



Ravenfield Primary Academy

September 2021 Covid-19

Outbreak Contingency Plan

This document will be reviewed regularly and is aimed at being a usable working document which will constantly be evolving based on feedback.

Premises: Ravenfield Primary Academy
Work Activity: September 2021 Covid-19 Outbreak Contingency Plan
Assessor(s): Caroline Coates, Principal
Updated: 15/08/21

Section 1 - Outbreak Management Contingency Plan

Given the detrimental impact that restrictions on education can have on children and young people, any measures in schools should only ever be considered as a last resort, kept to the minimum number of schools or groups possible, and for the shortest amount of time possible.

Central government may offer local areas of particular concern an enhanced response package to help limit increases in transmission. The government will review its approach for enhanced response in local areas before Step 4. Schools Covid-19 Operational Guidance – Updated July 2021.

The government has made it a national priority that education and childcare settings should continue to operate as normally as possible during the COVID-19 pandemic.

Measures affecting education and childcare may be necessary in some circumstances, for example:

*to help manage a COVID-19 outbreak within a setting
if there is extremely high prevalence of COVID-19 in the community and other measures have failed to reduce transmission
as part of a package of measures responding to a Variant of Concern (VoC)*

Contingency Framework: education and Childcare settings – Updated 25 June 2021

Should the academy have several confirmed cases that can be traced to the academy, the academy will contact the Local Health Protection team via the DfE helpline to seek further advice. Below are details of some of the measures which would be considered by the Academy, the Local Authority, Directors of Public Health (DsPH) and Public Health Protection Teams (PHPT) should an outbreak occur:

1.1 – Testing

- The academy will continue to encourage all staff to carry out twice weekly testing at home. Results to be reported to school and to the NHS.
- The academy will liaise with PHE to effectively communicate any positive cases.

1.2 – Face Coverings

- Should it be deemed appropriate by any of the above bodies, the academy would re-introduce the use of face coverings in recommended areas of the academy apart from for those with exemptions.

1.3 – Shielding

- Shielding is currently paused. In the event of a major outbreak or VoC that poses a significant risk to individuals on the shielded patient list (SPL), ministers can agree to reintroduce shielding. Shielding would be considered in addition to other measures to address the residual risk to people on the SPL, once the wider interventions are taken into account. Shielding can only be reintroduced by national government.

1.4 – Other Measures

- The following events would be limited or cancelled should a local outbreak occur:
 - Residential educational visits
 - Open days
 - Transition or Taster days
 - Parental attendance at the academy
 - Performances at the academy

1.5 – Remote Education

Should the local area be forced into a local lockdown or attendance restrictions put in place the academy will commence Remote Education as it did between January and March 2021.

- If some attendance restrictions are needed, all vulnerable children, children of critical workers, children in reception, year 1 and year 2 should still be allowed to attend.

- If, by exception, attendance is restricted further, vulnerable children and young people and children of critical workers should still be allowed to attend.
- The full remote learning offer will be brought into place. Leaders will decide if teachers do this from home or within their classroom.
- During a potential lockdown staff will have the option to teach live online lessons from their home.

Section 2 – Risk assessment

Should any of the above bodies direct the academy to recommence a risk assessment similar to that which was used in 2020-2021. The below risk assessment will be updated and amended as appropriate.

Hazards identified	Persons at risk	Key questions to review risk	Overview of information and actions taken regarding the hazard identified	Further action required (if any) / Comments
2.1 Infection control				
2.1.1 Risk - Spread of COVID-19 due to poor hygiene and infection control			<ul style="list-style-type: none"> • The table in section 2.1 on pages 4 - 8 outlines the key protective measures the school will take to deliver the nine essential controls identified by Public Health England. 	
2.1.2 Pupils operate in discrete year group 'bubbles' but there are risks of these bubbles mixing at certain times.	All	<ol style="list-style-type: none"> 1. How will social distancing be enforced? 2. Is student movement staggered? 3. How will you minimise contact between bubbles during student movement? 	<ul style="list-style-type: none"> • Current government guidance is being applied. • Children are taught in classes within one year group. • Although mixing takes place at playtimes, this is outside • Pupils observe hygiene guidance and wash hands frequently. • Teachers moving between groups comply with social distancing and hygiene guidance. 	

<p>2.1.3 Maintaining effective social distancing to prevent spread of COVID-19</p>	<p>All</p>	<p>1. How will social distancing be enforced?</p>	<ul style="list-style-type: none"> • Current government guidance is being applied. • .Children are taught in classes year group. • Expectations of social distancing are established and communicated to all staff and relevant pupils before school reopens. For pupils this includes expectations within and outside their bubble. For teachers this includes expectations on social distancing at all times, and when moving between bubbles. • Staff and pupils are regularly reminded about social distancing. • Clear social distancing signage is in place throughout the school. • All classrooms will be set out in rows facing the front. Teachers will teach from at least 2 metres away, from the front of the class, in a taped zoned area. • Spare chairs and desks have been removed. • All Classroom doors will be wedged open. • Floor markings clearly demarcate social distancing measures in areas where queues may form (e.g. dining room, corridors, reception). • Signage is in place to deter parents from gathering at the school gate. • Social distancing must be followed in staff offices and staffroom. Staff encouraged to work from home when possible. • Arrangements are put in place in kitchens to remind staff of the need to work separately from each other. • Access to toilets is planned and managed to avoid large groups/queues from forming. • Activities that involve shared resources/equipment are avoided. • Where possible, one-way systems are implemented for circulation. Routes are clearly marked with appropriate signage. • Reception staff talk to people from behind the screen • Pupil behaviour policy has been reviewed and updated in light of the new discrete year group bubble arrangements and social distancing with clear sanctions in place for anyone ignoring or deliberately flouting the rules, including exclusion where required. • Senior management closely monitor compliance with social distancing and adjust procedures where necessary. 	
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2.2 Staffing / facilities / compliance

<p>2.2.1 Staff shortages due to absence may compromise operational safety</p>	<p>Staff</p>	<ol style="list-style-type: none"> 1. Calculate grouping sizes/likely attendance against number of available staff 2. Calculate groupings against statutory ratios 3. What provision is in place for monitoring and adjusting arrangements? 	<ul style="list-style-type: none"> • The health status and availability of every member of staff is regularly updated so that deployment can be planned. • Grouping sizes will be whole classes. At RPA this is between 17-30. For each group there will be allocated 1 teacher, 1 TA and an SMSA to cover lunchtimes. • Groups will remain in their own bubble at all times. • Sufficient cover/supply staff are available. • Staff have been trained /briefed across disciplines to avoid any single points of failure. • There are sufficient qualified first aiders to cover the numbers of staff and pupils on site. • Operational SLT review at the end of each day. 	
<p>2.2.2 Insufficient spaces can be identified in school to run the timetable</p>	<p>Staff</p>	<ol style="list-style-type: none"> 1. Consider all spaces in school – which, if any, spaces will need repurposing to provide additional facilities. 2. Consider spaces for suitability – are they large enough for 15 children or smaller groupings – can they be ventilated? 3. What provision is in place for monitoring and adjusting arrangements? 	<ul style="list-style-type: none"> • Where insufficient space is available in classrooms other spaces can be used. • Spaces are to be well ventilated and cleaned between groups. 	

<p>2.2.3 Equipment available in school is insufficient to allow all teaching groups to be catered for.</p>	<p>Staff</p>	<p>1. Is sufficient equipment available to enable all classrooms to function adequately?</p>	<ul style="list-style-type: none"> • Equipment sharing to be minimised. Each child given own pencil case. Outdoor equipment not to be shared between bubbles. And to be cleaned on a regular basis. • Establish regime for cleaning outdoor fixed equipment • Order for placed for PPE, Hand sanitiser, tape, signage. Regular repeat monthly order set up. • Set up for each classroom: <ul style="list-style-type: none"> ▪ Rows of desks facing the front ▪ 2m zone at the front for the teacher • All pupils will be provided with their own equipment. • Spare new equipment will be available for all children to use (and take home). • Shared equipment ill be left 48hours between use by different groups. • When giving out resources in lesson (e.g. books, pencils etc), these may be shared within the bubble (ideally, within the class itself). However, such resources may not be shared with children in other year groups until and unless they are disinfected, wiped own with antibacterial wipes or they are left for a period of 48 hours. 	
<p>2.2.4 Are measures in place to ensure registration processes are undertaken effectively and accurately?</p>	<p>Staff</p>	<ol style="list-style-type: none"> 1. Is a paper-based system needed or can SIMs access be provided to all staff for whom it is needed? 2. Are systems in place for registers to be completed in a timely manner? 3. Are systems in place for registers to be returned to the office with minimal footfall in school? 4. Is school able to differentiate between those children expected/shielded/ being kept at home / absent due to illness/ absent due to safeguarding concerns 5. Has thought been given to how late arriving pupils will be taken to groupings? 	<ul style="list-style-type: none"> • SIMS to be used for registration. • Registration can be completed from each classroom. • Registers electronic • Admin to maintain regular contact with children not attending. New system to be set up for tracking reasons for not attending. • Wider use of the VP spreadsheet. Children not attending given reason, dated regular contact made. If a child is absent and not on this list first day contact to be made. • Late arrivals?? To buzz in, to be dropped at the gate. To be watched as they walk round to their room and enter from the outside. • Provision will be evaluated on a daily basis through observations and discussions with staff 	

		6. What provision is in place for monitoring and adjusting arrangements?		
2.2.5 Workspaces for administrative staff/ leaders cannot be sufficiently segregated to meet social distancing guidelines	Staff	<ol style="list-style-type: none"> 1. Are clearly defined working spaces and terminals designated to admin staff/ leaders on duty? 2. Are systems in place to minimise meetings of more than 2 people? 3. Are designated meeting spaces well ventilated and do they provide enough space for social distancing guideline to be observed? 4. Is a well-planned cleaning regime in place for all computer terminals and equipment, surfaces and equipment in admin areas? 5. What provision is in place for monitoring and adjusting arrangements? 	<ul style="list-style-type: none"> • Workspaces clearly defined with social distancing signs on the door. Discussion around maximum numbers of people in rooms to be finalised. • Cleaning and ventilation as guidance above. • Clear allocation of spaces for staff when not in the classroom. Timetables to be drawn up and finalised. • All staff/adults are required to wear face coverings when outside of their bubbles – including on the corridors, in the offices, the hall and communal areas. • The school has a school office that is well separated from reception through glass. • 2m social distancing guidelines must be followed in reception and large office spaces. • Reception has a glass screen to protect staff. • Large spaces will be used for meeting of more than 2 staff. Zoom and Microsoft Teams also used to facilitate meetings if necessary. • School will be cleaned every morning. • Wipes available to staff to wipe down key boards. 	
2.2.6 Communal facilities provide risk of cross contamination – ICT/ sign in systems / photocopiers / admin supplies / keypads / telephones etc.	All	<ol style="list-style-type: none"> 1. Is clear signage in place to limit number of people using/queuing for communal equipment sign-in systems etc? 2. Are well structured regimes in place to ensure all equipment/ screens keypads etc are cleaned after each usage? 3. What provision is in place for monitoring and adjusting arrangements? 	<ul style="list-style-type: none"> • Signage up and is wipe on so can be easily changed with the guidance. • Supply of wipes to be maintained and checked by Site manager daily at all points such as photocopier, sign in systems, ICT suite, keypads etc. • On site cleaner to be maintained to assist. • All staff/adults are required to wear face coverings when outside of their bubbles – including on the corridors, in the offices, the hall and communal areas. • Sign-in system is fob activated for staff. Sign-in system for external pre-arranged visitors will have hand sanitiser and wipes next to them and signage encouraging the use of this before signing in or out. • Regular cleaning of all sign-in equipment. • All the above will be in place for other touch screen 	

			devices such as photocopiers.	
2.2.7 Public-facing areas (e.g. main reception) provide insufficient protection for staff meeting with children from different groups/ parents/ staff	All	<ol style="list-style-type: none"> 1. Is a plan in place for dealing with parental concerns/visitors? 2. Has consideration been made to a no visitors in building policy where protection cannot be guaranteed? 3. Have processes been put in place to prevent administrative staff dealing with pupils/ staff from multiple groupings? 4. Have the protocols been adequately communicated to all staff pupils and parents? 5. What provision is in place for monitoring and adjusting arrangements? 	<ul style="list-style-type: none"> • Clear communication to parents that any concerns are raised in the first instance on the phone or by dojo message. • Visitors cannot get onto the school site without buzzing. Clear signs to be up at all points of external entry. Visitors to be minimised and pre-arranged only. Drop off points outside school where there are no children or staff such as the carpark need to be used. • Admin staff to have closed door and communication to take place through glass window in reception • Meetings with <u>individual parents</u> are permitted, providing: <ul style="list-style-type: none"> ▪ Parents are advised to only attend the meeting if they – or a member of their household – are not symptomatic. This should also be asked at reception ▪ Parents sanitise their hands before and after the meeting ▪ All care is taken to avoid parents coming into proximity with any student other than their own child ▪ Social distancing is maintained during the meeting. • Clear signage will be in place next to single photocopiers in staffroom and finance. Hand sanitiser and wipes will be available next to these machines. • If the need arises the pupil will be escorted by SLT/Support staff to ensure social distancing is maintained. 	

2.2.8 Parental concerns/ complaints cannot be dealt with effectively because of a lack of face-to-face contact.	All	<ol style="list-style-type: none"> 1. Have protocols been put in place to enable day to day concerns to be quickly and efficiently addressed? 2. Have protocols been put in place to enable staff to contact parents by telephone where needed? 3. Have protocols been put in place for video conference meetings where needed? 4. What provision is in place for monitoring and adjusting arrangements? 	<ul style="list-style-type: none"> • Parents to be communicated that dojo and phone are the two prime methods of communication. • Staff already use the phone to contact parents where needed. This is an extension of this. • Protocols for video conferencing meetings to be drawn up. • Provision will be evaluated on a daily basis through observations and discussions with staff and parents. • Protocols are in place to deal with parental queries via phone, info@ravenfieldprimaryacademy.com email. Administrative staff relay messages to staff via email where necessary. Staff can contact parents via telephone using offices or department workroom. • Meetings with <u>individual parents</u> are permitted, providing: <ul style="list-style-type: none"> ▪ Parents are advised to only attend the meeting if they – or a member of their household – are not symptomatic. This should also be asked at reception ▪ Parents sanitise their hands before and after the meeting ▪ All care is taken to avoid parents coming into proximity with any student other than their own child • Social distancing is maintained during the meeting. • Cleaning products (non-wipe spray and wipes) and hand sanitiser will be available to clean the phone after every use. 	
2.2.8 Pregnant employees	Pregnant Staff	<ol style="list-style-type: none"> 1. How is the risk of contracting covid-19 further reduced for pregnant staff? 2. How are staff at different stages of pregnancy protected? 	<ul style="list-style-type: none"> • Personalised risk assessments are conducted for pregnant staff at the academy. • Review any additional duty points in which staff may be in social areas or crowded situations. • If the individual can conduct all elements of their job role from home this will be considered. • Staff who are 28+ weeks pregnant will have a review of job roles and their risk assessment to ascertain if the risk can be reduced or home working considered. 	
2.3 Entry/Exit from the site:				

<p>2.3.1 Parents/pupils waiting at main gate pre-entry fail to keep adequate social distancing</p> <p>2.3.2 Parents/Pupils are unable to social distance when entering the school premises as paths/walkways are too narrow.</p> <p>2.3.3 Too many children/parents enter site at one time – walkways and waiting areas become crowded</p> <p>2.3.4 Too many people are present on site due to additional adults/siblings not in school being brought onto premises.</p>	<p>All</p>	<ol style="list-style-type: none"> 1. Has thought been given to demarcating 2 metre intervals on paths/approaches to school? 2. Has protocol for prompt opening of gates been put in place and control of flow to avoid bottlenecking? 3. What provision is in place for monitoring and adjusting arrangements? 	<ul style="list-style-type: none"> • Communication taken place to avoid excessively early arrival at gates? • Site meeting with has planned out marking spots for social distancing. Parents to be communicated with about routines at beginning and end of the day. Letter to go out to parents at least one week before their children go back. • Staff to be given roles in ensuring social distancing rules are applied consistently • Provision will be evaluated on a daily basis through observations and discussions with staff and parents • Rules for the navigation of the site to be communicated to parents • Flow of people planned, will be communicated with parents as above. • Clear maps and signage to be used. Video on website showing routes in and out of school. Marshalls used to get into the routine • Provision will be evaluated on a daily basis through observations and discussions with staff and parents. • Arrangement for entering the site will have been communicated to parents to ensure they understand the provisions being made. • Protocols for staff to be made clear for the beginning and end of the day. • SLT to monitor. 	<p>Produce FAQs document for parents.</p>
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<p>2.3.5 Danger of contamination/ interaction with parents/ carers /visitors in communal areas – eg entrance areas/ main reception/ cloakrooms.</p> <p>2.3.6 Third party contractors on site whilst school is in operation may pose a risk to social distancing.</p>	All	<ol style="list-style-type: none"> 1. Has consideration been made to a no visitors policy to restrict risks to administrative staff? 2. Has consideration been made to how deliveries can be made without the need for interaction with school staff/pupils? 3. Is clear signage in place to ensure visitors and delivery persons are clear on protocols? 4. What provision is in place for monitoring and adjusting arrangements? 	<ul style="list-style-type: none"> • The approach taken by the school will have been communicated to parents/staff. • No visitors into the school building unless no alternative. When visitor buzzes, purpose of visit established and any delivery left outside away from the areas that the children/staff use. • Deliveries left outside • Signage for deliveries to be used so drivers are clear about protocol. • Principal SLT to monitor. • Visitors kept to a minimum and any meetings to take place in a socially distanced way or outside. • Risk assessments for peripatetic teaching from the music service in place. • Supply teachers to meet with principal first be directed to risk assessment, to maintain a social distance and to wear a visor. 	
2.4 Entry/Exit from classrooms				
2.4.1 Too many pupils queuing for entry to classrooms	All	<ul style="list-style-type: none"> • Has consideration been made to staggered starts/end of day and separate queuing arrangements to limit queue lengths? • Have queuing/waiting areas been clearly demarcated • What provision is in place for monitoring and adjusting arrangements? 	<ul style="list-style-type: none"> • Queuing/waiting areas to be communicated to staff/parents/children. • Staff to have been made aware of the need for a prompt collection of pupils/dismissal at the end of day to limit interactions. • All children will queue in a socially distance manner. Markings/chevrons/spots to aid queuing to be used. • Queuing/waiting areas to be clearly marked. • Monitored with a site inspection FP/DHo/CCo 	
2.4.2 Staff interact with multiple parents without physical separation as children are handed over.	All	<ol style="list-style-type: none"> 1. Has provision been put in place to limit/prohibit entry to the site? 2. Are clear demarcations in place to show parents/staff where they should wait/release children? 3. What provision is in place for reluctant/emotional/behaviourally challenging pupils? 4. What provision is in place for monitoring and adjusting arrangements? 	<ul style="list-style-type: none"> • Parents to be reminded to communicate concerns to staff through Dojo or by telephone. • Parents communicated to walk 2m apart to the outside door for their child then not to wait, one wave and out the gate and along pre-school path. • If waiting areas are needed they will be clearly demarcated. • Risk assessments to be put in place and careful planning around group provision for these children. • Provision will be evaluated on a daily basis through observations and discussions with staff and parents. 	

<p>2.4.3 Staff mix with groups of pupils not under their direct supervision during pick-up/drop off times</p> <p>2.4.4 Too many staff and pupils enter the building via the same entry point at the same time. Corridors/clockrooms become crowded</p>	All	<ol style="list-style-type: none"> 1. Have clearly demarcated, labelled waiting areas for different groups been put in place? 2. Has consideration been made to staggered start/end times in order to limit possible interactions? 3. What provision is in place for monitoring and adjusting arrangements? 	<ul style="list-style-type: none"> • Waiting areas to be marked off clearly. • Start end times of the day will be staggered. • Provision will be evaluated on a daily basis through observations and discussions with staff and parents • Most staff not to mix with pupils other than their own and when they do to remain socially distanced and to wear a facemask if inside. 	
<p>2.4.5 Pupils become distressed/show behavioural issues on entry to school</p>	All	<ol style="list-style-type: none"> 1. Is pastoral provision/leadership available on site? 2. How will this be used? What distancing/PPE protocols are in place? 3. How will an issue be communicated to the pastoral/leadership team? 4. Has the approach been communicated to the teachers/parents /pupils? 5. What provision is in place for monitoring and adjusting arrangements? 	<ul style="list-style-type: none"> • Leadership/pastoral available on site the whole time • Individual risk assessments and plans to be in place (including the use of PPE) by 1st June 2020 • CPOMs will be used to record an issue and any behaviour incident needs to be reported in a timely manner to SLT • Staff also to flag up immediate issues verbally to SLT. • Home school agreement will do this before we have more children back in school. • SLT meetings to monitor • See revised for Covid-19 behaviour policy • Leadership and pastoral support will continue to be available at all times. The recovery curriculum will contain an element of this too. • Risk assessments in place. 	
<p>2.5 Classroom environments</p>				

<p>2.5.1 Pupil groupings are too large – pupils mix with too many pupils</p> <p>2.5.2 Room allocated is not large enough to maintain social distancing/cannot be ventilated adequately.</p>	<p>All</p>	<ol style="list-style-type: none"> 1) Have pupil groupings been carefully formulated based on physical capacity/social distancing? 2) Are registers in place and available? 3) What provision is in place for monitoring and adjusting arrangements? 	<ul style="list-style-type: none"> • Children will only be taught in year groups. • Whole school assemblies will not take place. • All classrooms will be set out in rows facing the front. Teachers will teach from at least 2 metres away, from the front of the class, in a taped zoned area. • A 500ml bottle of hand sanitiser will be on every desk in every classroom. Children and staff will use hand sanitiser on entering each lesson within the day. • Teachers should wipe the keyboard and mouse at the start of each lesson. • In IT suite, children should wipe their keyboard and mouse at the start of each lesson. • Lidded bins will be in every classroom to promote the 'catch it, bin it, kill it' approach'. • All toilets in the building will be open. Reactive cleaners will be in place throughout the day to clean the toilets regularly. • All teachers will have a mobile phone. • When teaching, teachers should be at least 2m from children, avoid movement and stay near the screen. • All classroom windows should be left open during the lesson unless it disrupts the learning. All classroom doors should be kept open at all times, using the door wedges. If the weather is too cold, the windows can be closed but must be reopened over break and lunch. • Group activities and any close contact between individuals should be avoided. • Stationery and equipment should not be shared. • Children and staff will be prohibited from sharing any belongings, including stationery. There will be a stock of new stationery available for children who forget. Children will take this stationery home. 	
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2.5.3 Staff are unfamiliar with the specific medical, behavioural or learning needs of allocated children	All	<ol style="list-style-type: none"> 1) What arrangements have been put in place for group leaders to have access to key documents, including medical files etc? Have significant medical needs been explicitly highlighted? 2) Have any children with needs which require specialist training (eg diabetes) been allocated to staff with relevant training/experience? 3) What handover has been received from substantive class teacher about the needs of the children? 4) What provision is in place for monitoring and adjusting arrangements? 	<ul style="list-style-type: none"> • SENDCo to ensure that medical needs and care plans/risk assessments shared with appropriate team before children return. • Children with identified needs will be allocated to staff with specific training. CCO/BF to ensure that systems and processes are in place for any new needs. • Once groups are defined a format for handing over info about the child to be used. • Principal to oversee. • Handover needs to take place with class list over the phone at the end of term 3 and then on INSET day • Monitoring to take place and any issues to be reported to SLT in a timely manner. • These to be part of the transition having been overseen by the SENDCO. To be shared with SLT and relevant staff and parents. 	
2.5.4 Staff mix with more than one group – risk of infection/cross contamination is increased	All	<ol style="list-style-type: none"> 1) Arrangements for cover/ PPA / SMSA provision ensure that inter-group interactions are minimised. 2) Are any staff asked to work in more than one group? Can this be eliminated? 3) Has provision been made to enable teachers to receive their PPA allocation? 4) What provision is in place for monitoring and adjusting arrangements? 	<ul style="list-style-type: none"> • Staff to be assigned to one group only • PPA to be timed and to be taken from home. • Monitored by SLT • PPA to take place with the adult socially distanced. New guidance states that it is ok for an adult to cover across classes as long as guidance is followed. PPA to be covered by HLTA and sports provision. • On occasions where inside lunchtime duties are covered by member of staff from outside bubble but not belonging to another bubble then that member of staff will socially distance from children and wear a facemask. 	
2.5.5 Danger of cross contamination from equipment if shared between groups of children.	Children	<ol style="list-style-type: none"> 1) Has equipment been allocated to specific teaching groups? 2) Has the movement of equipment been minimised? 3) Are arrangements in place for the regular cleaning of equipment and surfaces? 4) What provision is in place for monitoring and adjusting arrangements? 	<ul style="list-style-type: none"> • Equipment for class/individual/playtime to be used • No equipment to be shared between bubbles. • Cleaning routine for during the day to be established and published in • Monitored by SLT 	

2.5.6 Danger of cross contamination from equipment/furniture which is hard to clean (eg soft surfaces/upholstery/soft toys)	All	<ol style="list-style-type: none"> 1) Has an assessment of risk in each allocated space taken place? 2) Has all equipment and furniture which is hard to clean been removed from teaching areas and stored? 3) Has any equipment which is hard to clean and cannot be removed been covered or marked as not for use? 4) Has the regular cleaning of soft surfaces such as carpets been put in place to minimise risks? 5) Has consideration been made to minimising carpet time etc to reduce risk? 6) What provision is in place for monitoring and adjusting arrangements? 	<ul style="list-style-type: none"> • Regular cleaning of classrooms will take place (daily) and desks that have been used will be pointed out. • Hard to clean resources will be removed from classrooms. 	
2.5.7 Danger of cross contamination from equipment which provides a medium for viral growth (eg water/sand)	All	<ol style="list-style-type: none"> 1) Has an assessment of risk in each allocated space taken place? 2) Have any resources or equipment which provides a medium for viral growth been removed from the area or taken out of use? 3) What provision is in place for monitoring and adjusting arrangements? 	<ul style="list-style-type: none"> • Risk assessments for each allocated space to take place. • Equipment and furniture which is hard to clean to be removed from teaching areas and stored. • Equipment which is hard to clean and cannot be removed marked not for use and covered • Regular cleaning of carpets to happen as part of the cleaning routine. To be communicated to site manager. • Minimising carpet time to be communicated 	
2.5.8 Children accessing formal education are seated too close together or change places to be closer together.	All	<ol style="list-style-type: none"> 1) In formal classrooms, have seating arrangements been adjusted to ensure every child has an allocated seat? 2) Is a seating plan in place? 3) Has provision been made to reduce the number of children accessing areas of provision in foundation classrooms? 4) Are carpet spots etc in place where carpet time is used? 5) What provision is in place for monitoring and adjusting arrangements? 	<ul style="list-style-type: none"> • Seating plan to be drawn up for each space • NO children to face each other. This is possible in all classes initially. • Plan to be drawn up for FS space before use. • Carpet spots to be used when necessary (plan to be drawn up). Children to have named carpet spots. • To be monitored by SLT and CT on an initial daily basis. 	

<p>2.5.9 Children exhibit challenging behaviour, inhibiting the learning process for all learners in a group and or impacting on social distancing.</p>	<p>All</p>	<ol style="list-style-type: none"> 1) Has an assessment of individual risks presented by known children taken place? 2) Have additional staff been allocated to meet the need where challenging children are present? 3) Has consideration been made to additional PPE where children have a history of spitting etc? 4) Has sufficient leadership/pastoral support been allocated to meet these needs? 5) Have withdrawal spaces been allocated where children can be taken to calm down while respecting social distancing? 6) Has thought been given to how urgent need will be communicated while minimising movement through the school? 7) What provision is in place for monitoring and adjusting arrangements? 	<ul style="list-style-type: none"> • Risk assessments for individual children accessing provision to be drawn up • Staff allocation to be carefully planned for working with these children. • Risk assessments to be drawn up for children who have a history of spitting/hissing etc. • Leadership/pastoral support for these children to be planned as part of the risk assessment process. • Withdrawal spaces to be utilised for calming down etc e.g. library space/sunshine room with access to an outside door. • Plan for urgent need to be communicated using phones/walkie talkies? • Monitored through SLT communication and briefings. 	
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<p>2.5.10 Risk of infection spreading within groups due to poor hygiene – Surfaces/handles/equipment are not clean or become contaminated during the day.</p>	<p>All</p>	<ol style="list-style-type: none"> 1) Are clear, regular routines in place for handwashing/provision of sanitiser? 2) Are sufficient supplied of soap and sanitiser in place? Is this sustainable? 3) What provision has been made for drying hands? Is this sufficient/sustainable? 4) What routines are in place for good cough/sneeze hygiene? Is this sufficient/sustainable? 5) Are surfaces regularly cleaned during the day – what resources are provided to enable this to happen? 6) Are interior doors propped open to minimise handle contact? Is a cleaning regime in place for handles/door plates? 7) Are clear, high profile reminders prominently displayed for children giving key messages? 8) What provision is in place for monitoring and adjusting arrangements? 	<ul style="list-style-type: none"> • Clear regular routines for handwashing and posters to be produced. Sanitiser to be available at key points around school. Sanitiser map to be produced. • https://e-bug.eu/junior_pack.aspx?cc=eng&ss=2&t=Hand%20Hygiene • Ongoing orders of soap and sanitiser to be set up with FP. • Paper towels used for drying hands, ongoing orders and daily checks by site manager to be in place. • Children to be trained in good cough/sneeze hygiene. Posters to be used. • https://e-bug.eu/junior_pack_ks1.aspx?cc=eng&ss=2&t=Super%20Sneezes • Antibacterial wipes to be used. Ongoing order of these from FP. • Ongoing cleaning of handles, buttons etc. To happen during the day. Site manager props open doors as part of his daily routine. • Posters to be used to give key messages. • https://e-bug.eu/eng_home.aspx?cc=eng&ss=1&t=Information%20about%20the%20Coronavirus • SLT will monitor provision in place and ongoing using this risk assessment and govt/union guidance. • All classroom windows should be left open during the lesson unless it disrupts the learning. All classroom doors should be kept open at all times, using the door wedges. If the weather is too cold, the windows can be closed but must be reopened over break and lunch. 	
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2.6. Personal Care (Pupils)				
2.6.1 Pupil require intimate care because of toileting issues – staff are potentially exposed to additional risks.	All	<ol style="list-style-type: none"> 1) Are there children with an existing intimate care plan attending? What adjustments have been made to the plan to enable staff to be protected? 2) What protocols in terms of PPE etc will be adopted if a child needs intimate care? Will additional adults be called upon? How will social distancing be maintained? 3) Are stocks of appropriate PPE available? Are they sufficient and sustainable? Where will they be located to ensure they are used when needed? 4) How will parents be informed of the potential use of PPE at these times? 5) How will pupils be prepared for the use of PPE when they are already vulnerable? 6) What provision is in place for monitoring and adjusting arrangements? 	<ul style="list-style-type: none"> • Adjustments to intimate care plans to be made and reviewed in line with the new trust policy. • Clear guidance on the use of PPE during intimate care to be shared with staff who are part of the plan. Clear space where this can take place in a well-ventilated space where social distancing can be observed e.g. rainbow room. Limits to number of people allowed in a space to be indicated on posters outside room. • Stocks of PPE to be monitored and regular orders to be placed with FP. • Parents of children with intimate care needs will have plan shared and agreed. • The use of PPE will be explained to the child before the plan is used. (not immediately before but in a timely, positive and calm manner) • Principal/SENDCo will monitor these arrangements. <p>See revised for Covid-19 intimate care policy</p>	Ensure stock of PPE is regularly monitored and maintained so no shortages occur.
2.6.2 Different groups of children sharing communal toilet facilities – risk of cross contamination.	Children	<ol style="list-style-type: none"> 1) How will the number of children using communal facilities be minimised? How will privacy be maintained? 2) Will additional cleaning be needed? How will this be facilitated? 3) How will the risk of children meeting in communal facilities be minimised? How will this be monitored? 4) What provision is in place for monitoring and adjusting arrangements? 	<ul style="list-style-type: none"> • Approaches communicated to children by staff and with reminder posters. • Children to use toilets specific to their teaching area. Routines for one at a time and supervision to be established. • Additional cleaning during the day will use a checklist (like in a service station) to indicate when the facilities were last cleaned. • Children will go one at a time to the toilets. This will be monitored. • Monitored by classteachers, SLT and Principal. • Time tables in place before the end of term. SMSAs liaised with and final times to be established before September. 	
2.7. Movement around school during day (children)				
2.7.1 Children/staff meet on corridors in large groups. Unnecessary social contact takes place	Children	<ol style="list-style-type: none"> 1) How will the use of outdoor paths be maximised as methods of transit around the site? 2) Which areas will have minimal traffic/ will staff and children be asked to avoid? 3) Which areas will have one-way systems instigated? 4) How will 'keep left' systems be implemented and labelled in corridors/stairs – how will this be enforced? 5) What provision is in place for monitoring and adjusting arrangements? 	<ul style="list-style-type: none"> • All children will enter and exit the setting using the door that is allocated for their bubble space. All classrooms can be accessed by using an outside door close to their space. • The narrow corridors in the centre of school will have minimal traffic of children. • One way systems for corridors in the centre of school would involve using going outdoors??? • Routines will be shared on posters and children and staff talked through the process. • Monitored on a daily basis by Principal/Vice-Principal. • Movement around school to take place largely outside. • All staff/adults are required to wear face coverings 	

2.7.2 Danger of cross-contamination from door handles, equipment etc in classroom, communal and public areas	All	<ol style="list-style-type: none"> 1) Will doors etc be kept open to minimise the need for them to be touched? 2) What cleaning regime will be needed in order to ensure that handles and door plates are not sources of cross contamination? 3) What hand cleaning regime will be implemented to minimise the risk of cross contamination from outside the classroom – eg provision of sanitiser/soap? 4) How will this be labelled/clearly communicated to pupils? 5) What provision is in place for monitoring and adjusting arrangements?
2.7.3 Danger of cross contamination in communal facilities – ICT suite/library areas etc.	All	<ol style="list-style-type: none"> 1) Which communal facilities will be taken out of use/made out of bounds? 2) Which communal facilities will remain in use but be subject to regular cleaning? How will this be facilitated? 3) What provision is in place for monitoring and adjusting arrangements?
2.7.4 Risk of children meeting those from other year groups whilst on errands etc.		<ol style="list-style-type: none"> 1) How will number of children not in class at any time be minimised? 2) How will facilities such as SIMs messenger be used instead of 'runners'? 3) Under what circumstances, if any will it be acceptable for a child to be out of class? 4) How will this be communicated to staff/pupils? 5) What provision is in place for monitoring and adjusting arrangements?

- when outside of their bubbles – including on the corridors, in the offices, the hall and communal areas.
- Doors to be propped open. Site manager to ensure there are enough wedges (plan to make out of wood)
- Regular routine for wiping door handles etc to be in place. Checklist for process to be used.
- Sanitiser widely available, checked daily and handcleaning regular when entering leaving different areas.
- Handwashing routine posters to be made.
- Monitored on a daily basis by classteachers and SLT
- The trim trail/shelter will be take out of use because they are hard to clean and involve a lot of hand contact.
- ICT suite to be in use by the same children, key boards and desks to be wiped with anti-bacterial wipes before and after use.
- Monitored daily by SLT.

2.8. Movement During School Day (Adults)

<p>2.8.1 Risk of not maintaining social distancing from other adults during start/end of school day when on corridors etc.</p>		<ol style="list-style-type: none"> 1) How will those staff who are not directly working together be discouraged from social contact before/after the day? 2) How can staff be encouraged to leave the site in a timely manner at the end of the day, reducing the cross-contamination risk? 3) What provision is in place for monitoring and adjusting arrangements? 	<ul style="list-style-type: none"> • Staff will be discouraged from social interaction and reminded to leave the premises in a timely fashion. • Staff reminded of guidance for staff. • Principal/SLT to monitor. • Staff to leave school as soon as possible. Staff guidance to be updated before September. Staff spaces to be established and timetabled. PPA to be taken off site wherever possible. All staff to have full lunchtime break covered by SMSAs. and to cover in their bubble for morning break. • All staff/adults are required to wear face coverings when outside of their bubbles – including on the corridors, in the offices, the hall and communal areas. • Parents and staff to wear face masks at the beginning and the end of the day • All meetings for staff to be held remotely. 	
<p>2.8.2 Risk of meeting other adults in key communal areas – photocopier etc</p>		<ol style="list-style-type: none"> 1) What provision will be put in place to reduce the number of people using/queuing for photocopier etc at any one point? 2) How will social distancing be enforced in these areas? 3) What cleaning regime will be needed? 4) What provision is in place for monitoring and adjusting arrangements? 	<ul style="list-style-type: none"> • One person at a time rule on the photocopier etc. • Posters to remind how many people in rooms/on the photocopier/by the sink/signing in etc. • Hand sanitiser and anti-bacterial wipes at areas such as the photocopier, entrance buttons that need to be touched etc. These areas to be part of the in day cleaning regime. • Principal/SLT to monitor • All staff/adults are required to wear face coverings when outside of their bubbles – including on the corridors, in the offices, the hall and communal areas. 	

2.9. Children's Break time

<p>2.9.1 Risk of children from different groups mixing in uncontrolled manner during break times.</p>		<ol style="list-style-type: none"> 1) Will a system of staggered breaks be used to limit the numbers on the yard at any one time? 2) How will the importance of prompt timing be enforced with staff? 3) How will groupings be allocated spaces? What markings will be needed? 4) What provision is in place for monitoring and adjusting arrangements? 	<ul style="list-style-type: none"> • Separate areas and staggered breaks put into place. No use of shared equipment. • Prompt time keeping monitored on an ongoing basis. • FS bubble to use FS playground/Y1 bubbles to use KS1 playground/KW/VP bubble to use KS2 playground. • Will be monitored by Principal/SLT on an ongoing basis. 	
<p>2.9.2 Risk of children playing close-contact games with peers during break times.</p>		<ol style="list-style-type: none"> 1) What expectations will be put in place at breaks? What will be allowed/prohibited? How will this be enforced? 2) What behavioural sanctions will be applied? How? 3) What provision is in place for monitoring and adjusting arrangements? 	<ul style="list-style-type: none"> • Set of rules and expectations for break time to be put in place and shared with children/staff and parents • Behavioural sanctions agreed before start. • Principal to monitor. 	

2.9.3 Risk of supervising adults causing cross infection if they are supervising more than one group.		<ol style="list-style-type: none"> 1) Are adults allocated more than one group? Can this be minimised or eliminated? If not, what controls are in place? 2) How will staff have a comfort break if they are supervising groups? 3) What provision is in place for monitoring and adjusting arrangements? 	<ul style="list-style-type: none"> • Classteachers work with children and SMSAs to establish non-contact games if possible. Children to use own equipment. • Adults to only supervise groups in their bubble. • There will always be more than one member of staff per bubble so they can cover for comfort breaks etc. 	
2.9.4 Risk of play equipment (fixed/non-fixed) being used by more than one group at break times.		<ol style="list-style-type: none"> 1) Will fixed play equipment be allowed to be used? If not, how will it be taken out of use or cleaning guaranteed? 2) Will non-fixed equipment, such as footballs, be allowed? How will you ensure they are not used by multiple groups and cross contaminate? If you are not permitting them how will you keep children occupied? 3) How will it be enforced? 4) What provision is in place for monitoring and adjusting arrangements? 	<ul style="list-style-type: none"> • Principal/SLT to monitor and adjust as necessary. • No fixed play equipment to be used. Children and staff to be clear about this. • Each bubble to have their own box of play equipment to be used outside. Children encouraged to play non equipment games like hide and seek outside, Simon says etc. • Staff to be clear about expectations and regularly reinforce with children. 	
2.9.5 Risk of children mixing when entering and exiting the classroom at break times.		<ol style="list-style-type: none"> 1) How will you ensure that children exit/enter the classroom in an orderly manner? What supervision expectations are placed on staff around this? 2) What arrangements are in place to route children into/out of the classroom? Can they directly access the outside without moving on corridors/through cloakrooms? 3) What provision is in place for monitoring and adjusting arrangements? 	<ul style="list-style-type: none"> • Children can all exit straight outside onto their playground without using corridors with the exception of children using the Y5/6 classrooms where a corridor is used. An alternative to this is using the fire exit in the library. 	
2.10. Children's Lunch time				
2.10.1 Children mix in an uncontrolled manner exiting classroom/entering dining hall – Children mix in an uncontrolled manner in dining hall.		<ol style="list-style-type: none"> 1) Will children have an allocated lunch time? 2) How will you ensure these timings are prompt to avoid congestion? 3) How will you ensure that children exit/enter the dining room in an orderly manner? What supervision expectations are placed on staff around this? 4) What arrangements are in place to route children into/out of the classroom? Is there a practical alternative to eating in the dining room? 5) What arrangements will be made to place groupings/provide alternative locations for food to be eaten? 6) What provision is in place for monitoring and adjusting arrangements? 	<ul style="list-style-type: none"> • Children will have an allocated lunchtime and eat in their classroom/outside. • These will be timetabled to avoid overlap in the outside areas. The hall will not be used. • Hall not to be used. • Children will exit outdoors in an orderly manner when necessary. • Risk assessment for eating in the classroom/outside to be drawn up • Lunchtimes to be timetabled and staggered. Children to be supervised by an SMSA that stays with their bubble. • Lunch to be collected from the hall by bubble staff and staggered in 10 min intervals. To be of a takeaway variety. • All queuing to be socially distanced. Reminders to be in place around school. Meals from school to be in the form of grab bags that can be collected from outside 	

2.10.2 Children queue together to be served, making it difficult to maintain social distancing		<ol style="list-style-type: none"> 1) Has consideration been made to how spacing will be maintained? Does a different serving regime need to be implemented? Is a full menu viable? 2) What provision is in place for monitoring and adjusting arrangements? 	<p>the classroom. Routine for how they are delivered and who collects them to be established.</p> <ul style="list-style-type: none"> • Allocation of SMSAs to bubble. The same SMSAs to stay with bubble. 4 SMSAs available so 1 for each bubble. SLT to support lunchtime supervision • Dining hall not to be used. • Cleaner on site to clean while the children are outside after lunch. • Plan for wet lunchtimes to be put in place. • Staff guidance to be clear and monitored by SLT and tweaked as necessary.
2.10.3 Risk of SMSAs supervising multiple groups – danger of cross contamination between groups of pupils.		<ol style="list-style-type: none"> 1) Has consideration been made to allocation of SMSAs? How will this be done? Are there sufficient SMSAs to have one per class or is this not attainable? If not, how will cross-contamination be avoided? 2) What provision is in place for monitoring and adjusting arrangements? 	
2.10.4 Danger of cross contamination between dining furniture, coloured choice bands, serving areas etc		<ol style="list-style-type: none"> 1) Will the dining hall be used? 2) What cleaning regime will be needed between groups for tables/ chairs? 3) How will cleanliness of counters, trays etc be maintained? What system will be used to avoid coloured bands with multiple usages? 4) How will this be facilitated? 5) What provision is in place for monitoring and adjusting arrangements? 	
2.11. Staff break times/lunchtime			
2.11.1 Risk of too many staff utilising toilet facilities causing cross contamination.		<ol style="list-style-type: none"> 1) What capacity is there for staff to be allocated different toilet facilities in different areas of school? 2) What cleaning regime are staff expected to adhere to after use? 3) How will cleanliness of handles and door plates be guaranteed to prevent cross contamination? 4) What labelling etc will be needed? 5) What provision is in place for monitoring and adjusting arrangements? 	<ul style="list-style-type: none"> • 4 staff toilets available (3 in one room and the accessible toilet) Staff to have allocated toilet. • Staff to wash hands thoroughly and wipe handles on way out and way in. • Antibacterial wipes to be provided. • Reminder posters to be used. • Principal SLT monitoring. • Staff breaks and spaces to be timetabled • All staff/adults are required to wear face coverings when outside of their bubbles – including on the corridors, in the offices, the hall and communal areas. • Good ventilation to be maintained.

2.11.2 Risk of insufficient social distancing as staff gather in social areas at lunch/ break times.		<ol style="list-style-type: none"> 1) What capacity is there for staff to be allocated different rest areas and the access to these staggered? 2) What cleaning will be needed between usage? 3) What provision is in place for monitoring and adjusting arrangements? 	<ul style="list-style-type: none"> • Staff will have access to several breakout areas in the school including the staffroom/hall/library. These will be designated classrooms that will be part of the enhanced cleaning regime. If more than one person is in the breakout area, adequate ventilation must be ensured and 2m social distancing must be adhered to. • Staff will also be able to work in isolation in their own room. 	
2.12. Safeguarding / First Aid				
2.12.1 Risk of increased safeguarding/ pastoral needs following self-isolation – risk of pastoral worker/ safeguarding lead cross contaminating individuals and groups		<ol style="list-style-type: none"> 1) What provision has been made for pastoral/ safeguarding support? 2) Have staff been briefed to be vigilant for children displaying signs and indicators of abuse? 3) Have reporting lines been reinforced? 4) How will pastoral support be provided while maintaining social distancing – can outside spaces be utilised? 5) What consideration has been made to access by social workers/Early Help etc – how will this be managed? 6) What provision is in place for monitoring and adjusting arrangements? 	<ul style="list-style-type: none"> • Pupils' wellbeing will be prioritised on their return to the academy. • Pastoral members of staff will be available daily and will have an allocated space to have socially distant discussions/meetings with children if necessary. 	Staff will be briefed around the need to be vigilant to concerns over student wellbeing/abuse. All safeguarding training is up to date and reporting will follow the established channels to the safeguarding team.
2.12.2 Risk of lack of safeguarding and pastoral capacity in school due to demand / staff shortages		<ol style="list-style-type: none"> 1) How will capacity for safeguarding/pastoral support be maintained? 2) What capacity is available? 3) What provision is in place for monitoring and adjusting arrangements? 	<ul style="list-style-type: none"> • Safeguarding staff will be in school every day. • All staff will be back in school with the exception of CEV staff who will be working from home. • SLT to monitor staff absence and review each morning. 	
2.12.3 Lack of appropriately qualified first aid staff means that children are not safe		<ol style="list-style-type: none"> 1) How will the availability of first aid provision be guaranteed? 2) Which staff on duty have the different levels of qualification? 3) What can be done to mitigate risk? 4) What provision is in place for monitoring and adjusting arrangements? 	<ul style="list-style-type: none"> • Update First Aid Policy • First aid trained staff will be available on site every day. The on-call system will be used to notify the need for first aid support. • Staff administering first aid will have access to the correct PPE if necessary and will have instruction on how to use it appropriately. • SLT to monitor staff absence 	

<p>2.12.4 Key staff who administer medicine at increased risk due to close contact with children from different groupings. How will medication be received from parents?</p>		<ol style="list-style-type: none"> 1) Which staff have training to administer medication? 2) How will parents hand-over medication/fill in required forms? 3) How will compliance to Trust policies be guaranteed? What lines of communication will be in place to substantive class teachers/group leaders? 4) What provision is in place for monitoring and adjusting arrangements? 	<ul style="list-style-type: none"> • Medicine to be administered by qualified staff from bubble. Need to put in procedure for this and check qualification for admin as normally children are administered medicine away from the classroom with trained central staff. • Parents to hand over medicine fill in form in reception. This to be pre-arranged by phone call. This needs communication with parents. Administration of medicine in school to be kept to a minimum and only to be prescribed medicine. • Staff to be directed to trust first aid policies and sign to say they have read. • DSL to monitor. 	<p>Ensure that suitably trained staff are available every day to administer medicines.</p>
<p>2.12.5 Pupil requires first aid for non-covid illness – staff exposed to additional risks due to proximity/body fluids</p>		<ol style="list-style-type: none"> 1) Have first aid areas been allocated which are well ventilated and maximise staff safety? 2) Have stocks of relevant PPE (Masks/gloves/aprons for sickness) been placed in these areas to enable ease of access? 3) Has provision of equipment for safely dealing with body fluids been checked and are they sufficient/sustainable? 4) Has an emergency cleaning protocol been put in place, so body fluids are not left in areas with other children/staff present? 5) What provision is in place for monitoring and adjusting arrangements? 	<ul style="list-style-type: none"> • First aid areas are well ventilated and where possible be administered outside. Stocks of PPE have been ordered and will be placed in all group areas. • Staff will have instruction on the safe use of PPE and are encouraged to use the equipment if providing intimate first aid. • Provision of equipment is checked and monitored daily. Lidded bins should be used for any used first aid equipment and cleaning protocols both before and after administration should be followed as outlined elsewhere in the risk assessment. Cleaning products will be provided in all areas where children are admitted and these will be kept in stock at all times. Staff will be encouraged to use these regularly. 	

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2.13. Suspected / Confirmed Cases (Children)

<p>2.13.1 Risk of contamination spreading as symptomatic child continues to mix with staff / children</p>		<ol style="list-style-type: none"> 1) Has a clear message been communicated to all stakeholders that any child with a raised temperature or cough will be sent home? 2) Have good hygiene systems been put in place to ensure basic sneeze/cough/hand hygiene is consistently adopted? 3) Are supplies of soap/sanitiser and drying towels in place? Are they sustainable? 4) Has a well-ventilated area been allocated to 'hold' children with symptoms in isolation until they can be collected? 5) What arrangements are in place for supervision while a child is in the isolation space? 6) What provision is in place for monitoring and adjusting arrangements? 	<ul style="list-style-type: none"> • See already revised MLT First Aid Policy, specifically: covid-19 – managing suspected covid-19 cases. • As normal school practice, if a child appears unwell, including with a raised temperature or a cough, they will be sent home and advised to follow the guidance outlined in COVID 19 – guidance for households with possible coronavirus infection document and self-isolate for 14 days. • This message will be communicated to all staff, parents and governors. We will continue to liaise with parents on their child's condition and eventual return to school. • Any child showing symptoms will be moved, if possible, to a room where they can be isolated behind a closed door (initially the rainbow room). A window will be opened for ventilation. If it is not possible to isolate them, they will be moved to an area which is at least 2 metres away from other people. If they need to go to the toilet while waiting to be collected, they should use a separate toilet if possible. The toilet should be cleaned and disinfected using standard cleaning products before being used by anyone else. • Anyone displaying symptoms will be sent home immediately and asked to book a test. They will be asked to inform the school of the result. • This message will be communicated to all staff, parents and governors. We will continue to liaise with the member of staff on their condition and eventual return to school. • The school will share advice on, and promote engagement with, 'test and trace' with all staff, children and parents. • The school will contact the local health protection team to inform them if anyone at school tests positive. This team will also contact schools directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school – as identified by NHS Test and Trace. • The health protection team will carry out a rapid risk assessment and confirm next steps. • Following advice from Public Health England, the school will send home those people who have been in close contact (direct contacts, proximity contacts or travelling in a small vehicle) 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. • If any of these individuals develop symptoms, they will be eligible for testing. • If positive, they should isolate for 7 days from the onset of their symptoms. • If negative, they should complete full 14-day isolation period. 	<p>Brief SLT and on-site teaching staff each day.</p>
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| | | | <ul style="list-style-type: none">• The school will keep a record of staff and pupils in each bubble, plus anyone who has had close contact.• Public Health England will provide a suite of letters to use in various circumstances. The school will make use of these to ensure effective advice is disseminated to children, staff and parents when relevant.• A template letter will be used by the school, on the advice of the health protection team, to send to parents and staff if needed. The school will not share the names or details of people with coronavirus (COVID-19) unless essential to protect others.• The local public health protection team will liaise with the school if more extensive closure is required due to a suspected outbreak.• The school will keep the Trust and LA updated.• The Trust will provide spreadsheets to schools to maintain a record of all staff and pupils who are self-isolating and who have tested positive. These spreadsheets must be kept up to date. | |
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<p>2.13.2 Risk of cross contamination with other children/adults from surfaces, handles etc within classroom space.</p>		<ol style="list-style-type: none"> 1) Have sufficient cleaning materials been put in place within classrooms to enable regular cleaning of surfaces, handles etc during the day? 2) Have good hygiene systems been put in place to ensure basic sneeze/cough/hand hygiene is consistently adopted? 3) Has an emergency cleaning protocol been put in place to ensure all areas where a suspected case have been are thoroughly cleaned? 4) What provision is in place for monitoring and adjusting arrangements? 	<ul style="list-style-type: none"> • Cleaning materials will be available in all classrooms. Lidded bins, PPE, hand sanitiser will all be provided. Hand sanitiser stations on corridors will also be clearly labelled and encouraged to be used. Emergency cleaning measures will be in place to ensure any isolation areas, use of toilets by a suspected case is thoroughly disinfected and cleaned. • The school will share advice on, and promote engagement with, 'test and trace' with all staff, children and parents. • The school will contact the local health protection team to inform them if anyone at school tests positive. This team will also contact schools directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school – as identified by NHS Test and Trace. • The health protection team will carry out a rapid risk assessment and confirm next steps. • Following advice from Public Health England, the school will send home those people who have been in close contact (direct contacts, proximity contacts or travelling in a small vehicle) 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. • If any of these individuals develop symptoms, they will be eligible for testing. • If positive, they should isolate for 10 days from the onset of their symptoms. • If negative, they should complete the full isolation period. • The school will keep a record of staff and pupils in each bubble, plus anyone who has had close contact. • Public Health England will provide a suite of letters to use in various circumstances. The school will make use of these to ensure effective advice is disseminated to children, staff and parents when relevant. • A template letter will be used by the school, on the advice of the health protection team, to send to parents and staff if needed. The school will not share the names or details of people with coronavirus (COVID-19) unless essential to protect others. • The local public health protection team will liaise with the school if more extensive closure is required due to a suspected outbreak. • The school will keep the Trust and LA updated. • The Trust will provide spreadsheets to schools to maintain a record of all staff and pupils who are self-isolating and who have tested positive. These spreadsheets must be kept up to date. 	
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2.13.3 Risk of spread within groupings if case is confirmed / symptomatically probable		<ol style="list-style-type: none"> 1) Is protocol in place to communicate with Trust regarding informing parents if a case is confirmed/symptomatically consistent with infection? 2) Is a deep cleaning regime in place, if and when needed? 3) What provision is in place for monitoring and adjusting arrangements? 	<ul style="list-style-type: none"> • The Trust will be contacted if a suspected case or a positive test is confirmed within the academy – this applies to children and adults alike. The name of child and known siblings will be passed centrally and this information then passed to appropriate family members and other parties quickly so risk is minimised. • Where there are any cases of a suspected COVID 19 infection any staff member in proximity to the suspected infected person must use face masks and eye protection (visors). 	
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2.14. Policies

2.14.1 Current policies have not been updated to take account of COVID-19			<ul style="list-style-type: none"> • Existing policies and procedures have been updated/adapted to take account of COVID-19 impact. • Fire procedures have been reviewed and revised where required, e.g. due to: <ul style="list-style-type: none"> • pupils operating in discrete year group bubbles • possible absence of Fire Marshalls • social distancing rules during evacuation and at muster points • Staff and pupils have been briefed on any new evacuation procedures. • Incident controller and Fire Marshalls have been trained/ briefed appropriately. • A staff rota for additional Fire Marshalls has been drawn up to cover any absences. Any additional staff temporarily taking on the role have been briefed accordingly. <p>The following policies will be reviewed</p> <ul style="list-style-type: none"> • First Aid • Administration of Medicines • Pupils with Medical Conditions • Toileting and Intimate Care • Attendance • Safeguarding • Exclusions • Behaviour • Emergency Evacuation • Remote Learning Guidance • Health and Safety • Home/Academy Agreement • Sickness absence policy • Uniform 	
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2.15. Suspected / Confirmed Cases (Adults)

<p>2.15.1 Risk of contamination spreading as symptomatic adult continues to mix with staff / children</p>		<ol style="list-style-type: none"> 1) Has protocol of any staff member who displays symptoms being sent home/not coming to work and seeking a test been implemented? 2) Has this been communicated to staff? 3) Have leaders been instructed to send any adult suspected of being symptomatic out of school? 4) Has a space been allocated so any unwell adult, who is unable to drive can wait in isolation? 5) What provision is in place for monitoring and adjusting arrangements? 	<ul style="list-style-type: none"> • Anyone displaying symptoms will be sent home immediately and asked to book a test. They will be asked to inform the school of the result. • Any member of staff showing symptoms who cannot leave the premises straight away, will be moved, if possible, to a room where they can be isolated behind a closed door. A window will be opened for ventilation. If it is not possible to isolate them, they will be moved to an area which is at least 2 metres away from other people. If they need to go to the toilet while waiting to be collected, they should use a separate toilet if possible. The toilet should be cleaned and disinfected using standard cleaning products before being used by anyone else. • This message will be communicated to all staff, parents and governors. We will continue to liaise with the member of staff on their condition and eventual return to school. • The school will share advice on, and promote engagement with, 'test and trace' with all staff, children and parents. • The school will contact the local health protection team to inform them if anyone at school tests positive. This team will also contact schools directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school – as identified by NHS Test and Trace. • The health protection team will carry out a rapid risk assessment and confirm next steps. • Following advice from Public Health England, the school will send home those people who have been in close contact (direct contacts, proximity contacts or travelling in a small vehicle) 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. • If any of these individuals develop symptoms, they will be eligible for testing. • If positive, they should isolate for 10 days from the onset of their symptoms. • If negative, they should complete full 10-day isolation period. • The school will keep a record of staff and pupils in each bubble, plus anyone who has had close contact. • Public Health England will provide a suite of letters to use in various circumstances. The school will make use of these to ensure effective advice is disseminated to children, staff and parents when relevant. • A template letter will be used by the school, on the advice of the health protection team, to send to parents and staff if needed. The school will not share the names or details of people with coronavirus (COVID-19) unless essential to protect others. 	
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| | | | <ul style="list-style-type: none">• The local public health protection team will liaise with the school if more extensive closure is required due to a suspected outbreak.• The school will keep the Trust and LA updated.• The Trust will provide spreadsheets to schools to maintain a record of all staff and pupils who are self-isolating and who have tested positive. These spreadsheets must be kept up to date. | |
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2.16. Health and Wellbeing

2.16.1 Risk to staff mental health and well-being		<ol style="list-style-type: none"> 1. What is in place to reassure staff they are working in as safe an environment as possible? 2. Have staff been asked what they need to feel safe? 3. What is in place to ensure that staff have opportunities for self-referral to mental health support? 4. What is in place to provide opportunities for confidential conversations/counselling sessions? 	<ul style="list-style-type: none"> • Communication with staff is prioritised to ensure clarity of procedures and reassurance around safety measures being put in place. • Clear signage, obvious and plentiful hand sanitiser and cleaning products, social distancing measures and clearly outlined procedures for movement around school as outlined in this risk assessment will aid reassurance of returning to work. • Staff suffering with mental health issues are advised to contact their GP initially, but there are counselling services available, including bereavement counselling through the MAST service. Staff should contact a senior leader in school if they require this service • Wellbeing/mental health issues are discussed with pupils during PSHE/assemblies and at other appropriate opportunities. • Age-appropriate websites/resources are provided for pupils. Staff direct pupils to these resources and are open to discussing them. • Staff are directed to useful websites and resources that they might find helpful themselves. • Line managers stay in touch regularly with staff and check that they are well. • Staff briefings and training focus on wellbeing, recognising the importance of their own wellbeing and that of their pupils. • Appropriate work plans are agreed with staff and support is provided where necessary. • Staff working from home help to provide remote learning for any pupils who are not at school. • Staff are considered as individuals and managed accordingly. • Wellbeing and work-life balance are promoted with all staff. • The school has access to trained staff who can deliver any bereavement counselling and support. 	
2.16.2 Risk to staff with pre-existing medical conditions or living with those with pre-existing medical conditions	Shielding staff	<ol style="list-style-type: none"> 1. How are these staff are kept up to date with developments in school, so they don't feel isolated? 2. What are staff expectations – have these changed? Working from home / working at school? 	<ul style="list-style-type: none"> • A staff audit has been undertaken to gauge the number of staff who have been shielding, have pre-existing medical conditions or are living with someone who has been shielding/highly vulnerable. • Individual staff risk assessment will be undertaken where necessary. 	
	Staff living with someone who is shielding	<ol style="list-style-type: none"> 1. If they can't be separated from the person isolating what are expectations? 		

	Staff who have to self isolate/ If a member of staff develops symptoms	<ol style="list-style-type: none"> 1. What will be done to ensure safety of that member of staff and other staff who may have been in contact? 2. What are arrangements if a child shows symptoms (or sibilings)? e.g. send home to isolate. 3. What will actions be to inform parents/carers? 4. What changes will be made to the arrangements in school? 		
2.16.3 Staff and pupils (or close family members), which current evidence suggests, have increased vulnerability to infection or poorer outcomes from COVID-19			<ul style="list-style-type: none"> • The latest government guidance is applied. • The assumption that most staff and pupils, including those who have been shielding, are clinically vulnerable or are extremely clinically vulnerable will return to school is communicated clearly. • An audit has been undertaken to assess the vulnerability of staff (and close family members), including those who are extremely clinically vulnerable and clinically vulnerable. • An audit has been undertaken to assess the vulnerability of pupils (and close family members). • Separate risk assessments have been undertaken for staff and pupils who are clinically vulnerable, or who have family members who are extremely clinically vulnerable and clinically vulnerable. • Discussions are held with staff and parents where specific circumstances may apply in line with the latest government guidance, and decisions are made accordingly on attendance at school. • Provision of support and individual risk assessments are put in place as necessary for individuals and groups in the school that are at increased risk from COVID-19 because of contextual factors (e.g. staff and pupils who are BAME, staff who are aged 55 or over). 	

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- Staff should avoid communal areas at social times where possible and ensure a 2m social distance from one another at all times. Separate break out areas will be put back in place.
- During a lockdown only children who are classed as vulnerable and/or those of key workers will have access to in school learning.
- Lessons will also be delivered through Microsoft Teams in the event of a closure for a particular year group or the full school, or if a member of teaching staff is isolating at home but well enough to work.
- Microsoft Teams has been set up to mimic the school timetable. As such, children will be taught by their normal teacher in their normal class groupings for their normal number of lessons.

- Children will receive and submit work via Purple Mash and Dojo
- Associate professionals will have their individual job roles reviewed to determine if they can effectively meet their job description from home.
- Associate professionals who are required to work in school will follow the risk assessment in line with when the school is open as normal.
- Whilst the school is only open to vulnerable and key worker children, the academy has a dramatically reduced number of bodies in the building. Therefore staff in school are able to spread out and avoid close contact with other staff and children. All staff will have the opportunity to work in isolation.