and education, health and care plans, refer to Annex B of Full Re-Opening: Schools.<br><br>Our curriculum has been moderated until the first half term to include 'catch up' activities for the pupils. | | |

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| | | • As with physical activity during the school day, contact sports should not take place.<br><br>**School uniform**<br>• It is for the governing body or trust to make decisions regarding school uniform.<br>• 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.<br>• We will consider how pupil non-compliance is managed, taking a mindful and considerate approach in relation to parents who may be experiencing financial pressures.<br><br>**Curriculum**<br>• All pupils – particularly disadvantaged, SEND and vulnerable pupils must be given the catch-up support needed to make substantial progress by the end of the academic year. The key principles that underpin curriculum planning are:<br><br>• 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;<br>• 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;<br>• 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.<br><br>• We will aim to meet the government's key expectations if considering revisions to our school | EYFS settings should also follow updates to the EYFS disapplication guidance<br><br>Refer to:<br>• Guidance on the phased return of sport and recreation<br>• Sport England for grassroot sport<br>• Youth Sport Trust | | |

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| | | curriculum for academic year 2020 to 2021 and teach an ambitious and broad curriculum in all subjects from the start of the autumn term making use of existing flexibilities to create time to cover the most important missed content – refer to Section 3 of Actions for schools during the coronavirus outbreak from the start of the autumn term.<br>• The EYFS statutory framework sets the standards that schools and childcare settings must meet for the learning, development and care of children from birth to 5 years old. For pre-reception children, we may focus at this time on the prime areas of learning, including: communication and language, personal, social and emotional development (PSED) and physical development. For children in reception year, teachers will also assess and address gaps in language, early reading and mathematics, particularly ensuring children's acquisition of phonic knowledge and extending their vocabulary.<br>• In EYFS, we will continue to consider what strategies they are using to keep children safe online during this period, including:<br>- checking apps, websites and search results before using them with children;<br>- supervising children when accessing the internet.<br>• Particular consideration will need to be given to the learning needs and objectives of children with SEND, to ensure, for e.g. that they receive appropriate preparation for adulthood.<br>• We will 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. We 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. Refer to | AfPE COVID-19: Interpreting the Government Guidance in a PESSPA Context and 'frequently asked questions' for PE staff. | | |

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| | | Remote education during Coronavirus (Covid-19).<br>• In our regular communications with parents we will continue to emphasise and promote online safety for those pupils who are not attending the school.<br><br>***Physical Education, School Sport and Physical Activity (PESSPA)***<br>• We have the flexibility to decide how physical education, sport and physical activity will be provided whilst following the measures in our system of controls although contact sports should not take place.<br>• Sports whose national governing bodies have developed guidance under the principles of the government's guidance on team sport and been approved by the government are permitted. We must only provide team sports on the list available in Guidance on the phased return of sport and recreation.<br>• Pupils will be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided.<br>• Outdoor sports will 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.<br>• External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities.<br>• We are able to work with external coaches, clubs and organisations for curricular and extra-curricular activities where we are satisfied that this is safe to do so. We will consider carefully how such arrangements can operate within our wider protective measures.<br>• Activities such as The Daily Mile, making break times and lessons active and encouraging active travel help enable pupils to be physically active while encouraging physical distance | Refer to:<br>• Guidance on the phased return of sport and recreation<br>• Working safely during coronavirus (COVID-19) for providers of grassroots sports and gym / leisure facilities<br>• Sport England for grassroot sport<br>• Youth Sport Trust<br>AfPE COVID-19: Interpreting the Government Guidance in a PESSPA Context and 'frequently asked questions' for PE staff.<br>• Swim England – for guidance on school swimming | | |

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| | | **Science, Art and D&T**<br>• For guidance regarding Science and D&T in relation to returning to school and running practical activities, we will refer to the relevant CLEAPSS Guidance. Although specific risk assessments will not be required, our existing curricular risk assessments will be reviewed and where necessary updated to reflect altered practices and CLEAPSS Guidance.<br>**Music, Dance and Drama**<br>• Singing, wind and brass instrument playing can be undertaken in line with Working safely during coronavirus (COVID-19) for performing arts).<br>• We will do everything possible to minimise contacts, mixing and reduce the number of contacts between pupils/students and staff by keeping groups separate (in bubbles) and through maintaining the social distance between individuals. If 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.<br>• We take particular care in music, dance and drama lessons to observe social distancing where possible. This may limit group activity in these subjects in terms of numbers in each group. It will also prevent physical correction by teachers and contact between pupils in dance and drama.<br>• Additionally, we will keep any background or accompanying music to levels which do not encourage teachers or other performers to raise their voices unduly. If possible, we will use microphones to reduce the need for shouting or prolonged periods of loud speaking or singing. If possible, we will not share microphones. If they are shared, we will follow the guidance on handling equipment.<br>**Performances**<br>• If planning an indoor or outdoor face-to-face performance in front of a live audience, we will follow Working safely during coronavirus (COVID-19) for performing arts, implementing events in the lowest risk order as described. If planning an outdoor performance we will also give | **Primary Schools (CLEAPSS): See P104, P097, P098 & CLEAPSS Explore Issue 9**<br>**Secondary D&T (CLEAPSS):** GL344, GL360, GL356, GL355, GL347, GL348 & GL354<br>**Secondary Science (CLEAPSS)**: GL336, GL338, GL339, GL343, Gl345, GL352, GL353<br><br>Refer to Working safely during coronavirus (COVID-19) for performing arts and guidance on delivering outdoor events | | |

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| | | particular consideration to the guidance on delivering outdoor events.<br>**Peripatetic teachers**<br>• We can continue to engage peripatetic teachers during this period, including staff from music education hubs – refer to 'Other Considerations' above and 'Rations/Qualifications' below.<br>• They should avoid situations where distancing requirements are broken; e.g. demonstrating partnering work in dancing.<br>• Further information on the music education hubs, including contact details for local hubs, can be found at music education hub published by the Arts Council England.<br>**Music teaching including singing, and playing wind and brass instruments in groups**<br>• Playing instruments and singing in groups should take place outdoors wherever possible. If indoors, we will limit the numbers in relation to the space.<br>• If indoors, we will use a room with as much space as possible, e.g. larger rooms; rooms with high ceilings. If playing indoors, we will limit the numbers to account for ventilation of the space and the ability to social distance and ensure good ventilation.<br>• Singing, wind and brass playing should not take place in larger groups such as choirs and ensembles, or assemblies unless significant space, natural airflow (at least 10l/s/person for all present, including audiences) and strict social distancing and mitigation can be maintained.<br>• In the smaller groups where these activities can take place, we will observe strict social distancing between singers and players, and any other people such as conductors, other musicians, or accompanists. If the activity is face-to-face and without mitigating actions, 2 metres is appropriate.<br>• Pupils should be positioned back-to-back or side-to-side when playing or singing (rather than face-to-face) whenever possible.<br>• Position wind and brass players so that the air from their instrument does not blow into another player.<br>• Use microphones where possible or encourage singing | | | |

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| | | quietly.<br>**Handling equipment and instruments**<br>• Increase handwashing before and after handling equipment, especially if being used by more than one person.<br>• Avoid sharing equipment wherever possible. Place name labels on equipment to help identify the designated user, e.g. percussionists' own sticks and mallets.<br>• If instruments and equipment have to be shared, disinfect regularly (including any packing cases, handles, props, chairs, microphones and music stands) and always between users.<br>• Instruments should be cleaned by the pupils playing them, where possible.<br>• Limit handling of music scores, parts and scripts to the individual using them.<br>• Limit the number of suppliers when hiring instruments and equipment. We will agree whose responsibility cleaning hired instruments is with the suppliers. Clean hire equipment, tools or other equipment on arrival and before first use.<br>• Equipment and instruments should be stored in a clean location if we take delivery of them before they are needed, and they should be cleaned before first use and before returning the instrument.<br>• Pick up and drop off collection points should be created where possible, rather than passing equipment such as props, scripts, scores and microphones hand-to-hand.<br>**Individual lessons and performance in groups**<br>• Individual lessons in music, dance and drama can resume in schools and organisations providing out of school childcare. This may mean teachers interacting with pupils from multiple groups, so we will need to take particular care, in line with the measures set out above on peripatetic teachers.<br>• If there is no viable alternative, music lessons in private homes can resume, following the same guidelines, and additionally following the government guidance for working | | | |

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| | | in homes, and the guidance for out-of-school provision.<br>• In individual lessons for music, dance and drama, social distancing should be maintained wherever possible, meaning teachers should not provide physical correction.<br>• Specific safety measures for individual music lessons are set out in the following sections.<br>• Measures will include specific social distancing between pupil and teacher (as above), accounting for ventilation of the space being used. Pupil and teacher should be positioned side by side if possible.<br>Avoid sharing instruments and equipment and limit handling music scores, parts and scripts wherever possible as above. | | | |
| Inadequate contingency plans for outbreaks and local lockdown | All staff and students<br><br>Inadequate planning in place for remaining open for vulnerable children/children of critical workers and for providing remote education to those students at home | While the aim is to have all pupils back at school in the autumn, we will also need to plan for the possibility of a local lockdown and how we will ensure continuity of education.. The LA with the support of NHS Test and Trace, Public Health England and other government departments will lead on plans when local or national restrictions are required.<br>We will be aware of the COVID-19 contain framework: a guide for local decision-makers guidance, in particular, **Annexe 3: Tiers of national restriction for education and childcare** and ensure plans are in place to meet the educational needs of students should any of the 4 Tiers of Restrictions be applied<br>• 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 – refer to Section under 'Curriculum' above on remote education support.<br>• A local lockdown may involve a return to remaining open only for vulnerable children and the children of critical workers and providing remote education for all other pupils – plans must be developed to ensure these can be staffed and managed.<br>• Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to | **Refer to Local lockdowns: guidance for education and childcare settings** and the COVID-19 contain framework: a guide for local decision-makers | | |

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| | | remain at home, we will ensure we have the capacity to offer **immediate** remote education.<br>• Our Emergency/Contingency Plan(s) will be reviewed/updated to reflect our plans should there be a spike in infections to meet the educational needs of students should any of the '4 Tiers of Restrictions be applied' or schools are advised to temporarily close (local lockdown). This must enable us to:<br>- 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;<br>- give access to high quality remote education resources;<br>- 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;<br>- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access;<br>- 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.<br>• When teaching pupils remotely, we will:<br>- Set tasks so that pupils have meaningful and ambitious work each day in a number of different subjects;<br>- 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;<br>- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos;<br>- 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; | Refer to Remote education during Coronavirus (Covid-19)<br>Get help with technology for remote education during coronavirus (Covid-19) and Get laptops and tablets for children who cannot attend school due to coronavirus (COVID-19) | | |

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| | | - 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;<br>- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers.<br>• We will consider the above in relation to the pupils' age, stage of development and/or special educational needs, e.g. where this would place significant demands on parent's help or support. We will avoid an over-reliance on long-term projects or internet research activities. | | | |
| Poor or inappropriate behaviour and attendance | All building users<br><br>Infection spread leading to serious respiratory illness, death | **Behaviour**<br>• Our Behaviour policy will be updated with any new rules/policies and will be communicated clearly and consistently to staff, pupils and parents, setting clear, reasonable and proportionate expectations of pupil behaviour. We will set out clearly at the earliest opportunity the consequences for poor behaviour and deliberately breaking the rules and how we will enforce those rules including any sanctions.<br>• We will work with staff, pupils and parents to ensure that behaviour expectations are clearly understood, and consistently supported, taking account of individual needs and we will also consider how to build new expectations into our rewards system.<br>• 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. We will 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 and to help them reintegrate back into school life.<br>• 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 | | | |

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| | | 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 , previously looked-after children who left care through adoption or special guardianship 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. We will work with local services (such as health and the LA) to ensure the services and support are in place for a smooth return to schools for pupils.<br>• The disciplinary powers that schools currently have, including exclusion, remain in place. Permanent exclusion will only be used as a last resort. Where a child with a social worker is at risk of exclusion, their social worker will be informed and involved in relevant conversations.<br>• Any disciplinary exclusion of a pupil, even for short periods of time, must be consistent with the relevant legislation.<br><br>**Attendance**<br>• School attendance will be **mandatory** again from the beginning of the autumn term. From that point, the usual rules on school attendance will apply, including:<br>- 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;<br>- schools' responsibilities to record attendance and follow up absence;<br>- the availability to issue sanctions, including fixed penalty notices in line with the LA code of conduct. | | | |
| Inadequate arrangements in place for managing off-site visits | Staff and pupils on school trips<br><br>Infection spread leading to serious respiratory | • The Government continues to advise against domestic (UK) overnight and overseas educational visits at this stage see coronavirus: travel guidance for educational settings.<br>• In the autumn term, we can resume non-overnight domestic educational visits including any trips for pupils with SEND connected with their preparation for adulthood | Refer to health and safety guidance on educational visits when considering visits.<br>The Association of British Insurers (ABI) has produced information on travel insurance implications (ABI: | | |

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| | illness, death | (e.g. workplace visits, travel training etc.). This will be done in line with protective measures, such as keeping children within their consistent group, and the coronavirus (COVID-19) secure measures in place at the destination.<br>• We will make use of outdoor spaces in the local area to support delivery of the curriculum. | Coronavirus Hub) following the coronavirus (COVID-19) outbreak. If we have any further questions about our cover or need further reassurance, contact our travel insurance provider.<br><br>As normal, we will 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, we will consider what control measures need to be used and ensure we are aware of wider advice on visiting indoor and outdoor venues. | | |
| Inadequate staffing ratios, staff availability and recruitment | Staff and pupils<br><br>Inadequate supervision of children, access to DSLs and inadequate statutory first aid or medical provision | **Ratios and Qualifications**<br>• We will undertake an appropriate audit to ensure staffing levels are appropriate.<br>• The EYFS: disapplications and modifications allows for the temporary disapplying and modifying of a number of requirements within EYFS, giving settings flexibility to respond to changes in workforce availability and potential fluctuations in demand while ensuring children are kept safe.<br>• It allows further exceptions to be made to the qualification level that staff hold in order to be counted in the ratio requirements. We will use reasonable endeavours to ensure that at least half of staff (excluding the manager) hold at least a full and relevant level 2 qualification to meet staff to child ratio requirements, but this is not a legal requirement.<br>• We have contingency plans in place should staff be absent as a result of COVID-19. Our possible approaches to managing a shortfall in staffing include:<br>- We will ensure that appropriate support is made available for pupils with SEND, e.g. by deploying teaching assistants and enabling specialist staff from both within | Refer to Early Years Foundation Stage Framework and the EYFS: disapplications and modifications for early years provision open during the coronavirus (COVID-19) outbreak | | |

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| | | and outside the school to work with pupils in different classes or year groups.<br>- Where support staff capacity is available, we will consider using this to support catch-up provision or targeted interventions. TAs may also be deployed to lead groups or cover lessons, under the direction and supervision of a qualified, or nominated, teacher. Any redeployments will not be at the expense of supporting pupils with SEND. The Head teacher will 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.<br>- We can continue to engage supply teachers and other supply staff during this period.<br>- Supply staff and other temporary workers can move between schools, but we will minimise the number of visitors to the school where possible. Where it is necessary to use supply staff and peripatetic teachers, they will be expected to comply with our arrangements for managing and minimising risk, including taking particular care to maintain distance from other staff and pupils.<br>- To minimise the numbers of temporary staff in school, we will use longer assignments with supply teachers and agree a minimum number of hours across the academic year (also applies to other temporary staff, peripatetic teachers such sports coaches, and those delivering before and after school clubs).<br>- We will consider hosting ITT trainees.<br>- Volunteers may be used to support the work of the school - they will be properly supported and given appropriate roles.<br>- Mixing of volunteers across groups should be kept to a minimum, and they should remain 2m from pupils and | Refer to making the best use of teaching assistants.<br><br>Consider using DfE's and Crown Commercial Service's agency supply deal when hiring agency workers. Get direct support from Crown Commercial Services on how to use the deal by emailing supplyteachers@crowncommercial.gov.uk with the school's details & contact details | | |

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| | | staff where possible.<br>• If children are aged 2-5 within a setting, we will use our 'best endeavours' to ensure at least one person with a full PFA certificate is on-site when children are present. If after using best endeavours we are still unable to secure a member of staff with full PFA to be on site then we will carry out a written risk assessment and ensure that someone with a current First Aid at Work or emergency PFA certification is on site at all times children are on premises (*The HSE have relaxed their advice in relation to first aid certificate expiry dates and have agreed to an extension for requalification to all First aid certificates to 30 September 2020 (HSE first aid requalification guidance). In line with the EYFS disapplication arrangements and Actions for early years and childcare providers during the coronavirus outbreak if, exceptionally paediatric requalification training is still unavailable, a further extension is possible to no later than 25 November 2020.*<br>• Key telephone numbers of all available DSL's/deputies to be displayed in school.<br>• Ensure the contact details of the Safeguarding Hub/Early Help Team/LADO are available to all staff on duty.<br>• Ensure sufficient competent staff on duty to administer or supervise the administration of medication. Wherever possible, children to self-administer, witnessed by staff. Where not possible (age, SEND etc.) social distancing cannot be maintained – think about how this can be done safely – PPE, vigilant personal hygiene etc.<br><br>**Staff taking leave those returning from abroad)**<br>• Staff (or pupils) returning from holidays/work abroad must follow current Government guidance and quarantine for 14 days on their return from certain countries.<br>• As would usually be the case, most staff will need to be available to work in school during term time. There is a risk that where staff have travelled abroad, their return travel arrangements could be disrupted due to factors arising | Volunteers ( reader helpers ) will be encouraged to wear dome masks, supplied by school.<br><br>A paediatric first aider on site when a setting is open, as per the usual EYFS requirement on PFA.<br><br>If asked to do so, we should be able to explain why the first aider hasn't been able to requalify and demonstrate what steps have taken to access the training. The school or certificate holders must do their best to arrange requalification training at the earliest opportunity.<br><br>Where it is not possible to have a DSL or Deputy physically in school, arrangements for the DSL to be contactable via phone or video link if they are working from home. Further advice can be found in 'Safeguarding in schools'<br><br>The latest guidance on quarantine can | | |

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| | | beyond their control in relation to coronavirus (COVID-19), such as the potential for reinstatement of lockdown measures in the place they are visiting.<br>• Where it is not possible to avoid a member of staff having to quarantine during term time, we will consider if it is possible to temporarily amend working arrangements to enable them to work from home<br><br>**Recruitment**<br>• Recruitment will continue as usual – staff, volunteers, supply teachers, other temporary or peripatetic teachers and ITT trainees.<br>• continue to adhere to the legal requirements regarding pre-appointment checks (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.<br>From the start of the autumn term checks will revert to being carried out in person. | be accessed at coronavirus (COVID-19): how to self-isolate when you travel to the UK and Travel Corridors<br><br>Refer to experience of implementing interviews remotely and how to prepare for remote interviews | | |
| Visiting children in their own homes and contact with COVID-19 virus | Staff<br>Infection spread leading to serious respiratory illness, death | • Should we have a situation where a child requires a home visit particularly in relation to safeguarding concerns, we will consider and adhere to guidance issued in the Government document Safe working in education, childcare and children's social care settings, including the use of PPE. | | | |
| Visitors & spread of Covid-19 virus | All building users, visitors/ parents, contractors/maintenance personnel<br><br>Infection spread leading to serious respiratory illness, death | • Visitors to the premises will be discouraged and meetings held remotely where possible. Visitors will be by appointment only.<br>• In instances where we need to use other essential professionals such as social workers, speech and language therapists or counsellors, or professionals to support delivery of a child's EHC plan, we will assess whether the professionals need to attend in person or can do so virtually. If they need to attend in person, they should closely follow the protective measures in the school, and the number of attendances should be kept to a minimum. Where possible to do so, social distancing should be | | | |

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| | | maintained.<br>• We will consider how to manage other visitors to the site, such as contractors, and ensure that the risks associated with managing contractors, visitors, catering staff and deliveries, as well as cleaning staff on site who may be working throughout the school and across different groups, are addressed. This will require close cooperation between both school and the other relevant employers. We will have discussions with key contractors about the school's control measures and ways of working as part of planning for the autumn term.<br>• Site guidance on physical distancing and hygiene is explained to visitors on or before arrival.<br>• Access to contractors/external maintenance personnel should be by appointment only and wherever possible, arranged after school, holidays or weekends to reduce contact with others and appropriate hygiene and social distancing arrangements are followed (including in an emergency situation where access is required urgently to undertake maintenance/repair).<br>• A record will be kept of all visitors. Create a signing in sheet – with date, times, name (company where relevant), contact telephone number, where in the building you are going to be for the majority of the time and who they are meeting with. Do not leave a pen available – visitors should use their own. If a touch screen is used, anti-viral wipes must be available along with a bin for disposal.<br>• Site guidance on physical distancing and hygiene should be documented and explained to visitors/contractors on or before arrival - make it clear via a notice on the inner door that all visitors must wash their hands as soon as they enter the building or sanitise their hands. Ensure that any keypads or electronic entry systems are regularly sanitised throughout the day (as above).<br>• Where possible, limit the areas that visitors/contractors can go in the building and reduce the number of people they come into contact with.<br>• Where lettings (private hire) are to take place, our | Undertake effective liaison with contractors **BEFORE** they attend site – ask contractors to provide key information in relation to how they are managing infection control. control (risk assessments) and any control measures we have in place which we expect them to follow will be shared with them either in advance or on immediate arrival. Contractors should be working to Construction Leadership Council - Site-Operating-Procedures | | |

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| | | documented Lettings Arrangements/Procedures which include conditions of hire, will be revised to identify any specific rules school expects hirers to follow in light of Covid-19, thinking about, for example (list not exhaustive):<br><br>- ensuring details of those attending each Let is kept by the organiser (for NHS Test & Trace purposes);<br>- potentially restricting numbers if social distancing cannot be adhered to;<br>- where hirers can and can't go (at this time we should probably be putting more restrictions in place – we may need to take changing rooms out of action and ask participants to arrive in their sports kit and go home in it to shower for example; we may need to limit toilet facilities to reduce the amount of cleaning required);<br>- what they can & can't do;<br>- what equipment (if any) they can use etc.<br>- include cleaning regimes – who is expected to clean premises/ equipment following a Let, particularly if there has been a suspected or confirmed case of Covid-19 during the Let. How do hirers report such a case?<br>- who will provide hand sanitiser, tissues etc. – school or the hirer;<br>- provision of more waste facilities (for tissues etc.);<br>- will there be any necessary changes needed to fire evacuation procedures and assembly points to allow for social distancing?<br>• We will check that each organiser has their own suitable Covid-19 risk assessment in place which we are satisfied with.<br>• Access to contractors/external maintenance personnel will only be granted by arrangement for **essential maintenance / statutory inspection** needs only – see also 'Lack of building/ property maintenance – preparing to re-open' section below.<br>• **In an emergency situation** where access is required urgently to undertake maintenance - appropriate hygiene and social distancing arrangements must be followed. | | | |

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| | | • A record will be kept of all visitors. Create a signing in sheet – with name; where in the building you are going to be for the majority of the time; time in; time out. Don't leave a pen available – visitors should use their own.<br>• Make it clear via a notice on the inner door that all visitors must wash their hands as soon as they enter the building. Ensure that any keypads or electronic entry systems are regularly sanitised throughout the day (as above).<br>• If visitors are they required to sign a touch screen, anti-viral wipes must be available along with a bin (lidded and foot operated where possible) for disposal.<br>• Lettings (private hire) will be put on hold for the time being. | | | |
| Lack of wellbeing management for pupils | All pupils<br><br>Mental ill health | • School staff will need to consider how to support:<br>- individual children who have found the long period at home hard to manage;<br>- those who have developed anxieties related to the virus;<br>- those about whom there are safeguarding concerns;<br>- those who may make safeguarding disclosures once they are back in schools;<br>- children from black, asian and minority ethnic (BAME) communities and their families who may be at increased risk of serious ill-health as a result of contracting COVID-19. They may have additional or heightened worries about returning to school;<br>- those who have experienced bereavements in their immediate family or wider circle of friends or family or had increased/new caring responsibilities.<br>• We consider the provision of pastoral and extra-curricular activities to all pupils designed to:<br>- support the rebuilding of friendships and social engagement;<br>- address and equip pupils to respond to issues linked to coronavirus (COVID-19);<br>- support pupils with approaches to improving their physical and mental wellbeing.<br>• We will also provide more focused pastoral support where issues are identified that individual pupils may need help with, drawing on external support where necessary and | Refer to DfE - Supporting pupil and student mental wellbeing and teaching about mental wellbeing, teaching about mental wellbeing and the DfE/PHE/NHS YouTube webinar.<br><br>Refer to BAMEed Network guidance for assistance in completing an individual risk assessment before affected pupils return to school.<br><br>Refer to MindEd learning platform for professionals, which contains materials on peer support, stress, fear and trauma, and bereavement and the MindEd coronavirus (COVID-19) staff resilience hub which provides advice and tips for frontline staff.<br><br>SEMH and Additional Needs Leader to plan, co-ordinate this. | | |

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| | | possible.<br>• We will also consider support needs of particular groups they are already aware need additional help (e.g. 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 MindEdlearning platform for professionals, which includes a coronavirus (COVID-19) staff resilience hub with materials on peer support, stress, fear and trauma and bereavement.<br>• We will consider how we are working with school nursing services to support the health and wellbeing of our 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:<br>- support for resilience, mental health and wellbeing including anxiety, bereavement and sleep issues;<br>- support for pupils with additional and complex health needs;<br>- supporting vulnerable children and keeping children safe.<br>• We will work together with school nurses to ensure delivery of the healthy child programme (which includes immunisation), identifying health and wellbeing needs which will underpin priorities for service delivery.<br>• Staff will need to strike an appropriate balance between reintegrating pupils into a reassuring and familiar work ethic to support their mental wellbeing on the one hand and identifying and taking time to address explicitly individual concerns or problems on the other.<br>• If parents of pupils with significant risk factors are concerned, we will discuss their concerns and provide reassurance of the measures we are putting in place to reduce the risk in school. We will be clear with parents that pupils of compulsory school age must be in school unless a statutory reason applies (e.g. the pupil has been granted a leave of absence, is unable to attend because of sickness, is absent for a necessary religious observance etc).<br>• If safeguarding issues come to light, they will be addressed | | | |

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| | | using the school's Child Protection policy, which may need to be updated in light of full re-opening. Head teachers should consider how they might manage any increase in referrals as pupils return to school. | | | |
| Lack of wellbeing management for staff | All staff<br><br>Mental ill health | • Governing bodies and senior leaders will be conscious of the wellbeing of all staff, including senior leaders themselves, and the need to implement flexible working practices in a way that promotes good work-life balance and supports teachers and leaders.<br>• Particular regard will be given to ensuring staff who are BAME (Black, Asian and Minority Ethnic) and those with existing health conditions (but do not fall into the category of critically vulnerable) are appropriately supported, given that they may be at increased risk of severe ill-health should they contract COVID-19.<br>• Workload will be carefully managed and the school will assess whether staff who are having to stay at home due to health conditions are able to support remote education, while others focus on face-to-face provision. This issue will be factored into our resource and curriculum planning and consideration given to where additional resource could be safely brought in if necessary.<br>• We may need to alter the way in which we deploy staff and use existing staff more flexibly to welcome back all pupils at the start of the autumn term. We will discuss and agree any changes to staff roles with individuals.<br>• We will monitor the wellbeing of people who are working from home, on furlough or who are shielding and help them stay connected to the rest of the workforce, especially if the majority of their colleagues are on-site. We will keep in touch with off-site workers on their working arrangements including their welfare, mental and physical health and personal security.<br>• We will consider how to support the mental wellbeing of our staff who are returning after a significant period of either home working, shielding or furlough. Where work-related issues present themselves, the HSE's published stress Management Standards will be followed. We will | Refer to extra mental health support for pupils and teachers.<br><br>Refer to BAMEed Network guidance for assistance in completing an individual risk assessment before affected staff return to work.<br><br>Refer to the DfE workload reduction toolkit and case studies to support remote education<br><br>Education Support Partnership provides a free helpline for school staff and targeted support for mental health and wellbeing. | | |

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| | | also review how we can support employees on broader issues, such as bereavement support and general anxiety about the ongoing situation (for example by signing up for a formal Employee Assistance Programme providing confidential telephone advice and counselling). | Mrs Maguire SEMH and Additional Needs Leader to provide support for staff, pupils and parents where needed. | | |
| Inadequate communications with and training of staff | All staff<br><br>Staff do not understand safety procedures | **Returning to work**<br>• We will ensure all staff understand coronavirus related safety procedures.<br>• We will provide clear, consistent and regular communication to improve understanding and consistency of ways of working amongst staff.<br>• We will engage with staff through existing communication routes and staff representatives to explain and agree any changes in working arrangements.<br>• We will develop communication and training materials for staff prior to returning to site, especially around new procedures for arrival at work.<br>**Ongoing communications**<br>• We will ensure all staff are kept up to date with how safety measures are being implemented or updated.<br>• We will ensure ongoing engagement with staff, (including through trades unions or employee representative groups) to monitor and understand any unforeseen impacts of changes to working environments.<br>• We will promote awareness and focus on the importance of mental health at times of uncertainty (see above).<br>• We will use simple, clear messaging to explain guidelines using images and clear language, with consideration of groups for which English may not be their first language and those with protected characteristics such as visual impairments.<br>• We will use visual communications, e.g. whiteboards or signage, to explain safe working practices around the working site to reduce the need for face-to-face communications. | PAD's training<br>Weekly Staff Meeting updates | | |

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| Fire and emergencies<br><br>Inability to operate emergency systems or procedures | All building users, contractors/maintenance personnel<br><br>Injury sustained due to fire or emergency evacuation | • In preparing for reoccupation, review the fire risk assessment and the fire management arrangements contained within it. Not only should this review consider any changes to fire safety systems and equipment (see 'Lack of building/ property maintenance – preparing to re-open' section below), but also issues such as adequate provision of fire wardens and the suitability of Personal Emergency Evacuation Plans (PEEPS) – especially if working hours are elongated and/or previous role holders are no longer available to continue.<br>• Consider whether assembly points need to be reviewed (or more points created to allow for social distancing) – how will the person in charge at each assembly point communicate with the others? How will pupils line up – is marking required? You may also need to make adjustments to your fire drill and practise it in the first week when pupils return.<br>• Regular fire updates provided to staff and pupils, particularly where pupils are not being taught in their 'normal classroom' so that they can familiarise themselves with the nearest fire route and ultimate exit.<br>• We will consider the layout of muster points and whether the schools existing system works appropriately in relation to social distancing and the advice not to mix groups or bubbles.<br>• Review the first aid 'assessment of need' to ensure that it is still sufficient. Based on this, more first aiders may need to be trained to ensure that there is adequate coverage. Review levels of first aid equipment to ensure that these are still adequate. In particular, consideration will be given to the purchase of additional resuscitation face shields, disposable gloves and aprons.<br>• Where necessary, staff to undergo induction in the fire and emergency routines and accident/first aid procedures. This may not be the usual routes and normal nominated fire wardens may not be in attendance. Repeat as necessary.<br>• Review site staff cover to ensure the site is safe – including the operation of intruder and fire alarms. | Refer to advice on Fire safety in new and existing school buildings | | |

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| | | • Ensure staff are inducted/ familiarised with key emergency/ management information – e.g. security / access procedures, emergency and fire risk etc.<br>• Clarify means of summoning emergency assistance, particularly when operating social distancing.<br>• Make available any instruction on the use of any relevant equipment – e.g. emergency controls for fire panels, lifts, automatic doors etc.<br>• Access to essential contractors / statutory inspections will need to be considered and managed.<br>• Ensure that emergency cut-off points for water, gas and electric are clearly marked and known by the senior member of staff and that details of emergency contacts for utilities are readily available.<br>• Propping fire doors open by any other means other than proprietary hold open devices triggered by the fire alarm is normally not permitted. **However**, as a temporary measure, all reasonable methods of preventing infection spread will need to be introduced. The risk of a fire starting is probably lower than the risk of infection spread.<br>• If fire doors are held open, alter your documented and practical procedures to ensure that more staff are appointed to ensure ALL fire doors are closed if the fire alarm sounds or fire is discovered.<br>• Where fire doors are temporarily held open, these will be closed by a member of staff using the room in the event of the fire alarm activating.<br>• Use wedges to hold open doors – these can be easily kicked out should there be an emergency situation. Only hold doors open where access through them is required during the day and where the room beyond is occupied. This will reduce the risk of contamination. Rooms which are not being used will have the doors closed at all times.<br>• At the end of each day, **ALL** fire doors **must** be closed. Wipe down contact points with a proprietary cleaning product ready for the next day.<br>• We will consider the closing of windows should the fire alarm activate. Because of the need for increased | Brief rota staff on operation of fire and intruder alarms.<br><br>Make available the codes on and off site and ensure all know how to access should it be required.<br><br>Ensure key staff know gas, water & electric cut-off points and how to operate them.<br><br>Review fire doors appropriate to setting. We will consider installing proprietary hold open devices triggered by the fire alarm as a longer-term objective. This must be the case for critical fire doors e.g. cross corridor<br><br>Train staff in the correct procedures in the event of fire emergency – repeat as necessary – monitor via fire drills | | |

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| | | ventilation in the school during the COVID-19 pandemic, there may not be time to close all windows prior to evacuation. This situation is only permissible where to close all the windows would result in increased risk to staff and pupils. | | | |
| Lack of building/ property maintenance – preparing to re-open<br><br>Faulty equipment services leading to injury or death | All building users, contractors/maintenance personnel | 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.<br><br>**Health & Safety Inspections**<br>• If the whole school site or buildings have been closed for many weeks, or if parts of the building have been out of use for a long period, undertake a health and safety check of the buildings, grounds and equipment concerned.<br>• All routine in-house monitoring, testing and inspection to commence / continue as normal.<br><br>**Fire Safety Systems**<br>• In terms of reoccupation, all relevant fire safety equipment and systems must be tested **before** employees and others are allowed back on site. This would typically include:<br>- a full functional test of the fire detection and alarm system (using multiple call points across the site and involving the call receiving centre if appropriate);<br>- a full discharge test of the emergency lighting system across the site;<br>- a visual inspection of all fire extinguishers to ensure that they are correctly located, full and not obviously damaged;<br>- checking that fire escape routes are clear of any obstructions;<br>- checking that final fire escape doors are unlocked and operational;<br>- checking the operation of internal fire doors to ensure that they close properly;<br>- checking that automatic fire dampers, smoke venting and smoke extraction systems are operational. | Refer to DfE Managing school premises during the coronavirus outbreak and the Chartered Institute of Building Services Engineers' guidance on emerging from lockdown | | |

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| | | **Water management – control of Legionella bacteria**<br>• ***Water systems***<br>- Schools increasing operational capacity or re-opening should follow their usual water system building management procedures as they would at the end of the summer holidays.<br>- Chlorinating and flushing water systems may not be necessary **if** the system has remained operational through routine flushing as advised in the cold water systems and domestic hot water services sections above.<br>- You should contact your school's legionella competent person who will advise on the action required. If a full system flush is required but not immediately available, seek advice from your competent person on alternative options.<br>• ***Drinking water***<br>- If it has not been possible to maintain system throughput of water from routine flushing to all outlets or a competent person has not tested the water and provided satisfactory bacterial test results, the water may not be safe to drink. In these circumstances, you should supply bottled drinking water until a thorough flushing and chlorination can be undertaken by a water treatment specialist.<br>• ***Hot water services***<br>- Water temperatures must be kept within limits recommended for the control of legionella bacteria in water systems.<br>- Regularly check hot water generation for functionality and if required, temperature recording.<br>- If the hot water system has been left operational the hot water should be circulating as normal and regular checks should be carried out. | Refer to Managing school premises during the coronavirus outbreak and HSE: Legionella Risks during the Coronavirus Outbreak<br><br>Schools to contact the competent organisation that carried out the last Legionella Risk Assessment for advice and/or to carry out any necessary recommissioning work | | |

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| | | **Ventilation**<br>• Good ventilation is essential at all times in classrooms and particularly during this period. Schools should ensure all systems are working in their normal operating mode.<br>• Natural ventilation via windows or vents should be used as far as possible and where available occupied room windows (particularly classrooms) should be open.<br>• Where centralised or local mechanical ventilation is present, recirculatory systems should be adjusted to full fresh air. If this is not possible systems should be operated as normal. Where ventilation units have filters present ensure enhanced precautions are taken when changing filters. See HSE guidance HSG53: Respiratory protective equipment at work.<br>• Ventilation in toilets should be kept running where possible. When in use, avoid opening windows in toilets to assure the right direction of ventilation.<br><br>**Asbestos Containing Materials (ACMs)**<br>• Complete a thorough visual inspection of all ACMs prior to reoccupation to confirm that there has been no damage during lockdown. Where any damage to ACMs is observed, the area should be isolated immediately and advice sought from a specialist asbestos management company.<br><br>**Restarting plant and equipment**<br>• Recommission all systems before re-opening, as would normally be done after a long holiday period. This includes:<br>- gas<br>- heating | Refer to the HSE air conditioning and ventilation during the coronavirus outbreak | | |

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| | | - water supply<br>- mechanical and electrical systems<br>- catering equipment<br>• Establish a clear plan for restarting any equipment that has been taken out of service during lockdown to ensure the safety of those who are undertaking the maintenance as well as protecting the equipment from damage. The restart process may require electrical and mechanical isolations to be reconnected, fluids to be refilled and plant and equipment to be reenergised in a specific sequence or order. Planning should therefore be based on manufacturers' instructions, commonly accepted technical guidance and by making reference to specialist contractors (where required). Ensure that those who are carrying out the work are competent to do so and the work is correctly coordinated between them to avoid risks.<br><br>**Statutory inspections**<br>• Whilst the HSE 'recognises the potential challenges when carrying out legal requirements for thorough examination and testing (TE&T) of plant and equipment as a result of additional precautions people need to take to help reduce risk of transmission of coronavirus (Covid-19)' they have stated that 'the law for Lifting Operations and Lifting Equipment Regulations (LOLER) and Pressure Systems Safety Regulations (PSSR)' remain in place. As such, employers must ensure that statutory inspections on lifting equipment (including passenger lifts and stair lifts), pressure systems, fixed electrical systems, PAT, gas appliances, etc are 'in date' prior to the reoccupation of buildings.<br>• Consider whether equipment which has not been used for an extended period of time needs a statutory inspection even if one is not due. For example, where personal lifting equipment has been left in a condition | | | |

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| | | which may have compromised its structural integrity or where a lift needs servicing to ensure it is going to be operated normally and safely.<br><br>**Training and supervision**<br>• In returning plant and equipment into full use, ensure that employees have retained adequate knowledge to use it safely. As such, it may be necessary to run refresher training for certain items and/or systems. This is particularly relevant to employees who only had limited experience prior to the lockdown. Review the status of any planned periodic refresher training which may have been missed during the lockdown.<br>• Ensure that there is adequate supervision of those using plant and equipment, particularly if sites operate for an extended period of time and/or experienced supervisors are not available.<br><br>**Cleaning**<br>• New cleaning arrangements in line with coronavirus preparations should also include regular systematic checks:<br>- on drainage systems, check traps have not dried out and ensure water seals are in place to prevent smells within the building, for example, hygiene rooms, sports hall showers<br>- where toilets are put back into use ensure the flushing of the toilets occur with the lids down and toilet ventilation systems are working. | | | |
| Inadequate cleaning (premises/ surfaces/ clothing) leading to spread of Covid-19 virus | All building users, visitors/ parents, contractors/ maintenance personnel, especially cleaning and site staff | **Start and End of Work**<br>• Staff are encouraged to avoid using public transport to get to school and to walk, cycle or drive to school wherever possible. Where not possible, staff reminded that if they use public transport to be vigilant and not to touch eyes, nose or mouth whilst on or after using public transport and to wash hands on arrival at work or on return home.<br>• In line with Coronavirus Covid-19 safer travel guidance for | Refer to Coronavirus Covid-19 safer travel guidance for passengers | | |

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| | Infection spread leading to serious respiratory illness, death | passengers it is mandatory to wear a face covering if you need to use public transport. It is important to use face coverings properly (How to wear & make a cloth face covering) and wash your hands before putting them on and after taking them off.<br>• In order to facilitate appropriate hand washing, staff should not wear jewellery other than a plain wedding band for work and should be bare below the elbow (sleeves can be rolled up for handwashing purposes); finger nails should be short and false nails removed. Any cuts or abrasions should be covered with a plaster.<br>• Tie up long hair.<br>• There is no need for anything other than normal personal hygiene and washing of clothes following a day in an educational or childcare setting. Other than in clinical settings, there is no need for staff to change at or before leaving school although, if changing facilities will allow for social distancing and avoid face to face interaction, staff can change into 'work clothes' on arrival. Work shoes can be left at the workplace for use the following day.<br>• If staff do change, at the end of the shift ( Midday Supervisors, Kitchen Staff, Caretaker and Cleaner) the work clothes should be removed and bagged to take home.<br>• On returning home, work clothes should be washed in accordance with the manufacturer's instructions. Use the warmest water setting and dry items completely. Dirty laundry that has been in contact with an unwell person can be washed with other people's items.<br>• Hands must be washed thoroughly on return to home<br>• Clean and disinfect anything used for transporting laundry with your usual products, in line with the cleaning guidance below or dispose of<br>**Social Distancing and Hygiene**<br>• Staff instructed to observe social distancing in line with government guidance.<br>• Keep distance between individuals when speaking or sharing a room, regularly wash hands and sanitise surfaces when the individual leaves. | | | |

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| | | • Staff are not to congregate during break times; staggered break times will be devised so that staff can continue to practice social distancing when taking breaks.<br>• Everyone will be reminded to wash their hands before leaving home, on arrival at the premises and before and after handling cleaning chemicals, handling deliveries, putting on or taking off PPE, eating/drinking, using the toilet, using tools/equipment that have been handled by others, using public transport and after coughing or sneezing and not to touch face (eyes, mouth, nose) with hands that are not clean.<br>• Wash with liquid soap & water for a minimum of 20 seconds. Alcohol based hand cleansers/gels (containing at least 60% alcohol) can be used if soap and water are not available. Additional hand sanitiser units to be installed in the school where possible at the main entrance to the school and in the dining hall.<br>• Hands must be dried properly to prevent infection and drying out. Pat dry rather than rub to avoid discomfort. Supplies of hand cream (aqueous cream or similar) should be made available to help prevent soreness.<br>• Staff instructed to sneeze into a tissue or sleeve NEVER into hands. Wash hands immediately after (as above).<br>• Used tissues to be disposed of in a bin (lidded and foot operated where possible).<br>• If required to sign in/out, staff should sign in and wash their hands immediately after.<br>• Site staff may have their working hours amended. Cleaning hours may also be amended to allow more hours in the school day and an agreed 'off site 'time so deep cleaning can take place.<br>• Define a new cleaning schedule that ensures cleaning is generally enhanced and includes more frequent cleaning of rooms / shared areas that are used by different groups, frequently touched surfaces being cleaned more often than normal.<br>• Implement a cleaning log to track cleaning frequency for bathrooms, classrooms and communal areas. | Ensure all staff understand how to wash hands correctly - Posters around the school as appropriate.<br><br>Ensure all sinks have necessary stock & restock as necessary.<br><br>All teachers, TA's and SSA's to vacate the school site by 4-30pm each day.<br><br>Carry out inventory check of cleaning products and stock at regular intervals, restocking as necessary. Ensure contingency plans are in place to respond to any shortages in supply. | | |

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| | | • Regularly check stocks of cleaning supplies and purchase additional supplies as necessary.<br>• Use disposable cloths or paper roll and disposable mop heads wherever possible, disposing of after use.<br>• Avoid creating splashes and spray when cleaning.<br>• Classrooms will be decluttered by school staff with only the minimum items left on work and other surfaces – this allows for more intensive cleaning and reduces the risk of the virus landing on multiple surfaces.<br>• All bin liners will be removed at the end of the day, sealed/knotted and placed in the main waste container.<br>• Disposable tissues will be available in each room for both staff and pupils.<br>• Arrangements are in place for the disposal of clinical and general waste where required. Plan for the daily removal and safe disposal of rubbish.<br>• Where in place, toilet lids must be closed prior to flushing and remain closed after use.<br>• Plan work to minimise contact between staff and avoid skin-to-skin and face-to-face contact. Where possible, staff working together (such as site teams for example) should work side by side or facing away from each other as opposed to face to face. Where face-to-face contact is essential, this should be kept to a minimum. Consideration should be given to wearing face coverings in this situation.<br>• As much as possible, keep groups of staff working together in teams that are as small as possible (cohorting).<br>• Wherever possible, cleaning and site staff should have their own equipment – where not possible, shared equipment will be cleaned between users.<br>• Cleaner/Caretaker will ensure adequate ventilation in the areas they are working e.g. by opening windows.<br>• Take steps to avoid people needing to unduly raise their voices to each other.<br>• In an emergency, e.g. an accident, fire etc., people do not have to follow social distancing guidelines if it would be unsafe.<br>• Staff will be briefed regularly and in line with changes to | | | |

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| | | government guidance.<br><br>**Cleaning an area where a person with possible or confirmed coronavirus (COVID-19) has spent time/passed through**<br><br>***Personal Protective Equipment (PPE)***<br>• The minimum PPE to be worn for cleaning an area where a person with possible or confirmed coronavirus (COVID-19) is disposable gloves and an apron.<br>• In order to minimise the risk to others from used Personal Protective Equipment (PPE), it is essential that it is removed in a safe manner. Remove apron. If you have worn gloves, remove them next by turning them inside out in one single motion. Disposable gloves and aprons for cleaning must be worn for cleaning tasks. Once removed at the end of the cleaning shift, these will be double bagged, then stored securely for 72 hours then thrown away in the regular rubbish. Disposable items will be placed in the bin immediately. Rubber or washing-up gloves will be washed and dried properly before reuse. Hands must be washed with soap and water for 20 seconds after all PPE has been removed.<br>***Cleaning and disinfection***<br>• Public areas where a symptomatic individual has passed through and spent minimal time, such as corridors, but which are not visibly contaminated with body fluids can be cleaned thoroughly as normal.<br>• All surfaces that a symptomatic person has come into contact with must be cleaned and disinfected, including all potentially contaminated and frequently touched areas such as bathrooms, door handles, door push plates, work surfaces, computer keyboard/mice, telephones, grab rails in corridors/bannisters, stairwells<br>• Use disposable cloths or paper roll and disposable mop heads, to clean all hard surfaces, floors, chairs, door handles/plates and sanitary fittings – think one site, one wipe in one direction. Use one of the options below:<br>• use either a combined detergent disinfectant solution at a | Available in the White Room<br><br>Refer to PHE COVID-19: cleaning of non-healthcare settings guidance.<br><br>All visitors to school should use the unisex/disabled toilet<br><br>Refer to Covid-19: Personal Protective Equipment (PPE) and how to put PPE on and take it off safely in order to reduce self-contamination<br><br>Non-healthcare workers should be trained in the correct use of a surgical | | |

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| | | dilution of 1,000 parts per million available chlorine<br>or<br>• household detergent followed by disinfection (1000 ppm av.cl.). Follow manufacturer's instructions for dilution, application and contact times for all detergents and disinfectants<br>or<br>• if an alternative disinfectant is used within the organisation, this should be checked and ensure that it is effective against enveloped viruses.<br>• Avoid mixing cleaning products together as this can create toxic fumes<br>• Avoid creating splashes and spray when cleaning.<br>• Any cloths and mop heads used must be disposed of and should be put into waste bags as outlined below.<br>• When items cannot be cleaned using detergents or laundered for example, upholstered furniture, steam cleaning should be used.<br>**Laundry**<br>• Wash items in accordance with the manufacturer's instructions. Use the warmest water setting and dry items completely.<br>• Dirty laundry that has been in contact with an unwell person can be washed with other people's items.<br>• To minimise the possibility of dispersing virus through the air, do not shake dirty laundry prior to washing.<br>• Clean and disinfect anything used for transporting laundry with your usual products, in line with the cleaning guidance above.<br>***Waste***<br>• Personal waste from individuals with symptoms of COVID 19 and waste from cleaning of areas where they have been (including PPE, disposable cloths and used tissues):<br>- should be put in a plastic rubbish bag and tied when full<br>- the plastic bag should then be placed in a second bin bag and tied | mask, to protect them against other people's potentially infectious respiratory droplets when within 2m, and the mask use and supply of masks would need to be equivalent to that in healthcare environments. Refer to HSE Face Fit Testing Guidance | | |

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| | | - this should be put in a suitable and secure place and marked for storage until the individual's test results are known<br><br>• This waste should be stored safely and kept away from children. It should not be placed in communal waste areas until negative test results are known, or the waste has been stored for at least 72 hours. If possible, keep an area closed off and secure for 72 hours.<br>• If the individual tests negative, this can be disposed of immediately with the normal waste.<br>• If Covid-19 is confirmed, this waste should be stored for at least 72 hours, it must be treated as Category B infectious waste. You must:<br>- Keep it separate from your other waste<br>- Arrange for collection by a specialist contractor as hazardous waste (there will be a charge for this service)<br>• Any items that are heavily contaminated with body fluids and cannot be cleaned by washing will be disposed of.<br>• Safe systems of work to be developed locally to ensure appropriate measures are in place for laundering, cleaning and decontamination of soiled items/equipment in line with national guidance. | | | |
| Inadequate food hygiene procedures followed | All with whom we have close contact – colleagues, school staff and pupils<br><br>Potential infection spread to others, food poisoning, severe allergic reaction, death | • A Food Safety Management System (FSMS) that includes existing food hygiene guidance (FSA: Food-hygiene-for-your-business) and HACCP processes should continue to be followed.<br>• Where you have made changes to your routine ways of working in response to COVID-19 it is important to review your HACCP (FSA: HACCP) procedures to consider and reflect any impact from these changes on food safety. Refer to the FSA: Re-opening and adapting your food business during Covid-19).<br>• Continue to follow the Food Standard Agency's (FSA) Guidance on good hygiene practices in food preparation and our Hazard Analysis and Critical Control Point (HACCP) processes. | Refer to Safer food better business for guidance on expected food hygiene standards.<br><br>The FSA Safe Method checklist allows employers to assess the personal hygiene and fitness to work practices in their workplace. | | |

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| | | • Individuals returning to work after an absence of 2 or more days for whatever reason will benefit from a screening process for fitness to work using a monitored screening questionnaire such as the full Fit to Work guidance (FSA: Fitness to work guide) which has a sample questionnaire as Annex 3. Another useful resource is the PHE: Symptomatic Worker Flowchart which describes steps to consider on return to work following a SARS-CoV-2 test if relevant.<br>• Key safety points include being fit for work, washing hands and wearing aprons or other clean clothing as appropriate.<br>• Frequently clean and disinfect objects and surfaces that are touched regularly, using your standard cleaning products. | | | |
| Inappropriate arrangements in place for school meal operations | All building users, particularly catering staff and pupils, contractors<br><br>Infection spread leading to serious respiratory illness, death | 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.<br>**Before re-opening**<br>• A deep clean will be required if the kitchen has been closed.<br>• We will establish a clear plan for checking any equipment that has not been used during lockdown:<br>• Check all equipment (cookers, fridges, hobs) are working correctly<br>• Check gas and water supply<br>• Check waste systems are flushed and treated<br>• Ensure dishwashers are in good working order and reaching suitable temperatures to sanitise plates and cutlery<br>• Arrange any professional servicing/maintenance that is due or out of date.<br>• Plan to provide a simple lunch menu with one main meal, one vegetarian (vegan) option and fruit or yoghurt for dessert.<br>• Keep breakfast and break food choices simple with minimal choices that can be serviced (rather than self-service). | Refer to Maintaining records of staff, customers and visitors to support NHS Test and Trace | | |

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| | | • If there is not the time or resources to make all the required changes, consider providing packed lunches as a temporary measure.<br>• Ensure you have meal orders in advance and ensure allergens/special diets are catered for<br>• Assist the Test and Trace service by keeping a temporary record of staff shift patterns for 21 days and assist NHS Test and Trace with requests for that data if needed<br><br>**Start and End of Work**<br>• Encourage staff to walk or cycle to work where possible or use their own vehicle or public transport where not possible.<br>• Staff reminded if they use public transport to be vigilant and not to touch eyes, nose or mouth whilst on or after using public transport and to wash hands (as below) on arrival at work or on return to home.<br>• In order to facilitate appropriate hand washing, staff should not wear jewellery other than a plain wedding band for work and should be bare below the elbow (sleeves can be rolled up for handwashing purposes); finger nails should be short and false nails removed. Any cuts or abrasions should be covered with a plaster.<br>• Tie up long hair.<br>• There is no need for anything other than normal personal hygiene and washing of clothes following a day in an educational or childcare setting.<br>• Staff should change into 'work clothes and shoes' on arrival. Work shoes can be left at the workplace for use the following day.<br>• Ensure staff are not crowded in to changing facilities (allow for social distancing and avoid face to face interactions).<br>• Where possible, work clothes should be washed on site. If there is no on-site washing machine, work clothes should be removed and bagged to take home.<br>• On returning home, work clothes should be washed in accordance with the manufacturer's instructions. Use the warmest water setting and dry items completely. Dirty | Refer to Coronavirus Covid-19 safer travel guidance for passengers | | |

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| | | laundry that has been in contact with an unwell person can be washed with other people's items.<br>• Hands must be washed thoroughly on return to home.<br>• Do not shake dirty laundry, this minimises the possibility of dispersing virus through the air.<br>• Clean and disinfect anything used for transporting laundry with your usual products, in line with the cleaning guidance below or dispose of.<br>• They should then have a shower.<br>**In the Kitchen**<br>• Maintain social distancing and reduce contact where possible in kitchens and other food preparation areas.<br>• COVID-19 is a respiratory illness. It is not known to be transmitted by exposure to food.<br>• Follow Government Guidance for food businesses on coronavirus (COVID-19).<br>• Consider the maximum number of people who can be safely accommodated on site<br>• Plan for a phased return to work for people safely and effectively. Stagger arrival and departure times for kitchen staff.<br>• Assign staff to the same shift teams as much as possible to limit social interaction.<br>• Allow kitchen access to as few people as possible.<br>• Keep distance between individuals when speaking or sharing a workspace - using back-to-back or side-to-side working (rather than face-to-face) whenever possible – where possible avoid shoulder-to-shoulder working.<br>• Space work areas working areas to maintain social distancing guidelines (2m, or 1m with risk mitigation where 2m is not viable, is acceptable) as much as possible, recognising the difficulty of moving equipment such as sinks, hobs and ovens.<br>• Use 'one way' traffic flows to minimise contact.<br>• Minimise access to walk-in pantries, fridges and freezers, e.g. with only one person being able to access these areas at one point in time.<br>• Use front of house staff to serve, minimising the time they spend in the kitchen | Refer to guidance for food businesses on coronavirus (COVID-19) and the School Food Plan Alliance: School Food Checklist for Covid-19<br><br>All staff will undergo training in relation to Covid-19 and the findings of this risk assessment. **Free** online training and resources are available from many suppliers including Food Alert and Virtual College. All kitchen staff and midday supervisors to be briefed on the plan and actions required of them.<br><br>Display signage for staff explaining any new guidance | | |

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| | | • Minimise interaction between kitchen staff and other workers, including when on breaks.<br>• Schedule essential services and contractor visits to reduce interaction and overlap between people, for example, carrying out services at end of shift.<br>• Ensure the kitchen is well ventilated, with window kept open whilst occupied and ventilation systems in good order. Check fly screens are in place.<br><br>**Food Service & Dining**<br>• Serving areas and clearly marked out the dining area for queuing, service, seating and waste/clearing stations. Staggered meal times for different classes/ bubbles to ensure groups can be kept apart, allowing for cleaning between groups.<br>• If eating meals in classrooms is a viable option, ensure collection and delivery adheres to strict sanitation, food safety and temperature monitoring controls.<br>• Remove self-service food, cutlery and condiments e.g. provide cutlery and condiments only when food is served - provide only disposable condiments or clean non-disposable condiment containers after each use.<br>• Minimise contact between kitchen/serving staff and (staff/students) at points of service where appropriate<br>• Ensure clearing and waste stations allow for social distancing. Place plates & cutlery into disinfectant bowls and ensure no food waste is returned to the kitchen.<br>**Personal Hygiene**<br>• All staff will be reminded to wash their hands often and before leaving home, on arrival at the premises, between tasks e.g. after collecting used plates for cleaning and before serving food, when moving between different areas of the workplace, and especially after being in a public place, handling chemicals, handling deliveries, handling cash, putting on or taking off PPE, eating/drinking, using the toilet, using public transport, handling tools/equipment handled by others and after coughing or sneezing and not to touch face (eyes, mouth, nose) with | Meal times are staggered<br><br>Packed lunches only will be served. This will be reviewed | | |

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| | | hands that are not clean.<br>• Wash with liquid soap & water for a minimum of 20 seconds. Alcohol based hand cleansers/gels (containing at least 60% alcohol) can be used if soap and water are not available but is not a substitute for hand washing. Disposable gloves are no substitute for handwashing<br>• Hands must be dried properly to prevent infection and drying out. Pat dry rather than rub to avoid discomfort. Supplies of hand cream (aqueous cream or similar) should be made available to help prevent soreness.<br>• Provide hand drying facilities – either paper towels or electrical dryers.<br>• Provide hand sanitiser at entry/exit points to the kitchen.<br>• Sneeze into a tissue or sleeve NEVER into hands. Wash hands immediately after (as above).<br>• Used tissues will be put in a bin immediately - all waste bins to be lined and should be lidded and foot operated and emptied regularly.<br>• People involved in the provision of assistance to others such as first aid for example should pay particular attention to sanitation measures immediately afterwards including washing hands.<br>• If required to sign in/out, use your own pen and wash your hands immediately after; or, where electronic signing in systems are in use, supply anti-bacterial wipes at the signing in point - wipe the screen before use, dispose of wipe in nearest bin then wash hands immediately.<br><br>**Kitchen cleaning throughout the day where no-one has symptoms of, or confirmed COVID-19**<br>**Cleaning and disinfection**<br>• Increase the frequency of cleaning, using standard cleaning products such as detergents and bleach, paying attention to all objects and surfaces but especially ones that are touched regularly (handles, doors, taps, light switches, phones, storage bins, shared equipment<br>• As a minimum, frequently touched surfaces should be wiped down at the beginning and at the end of each day, | Refer to the Food Standards Agency's Safer food better business guidance for further guidance on expected food hygiene standards.<br><br>Kitchen staff will be wearing domed shields/ masks | | |

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| | | and more frequently depending on: the number of people using the space, whether they are entering and exiting the setting, and access to hand washing and hand-sanitising facilities. Cleaning of frequently touched surfaces is particularly important in bathrooms and communal kitchens.<br>• Disposable aprons and gloves to be worn at all times for cleaning – use fresh PPE when moving from kitchen to other school areas – refer to 'PPE' below.<br>• Use disposable cloths or paper roll and disposable mop heads where ever possible, disposing of after use<br>• Avoid creating splashes and spray when cleaning<br><br>***Bathrooms***<br>• Clean frequently touched surfaces regularly.<br>• Ensure suitable hand washing facilities are available including running water, liquid soap and paper towels or hand driers.<br>• Where cloth towels are used, these should be for individual use and laundered in accordance with washing instructions.<br>• Where in place, toilet lids must be closed prior to flushing and remain closed after use. Where not in place, move away from the toilet as soon as it has been flushed, more frequent cleaning of toilets and most importantly, ensure that **strict hand hygiene** measures are observed following every visit to the toilet or after cleaning toilets.<br><br>***Waste***<br>• Waste does not need to be segregated unless an individual in the setting shows symptoms of or tests positive for COVID-19 (see below).<br>• Dispose of routine waste as normal, placing any used cloths or wipes and used PPE/face coverings in 'black bag' waste bins. You do not need to put them in an extra bag or store them for a time before throwing them away. Do **not** use recycling bins. All bins will be lidded and foot operated where possible. | | | |

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| | | **Incoming Deliveries**<br>• Provide site guidance on social distancing and hygiene on or before arrival - minimise person-to-person contact during deliveries.<br>• Minimise contact during exchange of documentation, e.g. by using electronic payment methods and electronically signed and exchanged documents. No goods or food physically handed over.<br>• Allocate pick-up and drop-off collection point, procedures, signage and markings.<br>• Consider methods to reduce frequency of deliveries, e.g. by ordering larger quantities less often.<br>• Ensure adequate cleaning procedures for goods and merchandise entering the site.<br>• Encourage increased handwashing for staff handling goods and merchandise or providing hand sanitiser where this is not practical.<br>• Adjust put-away and replenishment rules to create space for social distancing. | | | |
| Inadequate personal protection & PPE leading to spread of Covid-19 virus to others. | All with whom we have close contact – colleagues, customers, delivery personnel<br><br>Infection spread leading to serious respiratory illness, death | • Current Government guidance is that no additional PPE will be required other than that normally used for specific tasks.<br>• Determine what PPE will be required and in what quantities – ensure adequate PPE ordered as necessary in advance and supply to staff.<br>• There are some circumstances when wearing a face covering may be marginally beneficial as a precautionary measure. A face covering can be very simple and may be worn in enclosed spaces where social distancing isn't possible. It just needs to cover your mouth and nose. It is not the same as a face mask, such as the surgical masks or respirators used by health and care workers.<br>• Wearing a face covering is optional and is not required by law in most workplaces. If you choose to wear one, it is important to use face coverings properly and wash your hands before putting them on and taking them off.<br>• We will support our workers in using face coverings safely | Working safely during coronavirus (COVID-19) states that PPE beyond what you usually wear is not beneficial. The exception is clinical settings, like a hospital, or a small handful of other roles for which PHE advises use of PPE, for example, first responders and immigration enforcement officers. Workplaces should not encourage the precautionary use of extra PPE to protect against COVID-19 outside clinical settings.<br><br>Unless you are in a situation where the risk of COVID-19 transmission is very high, your risk assessment should reflect the fact that the role of PPE in | | |

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| | | if they need to wear one. This means telling workers:<br>- wash your hands thoroughly with soap and water for 20 seconds or use hand sanitiser before putting a face covering on, and after removing it;<br>- when wearing a face covering, avoid touching your face or face covering, as you could contaminate them with germs from your hands;<br>- change your face covering if it becomes damp or if you've touched it;<br>- continue to wash your hands regularly;<br>- change and wash your face covering daily;<br>- if the material is washable, wash in line with manufacturer's instructions. If it's not washable, dispose of it carefully in your usual waste;<br>- practise social distancing wherever possible.<br><br>• In order to minimise the risk to others from used Personal Protective Equipment (PPE), it is essential that it is removed in a safe manner. If worn, remove apron. If you have worn gloves, remove them next by turning them inside out in one single motion. Disposable gloves and aprons for cleaning must be worn for cleaning tasks. Once removed disposable items should be placed in the bin immediately. Rubber or other reusable gloves should be washed and dried properly before reuse. Hands should be washed with soap and water for 20 seconds after all PPE has been removed.<br>• If any staff use public transport to get to work, staff are advised it is **compulsory** to wear a face covering. It is important to use face coverings properly (How to wear & make a cloth face covering) and wash your hands before putting them on and after taking them off. | providing additional protection is extremely limited. However, if your risk assessment does show that PPE is required, then you must provide this free of charge to workers who need it. Any PPE provided must fit properly.<br><br>All staff will have their own cloth face mask to be used in case of an emergency ( e.g. physical contact ). Staff are responsible for the sanitisation, washing and the looking after of their face masks)<br><br>Key SSA workers will have a shield/dome mask provided that they will be responsible for sanitising and looking after. | | |

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| **D** | **Assessment prepared by:** | | | | | | |
| Name | Deborah Ainscoe | Signature | D.Ainscoe | Position | Headteacher | Date | 04/08/2020 |
| Name | | Signature | | Position | | Date | |
| **E** | **Assessment agreed by:** | | | | | | |
| Name | Barrie Rostron | Signature | B Rostron | Position | Chair of Governors | Date | 07/09/2020 |

| F | Assessment review: |
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| Date for review | Carried out by | Position | Signature |
|---|---|---|---|
| October, 2020 | | | |
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**** REMINDER – PLEASE ENSURE THIS RISK ASSESSMENT IS SHARED WITH ALL RELEVANT PARTIES ****