

FULL REOPENING RISK ASSESSMENT



Premises: Ravenfield Primary Academy
 Work Activity: Site Reopening – Covid 19
 Assessor(s): Caroline Coates
 Date: 12/5/2020

Pages: 1
 Review date: 01/07/2020

1. Hazards identified	2. Persons at risk	3. Control measures PHASE 1 PHASE 2 PHASE 3	Communication – with who? when? How?	4. Further action required (if any) / Comments	5. Link to guidance (DFE/NEU etc)
Staffing / facilities / compliance					
GENERAL PRINCIPLES		<p>PHASE 2 September 2020 (risk assessed July 2020)</p> <p>Updates for September 2020 in green and red (DHo question)</p>	<p>Set of school coronavirus guidance to be produced by 5.6.20. (Staff to have training on this guidance.) Guidance to be updated for 1.9.20</p> <p>Monitoring schedule and checklist to be drawn up for daily/weekly monitoring of all of the systems in place. Guidance to continue to be monitored against checklist in September 2020.</p>		<p>Overarching systems of control for Covid-19 (DFE Guidance updated 27th July 2020)</p> <p>System of controls This is the set of actions schools must take. They are grouped into ‘prevention’ and ‘response to any infection’ and are outlined in more detail in the sections below.</p> <p>Prevention:</p> <ol style="list-style-type: none"> 1) minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school 2) clean hands thoroughly more often than usual 3) ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach 4) introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach 5) minimise contact between individuals and maintain social distancing wherever possible 6) where necessary, wear appropriate personal protective equipment (PPE) <p>Numbers 1 to 4 must be in place in all schools, all the time. Number 5 must be properly considered and schools must put in place measures that suit their particular circumstances. Number 6 applies in specific circumstances.</p> <p>Response to any infection:</p> <ol style="list-style-type: none"> 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 <p>Numbers 7 to 9 must be followed in every case where they are relevant.</p> <p>DFE https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools</p>
Staffing is insufficient to guarantee groupings of sufficiently small size	Children, staff	<ol style="list-style-type: none"> 1. Calculate grouping sizes/likely attendance against number of available staff 2. Calculate EYFS groupings against statutory ratios 3. Look at TA provision and consider best deployment/whether Level 3 colleagues and HLTAs will be taking groupings 4. What provision is in place for monitoring and adjusting arrangements? 	<p>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.</p> <p>Groups will remain in their own bubble at all times.</p>	<p>Set of school coronavirus guidance to be produced by 5.6.20. (Staff to have training on this guidance.)</p> <p>NEU/Joint union questions Will guidance and training be provided for staff to ensure they understand, and can enforce, the new routines and support pupils in understanding them and are familiar with revised physical arrangements, well in advance on when wider opening begins?</p>	<p>DFE Guidance DFE Guidance July 2020 When we made the decision to ask schools to open only to a small number of children, this was done with the aim of reducing transmission of coronavirus (COVID-19), to protect the NHS and save lives. The prevalence of coronavirus (COVID-19) has decreased, our NHS Test and Trace system is up and running, and we are clear about the measures that need to be in place to create safer environments within schools.</p> <p>Minimise contact between individuals and maintain social distancing wherever possible Minimising contacts and mixing between people reduces transmission of coronavirus (COVID-19). This is important in all contexts, and schools must consider how to implement this. Schools must do everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum.</p> <p>The overarching principle to apply is reducing the number of contacts between children and staff. This can be achieved through keeping groups separate (in ‘bubbles’) and through maintaining distance between individuals. These are not alternative options and both measures will help, but the balance between them will change depending on:</p> <ul style="list-style-type: none"> • children’s ability to distance • the lay out of the school • the feasibility of keeping distinct groups separate while offering a broad curriculum (especially at secondary)

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					<p>It is likely that for younger children the emphasis will be on separating groups, and for older children it will be on distancing. For children old enough, they should also be supported to maintain distance and not touch staff where possible.</p> <p>NEU/Joint union questions</p> <p>Has the site been measured to ascertain what the maximum capacity is and proportion of pupils that can be accommodated to allow safe distancing? (This needs to adopt a cautious approach in relation to staff availability, taking into account those who must work from home because they are vulnerable or may need to self-isolate and likely future levels of absence.)</p> <p>Site inspection has taken place and spaces measured with FP. This will be inspected before it is signed off.</p> <p>Is it clear to all staff and parents that only healthy staff and pupils who are not exhibiting symptoms, and who do not need to self-isolate, may attend school?</p> <p>This has been made clear to all staff.</p> <p>Can an assurance be given that teaching assistants, unless it is part of their normal role such as for higher level teaching assistant, will not be expected to lead classes?</p> <p>Only teachers and HLTA will lead whole classes, TA will work with groups under the direction of a teacher.</p> <p>Will supply teachers be brought in as necessary?</p> <p>Only as a last resort and we will endeavour to make them known teachers such as increasing the days of PT staff.</p>
<p>Insufficient spaces can be identified in school to provide small enough groupings/ enable social distancing</p>	<p>Children, 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 30 children or smaller groupings – can they be ventilated? 3. What provision is in place for monitoring and adjusting arrangements? 	<p>The spaces in school to be used by whole class groups. They are to be the ones that can be used by a limited group of children and adults at any one time.</p> <p>Tables are to be arranged so that children do not sit face to face.</p> <p>Staff to be given space to socially distance for themselves.</p> <p>Regular cleaning to take place.</p> <p>Hall still not to be used for eating. Lunches will be 'takeaway' or 'grab bag' style and be delivered to classrooms for eating.</p> <p>All bubbles will be placed in classroom.</p>		<p>DFE Guidance July 2020 Measures within the classroom Maintaining a distance between people whilst inside and reducing the amount of time they are in face to face to contact lowers the risk of transmission. It is strong public health advice that staff in secondary schools maintain distance from their pupils, staying at the front of the class, and away from their colleagues where possible. Ideally, adults should maintain 2 metre distance from each other, and from children. We know that this is not always possible, particularly when working with younger children, but if adults can do this when circumstances allow that will help. In particular, they should avoid close face to face contact and minimise time spent within 1 metre of anyone. Similarly, it will not be possible when working with many pupils who have complex needs or who need close contact care. These pupils' educational and care support should be provided as normal.</p> <p>For children old enough, they should also be supported to maintain distance and not touch staff and their peers where possible. This will not be possible for the youngest children and some children with complex needs and it is not feasible in some schools where space does not allow. Schools doing this where they can, and even doing this some of the time, will help.</p> <p>When staff or children cannot maintain distancing, particularly with younger children in primary schools, the risk can also be reduced by keeping pupils in the smaller, class-sized groups described above.</p> <p>Schools should make small adaptations to the classroom to support distancing where possible. That should include seating pupils side by side and facing forwards, rather than face to face or side on, and might include moving unnecessary furniture out of classrooms to make more space.</p> <p>LA Clarification Bubbles and Contact. Where staff are moving round the school e.g. learning mentors, HLTAs for PPA etc, then this is acceptable but there should be 2 metres wherever possible maintaining social distancing. This would mean if a bubble had to isolate the member of staff had not been within 2 metres of them so would not have to isolate.</p> <p>However, you should try to keep the bubbles as separate as possible within the above.</p>

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					<p>This is the case for a member of staff who works across the school with different children – 2 metres distancing would need to be in place at all times. In primary schools the bubble is the class, these must not be amalgamated to make year group bubbles larger than the class. For example, a mixed Y5/6 class is a bubble, you cannot then join the Y5 from two other bubbles to make a separate bubble for part of the week. You cannot increase the size of the bubble to include the whole cohort of say KS1 or Y5 for children who are normally in separate bubbles.</p> <p>Read Write Inc Teaching and Chanting etc – the DfE are looking into this and will provide further guidance.</p>
Equipment available in school is insufficient to allow all teaching groups to be catered for.	Children, staff	<ol style="list-style-type: none"> Is sufficient equipment available to enable all classrooms to function adequately? Are all classrooms equipped with medical information etc which is needed? Are chairs tables etc of correct height for age range taught? Are there any other provisions which are unsuitable for the age range/activity which a space is to be used for? 	<p>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.</p> <p>Establish regime for cleaning outdoor fixed equipment.</p>		<p>DFE Guidance July 2020</p> <p>Equipment and resources are integral to education in schools. During the summer term, their use was minimised, many were moved out of classrooms, and there was significant extra cleaning. That position has now changed for the autumn term, because prevalence of coronavirus (COVID-19) has decreased and because they are so important for the delivery of education. For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared. Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces. Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.</p> <p>Outdoor playground equipment should be more frequently cleaned. This would also apply to resources used inside and outside by wraparound care providers. It is still recommended that pupils limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats, books, stationery and mobile phones. Bags are allowed. Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development. Similar rules on hand cleaning, cleaning of the resources and rotation should apply to these resources.</p>
Are measures in place to ensure registration processes are undertaken effectively and accurately?	Children, staff	<ol style="list-style-type: none"> Is a paper-based system needed or can SIMs access be provided to all staff for whom it is needed? Are systems in place for registers to be completed in a timely manner? Are systems in place for registers to be returned to the office with minimal footfall in school? Is school able to differentiate between those students expected/shielded/ being kept at home / absent due to illness/ absent due to safeguarding concerns Are systems in place/is there capacity to target first-day contact at appropriate groups to minimise safeguarding risks? Has thought been given to how late arriving pupils will be taken to groupings? What provision is in place for monitoring and adjusting arrangements? 	<ol style="list-style-type: none"> SIMS to be used for registration. Registers 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 <p>Registers to take place remotely using SIMs. From September 1st attendance will be compulsory. Registers to take place at the end of staggered start.</p>		<p>DFE Guidance July 2020</p> <p>Attendance expectations</p> <p>In March when the coronavirus (COVID-19) outbreak was increasing, we made clear no parent would be penalised or sanctioned for their child's non-attendance at school.</p> <p>Now the circumstances have changed and it is vital for all children to return to school to minimise as far as possible the longer-term impact of the pandemic on children's education, wellbeing and wider development. Missing out on more time in the classroom risks pupils falling further behind. Those with higher overall absence tend to achieve less well in both primary and secondary school. School attendance will therefore be mandatory again from the beginning of the autumn term. This means from that point, the usual rules on school attendance will apply, including:</p> <p>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;</p> <p>schools' responsibilities to record attendance and follow up absence</p> <p>the availability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct</p>
Workspaces for	Children,	1. Are clearly defined working spaces			

Commented [CC1]: Follow Up: Registers

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administrative staff/ leaders cannot be sufficiently segregated to meet social distancing guidelines	staff	<p>and terminals designated to admin staff/ leaders on duty?</p> <p>2. Are systems in place to minimise meetings of more than 2 people?</p> <p>3. Are designated meeting spaces well ventilated and do they provide enough space for social distancing guideline to be observed?</p> <p>4. Is a well-planned cleaning regime in place for all computer terminals and equipment, surfaces and equipment in admin areas?</p> <p>5. What provision is in place for monitoring and adjusting arrangements?</p>	<p>Workspaces clearly defined with social distancing signs on the door. Discussion around maximum numbers of people in rooms to be finalised.</p> <p>Cleaning and ventilation as guidance above.</p> <p>Clear allocation of spaces for staff when not in the classroom. Timetables to be drawn up and finalised before September.</p>		<p>DFE Guidance July 2020 Schools should also plan how shared staff spaces are set up and used to help staff to distance from each other. Use of staff rooms should be minimised, although staff must still have a break of a reasonable length during the day.</p> <p>Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach</p> <p>Points to consider and implement:</p> <p>putting in place a 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 different groups don't need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet</p> <p>By the end of the summer term, Public Health England will publish revised guidance for cleaning non-healthcare settings to advise on general cleaning required in addition to the current advice on COVID-19: cleaning of non-healthcare settings guidance.</p>
Communal facilities provide risk of cross contamination – ICT/ sign in systems / photocopiers / admin supplies / keypads / telephones etc.	Children, staff	<p>1. Is clear signage in place to limit number of people using/queuing for communal equipment sign-in systems etc?</p> <p>2. Are well structured regimes in place to ensure all equipment/ screens keypads etc are cleaned after each usage?</p> <p>3. What provision is in place for monitoring and adjusting arrangements?</p>	<p>Signage up and is wipe on so can be easily changed with the guidance.</p> <p>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.</p> <p>On site cleaner to be maintained to assist.</p>		<p>4) introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach</p>
Public-facing areas (eg main reception) provide insufficient protection for staff meeting with children from different groups/ parents/ staff	Children, staff, parents	<p>1. Is a plan in place for dealing with parental concerns/visitors?</p> <p>2. Has consideration been made to a no visitors in building policy where protection cannot be guaranteed?</p> <p>3. Have processes been put in place to prevent administrative staff dealing with pupils/ staff from multiple groupings?</p> <p>4. Have the protocols been adequately communicated to all staff pupils and parents?</p> <p>5. What provision is in place for monitoring and adjusting arrangements?</p>	<p>1. Clear communication to parents that any concerns are raised in the first instance on the phone or by dojo message.</p> <p>2. 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.</p> <p>3. Admin staff to have closed door and communication to take place through glass window in reception</p> <p>Communication with parents to go out again. Communication to take place remotely where possible.</p>		<p>DFE Guidance https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools#practical-steps-to-reduce-risk</p> <p>Drop off and pick up routines Changes to drop off and pick up routines will be required. You should tell parents when they can drop off their children and that this should happen at the school gate.</p> <p>You should determine a queuing system and a process for staff to greet each child, ensure they wash their hands immediately on arrival, and then go straight to their classroom.</p> <p>Schools should inform parents that this is to reduce the number of people on the school site in the interest of infection control. If it is customary for parents to gather in the playground or to enter the buildings to drop off or collect children this should no longer be allowed, and neither should any gathering at the school gates to talk to other parents.</p> <p>NEU/Joint union questions Will parents/carers be instructed that they may not enter the premises other than in an emergency situation? Yes</p> <p>Will there be social distancing measures in place for visitors to the school? Yes</p> <p>Will visitors working closely with pupils be offered PPE where necessary? Yes</p> <p>How will other unauthorised visitors be kept away? Through our secure site entrance system.</p>
Parental concerns/	Children,	1. Have protocols been put in place to	1. Parents to be communicated that		DFE Guidance

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complaints cannot be dealt with effectively because of a lack of face-to-face contact.	staff, parents	<p>enable day to day concerns to be quickly and efficiently addressed?</p> <ol style="list-style-type: none"> Have protocols been put in place to enable staff to contact parents by telephone where needed? Have protocols been put in place for video conference meetings where needed? What provision is in place for monitoring and adjusting arrangements? 	<p>dojo and phone are the two prime methods of communication.</p> <ol style="list-style-type: none"> 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. <p>Communication with parents to go out again. Communication to take place remotely wherever possible.</p>		<p>Visitors Limit the external visitors to the school during school hours.</p> <p>Parents should come into school buildings only when strictly necessary, by appointment, and ideally only one (unless for example, an interpreter or other support is required).</p> <p>Any such meetings should take place at a safe distance (and so the use of small offices may not be suitable).</p>
Entry/Exit from the site:					
Parents/pupils waiting at main gate pre-entry fail to keep adequate social distancing	Children, staff, parents	<ol style="list-style-type: none"> Has thought been given to demarcating 2 metre intervals on paths/approaches to school? Has protocol for prompt opening of gates been put in place and control of flow to avoid bottlenecks? What provision is in place for monitoring and adjusting arrangements? <p>Which key staff have a role in this? Key roles and responsibilities to be established across school.</p> <p>Key responsibilities for this rest with:</p> <ul style="list-style-type: none"> Principal Site manager 	<ol style="list-style-type: none"> Communication taken place to avoid excessively early arrival at gates? Site meeting with FP 21.5 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. <p>Communication out to parents again in September to remind about queuing at the gate before entry. This can be minimised if parents can stick to the timings for arrival and collection strictly.</p>	<p>Rules and routines to be part of Set of school coronavirus guidance to be produced by 5.6.20.</p>	<p>NEU/Joint union questions</p> <p>How will the school ensure that children and staff arriving can safely queue up, at 2-metre distance from each other, to access the sanitiser on arrival?</p> <p>Routines will be clearly reported to parents before welcoming more children.</p> <p>Will enough staff be available at the beginning of the day (and able to socially distance) to assist children in coming into school where needed (younger children/children with SEND/anxiety etc)?</p> <p>Yes</p>
Parents/Pupils are unable to social distance when entering the school premises as paths/walkways are too narrow.	Parents/Pupils	<ol style="list-style-type: none"> Has due consideration been given to flows of people through site, including one-way systems and use of barriers etc? Has clear signage been put in place to ensure parents and pupils can navigate around the site effectively? What provision is in place for monitoring and adjusting arrangements? 	<p>Rules for the navigation of the site to be communicated to parents.</p> <ol style="list-style-type: none"> 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. 		<p>DFE Guidance July 2020</p> <p>Measures for arriving at and leaving school</p> <p>We know that travel to school patterns differ greatly between schools. If those patterns allow, schools should consider staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave school. Staggered start and finish times should not reduce the amount of overall teaching time. A staggered start may, for example, include condensing / staggering free periods or break time but retaining the same amount of teaching time, or keeping the length of the day the same but starting and finishing later to avoid rush hour. Schools should consider how to communicate this to parents and remind them about the process that has been agreed for drop off and collection, including that gathering at the school gates and otherwise coming onto the site without an appointment is not allowed.</p> <p>Schools should also have a process for removing face coverings when pupils and staff who use them arrive at school and communicate it clearly to them. Pupils must be instructed not to touch the front of their face covering during use or when removing them. They must wash their hands immediately on arrival (as is the case for all pupils), dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic</p>

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			<p>Flow of parents to be monitored when planning entry and arrival because many more adults will potentially be on site. For EYFS explore the possibility of using the pre-school gate. Also staffing the playground for arrivals so parents of older children feel happy to drop their children off and leave them.</p> <p>Rota drawn up for this to include CCO and other available staff (not staff in bubbles)</p> <p>School crossing patrol liaised with to ensure cover for most vulnerable times.</p> <p>Adaptable staggered starts communicated to parents. These to be evaluated on an ongoing basis.</p>		<p>bag they can take home with them, and then wash their hands again before heading to their classroom. Guidance on safe working in education, childcare and children's social care provides more advice.</p>
<p>Too many children/parents enter site at one time – walkways and waiting areas become crowded</p>	<p>Children, staff, parents</p>	<ol style="list-style-type: none"> Has consideration been given to staggering start/end times? Have waiting areas for pupils/parents been clearly demarcated away from the 'flow' of people through the site? Have siblings been given common drop-off times/arrangements put in place to minimise waiting/parental anxiety? Has consideration been given to parents who disregard the arrangements put in place? What provision is in place for monitoring and adjusting arrangements? 	<p>Arrangements for the start and end of the day to be communicated to parents and staff.</p> <ol style="list-style-type: none"> Staggered start/end times planned. Socially distanced waiting area to be planned away from the main flow 'route'. When groups are planned attention to be given to siblings being given common drop off times and to minimise waiting if at all possible. Code of conduct/home school agreement to be established before reopening. Provision will be evaluated on a daily basis through observations and discussions with staff and parents <p>Timetables planned for the start and end of every day. Entry and exit to last for an hour 8.30-9.30</p> <p>8.30 EYFS Y6 8.50 Y1 Y5 9.10 Y2 Y4 9.30 Y3 Nursery</p> <p>2.30 EYFS Y6 2.50 Y1 Y5 3.10 Y2 Y4 3.30 Y3 Nursery</p> <p>Liaise with parents July 2020 to organised single drop offs for siblings and</p>		<p>DFE Guidance</p> <ul style="list-style-type: none"> how you might stagger start and end times between year groups by a short period to reduce volume at the entrance <p>NEU/Joint union questions</p> <p>How does the school propose to ensure social distancing at the start and end of each school day?</p> <p>Routines, communication with all, staff on site, site markings.</p> <p>If it is planned to undertake temperature checks, how will this be managed safely in terms of social distancing between the child and member of staff and to avoid queues building up?</p> <p>No</p> <p>Is it practical to stagger arrival times, if so how?</p> <p>Yes, this will be worked out and communicated with parents/staff etc.</p> <p>How will parents be informed and the system monitored?</p> <p>Parents will be informed and reminded through the usual channels.</p> <p>Is there sufficient staffing to monitor the safe arrival and departure of children at varying times?</p> <p>Yes, a timetable will be in place.</p>

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			<p>childminders. This is to be minimised the amount of adult traffic.</p> <p>Waiting area to be used and waiting for just one cohort at a time.</p> <p>COMMUNICATION OUT TO PARENTS</p>		
Too many people are present on site due to additional adults/siblings not in school being brought onto premises.	Children, staff, parents	<ol style="list-style-type: none"> Has consideration been given to the limiting numbers of adults/children on site at start/end of day to only those necessary? Have protocols/arrangements to promptly meet/dismiss groups of pupils been put in place to ensure children enter the building as soon as possible after arrival/leave promptly? What provision is in place for monitoring and adjusting arrangements? 	<ol style="list-style-type: none"> 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>Lunchtime and breaktimes continue to be staggered. Staff to eat lunch away from staff in separate bubbles. Staff to minimise mixing at the beginning and end of the day. Revisit for reminder. Large meetings to still take place on zoom. Smaller meetings to be socially distanced and if possible, outside.</p>		<p>NEU/Joint union questions</p> <p>How will overcrowding at the school gates or in the playground be prevented?</p> <p>Routines communicated and monitored.</p> <p>What will be expected of parents/carers in terms of social distancing and how will they be informed of arrangements?</p> <p>Parents will be expected to adhere to the routines and rules.</p> <p>Will parents/carers be instructed that they may not enter the premises other than in an emergency situation?</p> <p>Yes</p>
Danger of contamination/interaction with parents/carers/visitors in communal areas – eg entrance areas/main reception/cloakrooms	Children, staff, parents	<ol style="list-style-type: none"> Has consideration been made to a no visitors policy to restrict risks to administrative staff? Has consideration been made to how deliveries can be made without the need for interaction with school staff/pupils? Is clear signage in place to ensure visitors and delivery persons are clear on protocols? What provision is in place for monitoring and adjusting arrangements? 	<p>The approach taken by the school will have been communicated to parents/staff.</p> <ol style="list-style-type: none"> 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. <p>Process for visitors to remain the same. For entry they must be booked in and social distancing guidelines maintained.</p> <p>Visitors to school such as social workers/speech and language therapist etc. Need to be prearranged and take place in a socially distanced manner.</p>		<p>NEU/Joint union questions</p> <p>How will other unauthorised visitors be kept away?</p> <p>Through secure entry system.</p> <p>Will there be clear guidelines on entry to school about the procedures in place for essential visitors to the school?</p> <p>Yes</p> <p>Will there be social distancing measures in place for visitors to the school?</p> <p>Yes as with all other adults.</p>
Entry/Exit from classrooms					
Too many pupils/parents queuing for entry to classrooms	Children, staff, parents	<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 	<p>Queuing/waiting areas to be communicated to staff/parents/children.</p> <p>Staff to have been made aware of the need for prompt collection of</p>		<p>DFE Guidance</p> <p>https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools#changes-to-routines-for-staff-and-pupils</p> <p>using signage to guide parents and carers about where and when they should drop off and pick up their children - you will want to communicate this to parents in advance</p>

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		<ul style="list-style-type: none"> What provision is in place for monitoring and adjusting arrangements? 	<p>pupils/dismissal at end of day to limit interactions.</p> <ol style="list-style-type: none"> 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 <p>Markings to remain at 2m for children parents etc. round school as this is good social distance and it does not have an impact on education/numbers of children etc.</p>		<p>NEU/Joint union questions How will the school ensure that children and staff arriving can safely queue up, at 2-metre distance from each other, to access the sanitiser on arrival?</p> <p>A socially distanced queue, with markings.</p> <p>DFE Guidance July 2020 While passing briefly in the corridor or playground is low risk, schools should avoid creating busy corridors, entrances and exits.</p>
Staff interact with multiple parents without physical separation as children are handed over.	Children, staff, parents	<ol style="list-style-type: none"> Has provision been put in place to limit/prohibit entry to the site? Are clear demarcations in place to show parents/staff where they should wait/release children? What provision is in place for reluctant/emotional/behaviourally challenging pupils? What provision is in place for monitoring and adjusting arrangements? 	<p>Parents to be reminded to communicate concerns to staff through Dojo or by telephone.</p> <ol style="list-style-type: none"> 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>Risk assessments planned by SENDCO for SENH children.</p>		
Staff mix with groups of pupils not under their direct supervision during pick-up/drop off times	Children, staff, parents	<ol style="list-style-type: none"> Have clearly demarcated, labelled waiting areas for different groups been put in place? Has consideration been made to staggered start/end times in order to limit possible interactions? What provision is in place for monitoring and adjusting arrangements? 	<ol 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 <p>Areas to be designated A and B to ensure social distancing at the start of the day.</p>		
Too many staff and pupils enter the building via the same entry point at the same time. Corridors/cloakrooms become crowded	Children, staff,	<ol style="list-style-type: none"> Has careful consideration been made to start times/routing of pupils through the building to minimise 'pinch points' and ensure groups do not mix? Has consideration been made about alternative arrangements for 	<ol style="list-style-type: none"> All classrooms used will be entered from their own door straight from the outside. All groups to have their own storage space for bags and coats etc. Daily site inspections initially 		<p>NEU/Joint union questions Will a one-way system be introduced? If not, why is it not needed?</p> <p>No, movement around the school will be minimal.</p>

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		<p>storage of coats/bags and equipment where provision is communal?</p> <p>3. What provision is in place for monitoring and adjusting arrangements?</p>	<p>Classrooms continued to be accessed from the outside. No children to be on the corridor. This has worked well during the first phase as there is virtually no child traffic through school on the inside. This to be monitored and evaluated on a daily basis. Staff to feedback if any issues arise.</p>		
Pupils become distressed/show behavioural issues on entry to school	Children, staff	<ol style="list-style-type: none"> Is pastoral provision/leadership available on site? How will this be used? What distancing/PPE protocols are in place? How will an issue be communicated to the pastoral/leadership team? Has the approach been communicated to the teachers/parents/pupils? What provision is in place for monitoring and adjusting arrangements? 	<ol 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 <p>See revised for Covid-19 behaviour policy</p> <p>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>		<p>DFE Guidance https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools#changes-to-routines-for-staff-and-pupils</p> <p>6. External support for SEND and behaviour Schools may normally work with external agencies to support pupils with special educational needs and disability (SEND) or with behaviour or other issues.</p> <p>Headteachers should check with local authorities or other providers of such support services to ascertain whether or when such services will be available. For pupils with education health and care (EHC) plans, it may not be possible to provide the full range of provision set out in the plan, and it may be necessary to make different arrangements if some of the support services are not available in their usual form from the start of June. If this is the case you should work with the local authority and parents, and confirm what special provision can reasonably be provided. We have published guidance on conducting a SEND risk assessment during the coronavirus outbreak – this will be reviewed ahead of 1 June.</p> <p>Headteachers should also be aware that there may be additional pupils, including those with SEND, who display symptoms of stress or anxiety and additional support may be needed for them. Schools should check with local authorities on their capacity to support with this.</p> <p>Changes to routines for staff and pupils Ahead of opening for more pupils, schools will need to update their behaviour policy to reflect the new rules and routines, and communicate these changes to staff, pupils and parents.</p> <p>Think about if and how your school rules need to change. There are some example new school rules given in annex a which you could adopt or adapt. Any revised rules will need to be referenced in the revised behaviour policy with sanctions.</p> <p>Consider how the new rules and routines will be communicated to pupils and parents/carers. Best practice suggests this includes:</p> <ul style="list-style-type: none"> proactively teaching new rules to staff, pupils and parents regularly and rigorously reinforcing behaviour throughout every day consistently imposing sanctions when rules are broken, in line with the policy, as well as positively reinforcing well-executed rules through encouragement and rewards <p>Display the posters in annex c, which are suitable for reception, years 1 and 6. Prepare guidance for staff (see a model in annex b) and ensure all staff are trained in the new rules and routines, including the use of sanctions and rewards, so that they can support pupils to understand them and enforce them consistently. Staff will need to explicitly teach and supervise health and hygiene arrangements such as handwashing, tissue disposal and toilet flushing.</p> <p>NEU/Joint union questions Will individual risk assessments and discussion with parents/carers have taken place and been agreed by the date when extended opening begins, to ensure that any provision required by a child in order to attend school is safely in place?</p> <p>Yes</p> <p>How will staff and children be made aware of the new arrangements, with particular reference to very young children and those with special needs?</p> <p>Working with staff, possibly using social stories etc.</p>
Classroom environments					
		1) Have pupil groupings/accommodation arrangements been carefully formulated based on physical capacity/social distancing?	Have grouping arrangements been communicated to staff/parents/pupils to avoid confusion?		
Bubbles mix with each other –					

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too many children are mixing		<p>Are there a maximum of 30 pupils per class or are larger bubbles needed? 2) Are registers in place and available? 3) What provision is in place for monitoring and adjusting arrangements?</p> <p>1) Bubbles 30 maximum, table settings to minimise children sitting opposite each other 2) Will be electronic 3) monitoring will be ongoing</p>	<p>Staff to communicate any issues to SLT.</p> <p>Groupings have been communicated to staff etc. This is straightforward because they are whole classes initially. The complications will arise with subjects such as music and this will need to be carefully planned. Most music does currently take place in whole classes and individual tuition.</p> <p>Registers electronically in SIMs from September.</p>		
Pupil groupings are too large – pupils mix with too many pupils	Children, staff	<p>1) Have pupil groupings been carefully formulated based on physical capacity/social distancing? Are there a maximum of 15 pupils? 2) Are registers in place and available? 3) What provision is in place for monitoring and adjusting arrangements?</p>	<p>Groupings will have been communicated to staff/parents/pupils to avoid confusion.</p> <ol style="list-style-type: none"> 1. From 1/6/20 Pupil groups will be a maximum of 8 2. Registers will be in place. 3. SLT monitoring on a regular basis. <p>Groupings have changed and children are now grouped in bubbles up to 30. These bubbles are to stay separate with one teacher, one TA and an SMSA.</p>		<p>NEU/Joint union questions Given that social distancing is expected in all other areas of society, it is unacceptable that the Government expects schools to open without the protections that are recommended for other environments, eg shops and public transport. What is proposed to address this issue?</p> <p>How many pupils can each individual classroom safely accommodate to ensure that they and staff remain 2-metres apart on entry and departure and during the lesson? This needs to take account of the additional staff numbers in classes with SEND pupils who have individual adult support.</p> <p>No more than 8.</p> <p>How many people altogether will be in a classroom should be the measure.</p> <p>No more than 10.</p> <p>What areas are safe to use for different purposes than usual to aid social distancing?</p> <p>Hall, library, computer suite.</p> <p>Is the school proposing to have 15 children per class? The joint unions position is that staff cannot be expected to safely supervise 15 children and ensure that they socially distance.</p> <p>No</p> <p>DFE Guidance July 2020 How to group children Consistent groups reduce the risk of transmission by limiting the number of pupils and staff in contact with each other to only those within the group. They have been used in schools in the summer term in recognition that children, and especially the youngest children, cannot socially distance from staff or from each other and this provides an additional protective measure. Maintaining distinct groups or ‘bubbles’ that do not mix makes it quicker and easier in the event of a positive case to identify those who may need to self-isolate, and keep that number as small as possible. However, the use of small groups restricts the normal operation of schools and presents both educational and logistical challenges, including the cleaning and use of shared spaces, such as playgrounds, boarding houses, dining halls, and toilets, and the provision of specialist teaching. This is the case in both primary and secondary schools, but is particularly difficult in secondary schools. In this guidance for the autumn term, maintaining consistent groups remains important, but given the decrease in the prevalence of coronavirus (COVID-19) and the resumption of the full range of curriculum subjects, schools may need to change the emphasis on bubbles within their system of controls and increase the size of these groups. Schools should assess their circumstances and if class-sized groups are not compatible with offering a full range of subjects or managing the practical logistics within and around school, they can look to implement year group sized ‘bubbles’. Whatever the size of the group, they should be kept apart from other groups where possible and older children should be encouraged to keep their distance within groups. Schools with the capability to do it should take steps to limit interaction, sharing of rooms and social spaces between groups as much as possible. When using larger groups the other measures from the system of controls become even more important, to minimise transmission risks and to minimise the numbers of pupils and staff who may need to self-isolate. We recognise that younger children will not be able to maintain social distancing, and it is acceptable for them not to distance within their group.</p>

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					<p>Both the approaches of separating groups and maintaining distance are not ‘all-or-nothing’ options, and will still bring benefits even if implemented partially. Some schools may keep children in their class groups for the majority of the classroom time, but also allow mixing into wider groups for specialist teaching, wraparound care and transport, or for boarding pupils in one group residentially and another during the school day. Siblings may also be in different groups. Endeavouring to keep these groups at least partially separate and minimising contacts between children will still offer public health benefits as it reduces the network of possible direct transmission.</p> <p>All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable. This will be particularly important for secondary schools. Where staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults. Again, we recognise this is not likely to be possible with younger children and teachers in primary schools can still work across groups if that is needed to enable a full educational offer.</p>
<p>Room allocated is not large enough to maintain social distancing/cannot be ventilated adequately. – particularly in open plan/shared spaces.</p>	<p>Children, staff</p>	<ol style="list-style-type: none"> 1) Has the size of rooms/available ventilation been taken into account when allocating spaces and deciding group sizes? 2) Have staff been instructed to ensure that windows are kept open and ventilation maximised whenever possible? 3) What provision is in place for monitoring and adjusting arrangements? 4) Has provision been made for temporary division of spaces where needed? 	<p>Set of school coronavirus guidance to be produced by 5.6.20. This will be clear in there.</p> <ol style="list-style-type: none"> 1. Site meeting with FP supported the allocation of numbers for each room. 2. Site manager to have opening windows and doors as part of his routine. This will also be in the handbook for staff. 3. Site walk to monitor 4. Has provision been made for temporary division of spaces where needed. <p>Division on the playground to be used and also queues divided up into area A and B to be marked by the site manager.</p> <p>Classrooms will be well ventilated and layout will follow good practice in terms of the guidance. Children will not be facing each other. Children will sit side by side and adults will endeavour to maintain a 2m social distance wherever possible.</p>	<p>Each school to have designated, ventilated areas for isolation if symptoms are shown (Rainbow room)</p>	<p>NEU/Joint union questions</p> <p>Will only rooms with windows that can be kept open be used?</p> <p>Yes</p> <p>Will doors to be kept open where possible to aid ventilation?</p> <p>Yes</p> <p>DFE Guidance July 2020</p> <p>Measures within the classroom</p> <p>Maintaining a distance between people whilst inside and reducing the amount of time they are in face to face to contact lowers the risk of transmission. It is strong public health advice that staff in secondary schools maintain distance from their pupils, staying at the front of the class, and away from their colleagues where possible. Ideally, adults should maintain 2 metre distance from each other, and from children. We know that this is not always possible, particularly when working with younger children, but if adults can do this when circumstances allow that will help. In particular, they should avoid close face to face contact and minimise time spent within 1 metre of anyone. Similarly, it will not be possible when working with many pupils who have complex needs or who need close contact care. These pupils’ educational and care support should be provided as normal. For children old enough, they should also be supported to maintain distance and not touch staff and their peers where possible. This will not be possible for the youngest children and some children with complex needs and it is not feasible in some schools where space does not allow. Schools doing this where they can, and even doing this some of the time, will help.</p> <p>When staff or children cannot maintain distancing, particularly with younger children in primary schools, the risk can also be reduced by keeping pupils in the smaller, class-sized groups described above.</p> <p>Schools should make small adaptations to the classroom to support distancing where possible. That should include seating pupils side by side and facing forwards, rather than face to face or side on, and might include moving unnecessary furniture out of classrooms to make more space.</p>
<p>Staff are unfamiliar with the specific medical, behavioural or learning needs of allocated children</p>	<p>Children, staff</p>	<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 	<ol style="list-style-type: none"> 1. SENDCo to ensure that medical needs and care plans/risk assessments shared with appropriate team before children return. 2. 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. 3. Once groups are defined a format for handing over info about the child to be used. (by 		<p>NEU/Joint union questions</p> <p>To what extent can parents of SEND children be reassured that their child will still be working with, or have access to, their key worker/learning support assistant?</p> <p>Parents will be clearly communicated with around provision for their child.</p> <p>Has account been taken of the fact that some staff, in particular support staff, normally work at close proximity to individual pupils and how this work can continue in a safe manner?</p> <p>Risk assessments will be in place.</p> <p>Will supply teachers be brought in as necessary?</p> <p>See above</p>

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		monitoring and adjusting arrangements?	<p>5.6.20)</p> <p>4. Principal to oversee.</p> <p>5. What handover has been received from previous class teacher about the needs of the children? Handover needs to take place with class list over the phone at the end of term 3 and then on INSET day</p> <p>6. What provision is in place for monitoring and adjusting arrangements? Monitoring to take place and any issues to be reported to SLT in a timely manner.</p> <p>7. Have individual child risk assessments been updated and shared with new staff? These to be part of the transition having been overseen by the SENDCO. To be shared with SLT and relevant staff and parents.</p> <p>See revised for Covid-19 behaviour policy, admin of meds, children with medical conditions.</p> <p>Medical care plans passed up to the next class team. Training to be booked for new staff.</p> <p>Risk assessments for potential higher risk children i.e. underlying health conditions, to be shared with relevant staff and parents.</p>		<p>Will parents be told not to bring their children to school if there is a shortage of staff for a particular class?</p> <p>Yes</p>
Staff mix with more than one group – risk of infection/cross contamination is increased	Children, staff	<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? 	<ol style="list-style-type: none"> 1. Staff to be assigned to one group only 2. PPA to be timed on a Wednesday and to be taken from home. 3. Monitored by SLT <p>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.</p>		<p>DFE Guidance July 2020 All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable. This will be particularly important for secondary schools. Where staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults. Again, we recognise this is not likely to be possible with younger children and teachers in primary schools can still work across groups if that is needed to enable a full educational offer.</p>
Danger of cross contamination from equipment if shared between groups of children.	Children, staff	<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 	<ol style="list-style-type: none"> 1. Equipment for class/individual/playtime to be drawn up by 2.6.20 2. No equipment to be shared between bubbles. 3. Cleaning routine for during the day to be established and published in Set of school 		<p>NEU/Joint union questions It is also recommended that resources for painting, sticking and cutting be washed before and after use – what additional staff resources will be allocated to these tasks, given that these materials are likely to be in constant use?</p> <p>Cleaner on site and resources allocated to individual children.</p> <p>It will not be safe to mark children's books during this period. Will clear instructio</p>

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		monitoring and adjusting arrangements?	<p>coronavirus guidance to be produced by 5.6.20.</p> <p>4. Monitored by SLT</p> <p>As above the equipment kept to bubbles. Children to continue to have own individual equipment. Routines for using books to be established and given time to 'decontaminate' at the end of the week.</p>		<p>be given that no marking should take place and the books should not be taken to and from home/school?</p> <p>Yes</p> <p>Will staff be told to wash their hands before and after handling pupils' books?</p> <p>Yes</p> <p>Will library books be regularly sanitised?</p> <p>Library books will be wiped down before and after use and not shared between bubbles.</p>
Danger of cross contamination from equipment/furniture which is hard to clean (eg soft surfaces/upholstery/soft toys)	Children, staff	<p>1) Has an assessment of risk in each allocated space taken place?</p> <p>2) Has all equipment and furniture which is hard to clean been removed from teaching areas and stored?</p> <p>3) Has any equipment which is hard to clean and cannot be removed been covered or marked as not for use?</p> <p>4) Has the regular cleaning of soft surfaces such as carpets been put in place to minimise risks?</p> <p>5) Has consideration been made to minimising carpet time etc to reduce risk?</p> <p>6) What provision is in place for monitoring and adjusting arrangements?</p>	<p>1. Risk assessments for each allocated space to take place. To be completed by 3.6.20</p> <p>2. Equipment and furniture which is hard to clean to be removed from teaching areas and stored. By 29.5.20</p> <p>3. Equipment which is hard to clean and cannot be removed marked not for use and covered by 29.5.20</p> <p>4. Regular cleaning of carpets to happen as part of the cleaning routine. To be communicated to site manager.</p> <p>5. Minimising carpet time to be communicated in Set of school coronavirus guidance to be produced by 5.6.20. (Staff to have training on this guidance.)</p> <p>As above with cleaning every day, a deep clean at weekends and a cleaner on sight.</p> <p>Routine for cleaning to be established.</p>		<p>DFE Guidance July 2020</p> <p>4. Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach</p> <p>Points to consider and implement:</p> <ul style="list-style-type: none"> putting in place a cleaning schedule that ensures cleaning is generally enhanced and includes: <ul style="list-style-type: none"> more frequent cleaning of rooms / shared areas that are used by different groups frequently touched surfaces being cleaned more often than normal different groups don't need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet <p>Equipment and resources are integral to education in schools. During the summer term, their use was minimised, many were moved out of classrooms, and there was significant extra cleaning. That position has now changed for the autumn term, because prevalence of coronavirus (COVID-19) has decreased and because they are so important for the delivery of education. For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared. Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces. Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.</p> <p>Outdoor playground equipment should be more frequently cleaned. This would also apply to resources used inside and outside by wraparound care providers. It is still recommended that pupils limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats, books, stationery and mobile phones. Bags are allowed. Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development. Similar rules on hand cleaning, cleaning of the resources and rotation should apply to these resources.</p>
Danger of cross contamination from equipment which provides a medium for viral growth (eg water/sand)	Children, staff	<p>1) Has an assessment of risk in each allocated space taken place?</p> <p>2) Have any resources or equipment which provides a medium for viral growth been removed from the area or taken out of use?</p> <p>3) What provision is in place for monitoring and adjusting arrangements?</p>	<p>Set of school coronavirus guidance to be produced by 5.6.20. (Staff to have training on this guidance.)</p> <p>1. Risk assessments to take place for each space by 3.6.20</p> <p>2. Any extra resources especially those that are hard to clean and displays etc. To be removed by 29.5.20</p> <p>3. Ongoing monitoring by principal and site manager to take place.</p> <p>4. Ensure any coats brought into school are stored well away from each other.</p>		<p>DFE Guidance</p> <p>Reduce the use of shared resources:</p> <p>....remove unnecessary items from classrooms and other learning environments where there is space to store it elsewhere</p> <p>remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts)</p>

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Children accessing formal education are seated too close together or change places to be closer together.	Children, staff	<p>1) In formal classrooms, have seating arrangements been adjusted to ensure every child has an allocated seat?</p> <p>2) Is a seating plan in place?</p> <p>3) Has provision been made to reduce the number of children accessing areas of provision in foundation classrooms?</p> <p>4) Are carpet spots etc in place where carpet time is used?</p> <p>5) What provision is in place for monitoring and adjusting arrangements?</p>	<p>Set of school coronavirus guidance to be produced by 5.6.20. (Staff to have training on this guidance.)</p> <ol style="list-style-type: none"> Initial site meeting taken place with FP. Maximum number of seats in each classroom allocated. When numbers are sure then each child to be given an allocated space. Seating plan to be drawn up for each space as finalised. 29.5.20 Is a seating plan in place – are any children facing each other? NO children to face each other. This is possible in all classes initially. Final check during the summer vacation. Plan to be drawn up for FS space before use. 3.6.20 (not down to be used in the first instance??) Carpet spots to be used when necessary (plan to be drawn up 3.5.20). Children to have named carpet spots. To be monitored by SLT and CT on an initial daily basis. <p>Class groups of maximum 30. See previous guidelines.</p>		<p>DFE Guidance https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings</p> <p>groups should also be split into small groups of no more than 15. Desks should be spaced as far apart as possible.</p>
Children exhibit challenging behaviour, inhibiting the learning process for all learners in a group and or impacting on social distancing.	Children, staff	<ol style="list-style-type: none"> Has an assessment of individual risks presented by known children taken place? Have additional staff been allocated to meet the need where challenging children are present? Has consideration been made to additional PPE where children have a history of spitting etc? Has sufficient leadership/pastoral support been allocated to meet these needs? Have withdrawal spaces been allocated where children can be taken to calm down while respecting social distancing? Has thought been given to how urgent need will be communicated while minimising movement through the school? What provision is in place for monitoring and adjusting arrangements? 	<p>Set of school coronavirus guidance to be produced by 5.6.20. (Staff to have training on this guidance.)</p> <ol style="list-style-type: none"> Risk assessments for individual children accessing provision to be drawn up by 1.6.20. 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. <p>See revised for Covid-19 behaviour policy and home/school agreement.</p>	<p>interim behaviour policy to be agreed as per guidance.</p>	<p>NEU/Joint union questions</p> <p>Will individual pupil risk assessments be in place for all pupils who exhibit anti-social behaviour, eg biting, before a decision is made about admitting them under the new arrangements?</p> <p>Yes</p> <p>Will compassionate and proportionate behaviour policies that protect health and safety, while also supporting pupils who may exhibit problematic behaviours as a response to trauma they may have experienced during lockdown, be in place by the time wider opening begins?</p> <p>Yes</p> <p>Will individual risk assessments and discussion with parents/carers have taken place and been agreed by the date when extended opening begins, to ensure that any provision required by a child in order to attend school is safely in place?</p> <p>Yes</p> <p>Where LAs cannot, despite 'best endeavours' provide the support listed in an EHC plan can pupil safety in school be guaranteed? Eg behaviour support.</p> <p>Yes no support from LA used currently.</p> <p>DFE Guidance July 2020 Behaviour expectations Schools should consider updating their behaviour policies with any new rules/policies, and consider how to communicate rules/policies clearly and consistently to staff, pupils and parents, setting clear, reasonable and proportionate expectations of pupil behaviour. Further details are available at Behaviour and discipline in schools. Schools should set out clearly at the earliest opportunity the</p>

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			Risk assessments shared by SENDCO and Principal with DHO before September. Home/school agreement to be used and shared widely with parents to ensure all have signed.		<p>consequences for poor behaviour and deliberately breaking the rules and how they will enforce those rules including any sanctions. This is particularly the case when considering restrictions on movement within school and new hygiene rules. Schools will need to work with staff, pupils and parents to ensure that behaviour expectations are clearly understood, and consistently supported, taking account of individual needs and should also consider how to build new expectations into their rewards system.</p> <p>It is likely that adverse experiences and/or lack of routines of regular attendance and classroom discipline may contribute to disengagement with education upon return to school, resulting in increased incidence of poor behaviour. Schools should work with those pupils who may struggle to reengage in school and are at risk of being absent and/or persistently disruptive, including providing support for overcoming barriers to attendance and behaviour and to help them reintegrate back into school life.</p> <p>We acknowledge that some pupils will return to school having been exposed to a range of adversity and trauma including bereavement, anxiety and in some cases increased welfare and safeguarding risks. This may lead to an increase in social, emotional and mental health concerns and some children, particularly vulnerable groups such as children with a social worker and young carers, will need additional support and access to services such as educational psychologists, social workers, and counsellors. Additionally, provision for children who have SEND may have been disrupted during partial school closure and there may be an impact on their behaviour. Schools will need to work with local services (such as health and the local authority) to ensure the services and support are in place for a smooth return to schools for pupils.</p> <p>The disciplinary powers that schools currently have, including exclusion, remain in place. Permanent exclusion should only be used as a last resort. Where a child with a social worker is at risk of exclusion, their social worker should be informed and involved in relevant conversations. Any disciplinary exclusion of a pupil, even for short periods of time, must be consistent with the relevant legislation. Ofsted will continue to consider exclusions, including the rates, patterns and reasons for exclusion and to look for any evidence of off-rolling. Off-rolling is never acceptable. Ofsted is clear that pressuring a parent to remove their child from the school (including to home educate their child) is a form of off-rolling. Elective home education should always be a positive choice taken by parents without pressure from their school.</p>
Risk of infection spreading within groups due to poor hygiene – Surfaces/handles/equipment are not clean or become contaminated during the day.	Children, staff	<ol style="list-style-type: none"> 1) Are clear, regular routines in place for handwashing/provision of sanitiser? 2) Are sufficient supplies 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? 	<p>Set of school coronavirus guidance to be produced by 5.6.20. (Staff to have training on this guidance.)</p> <ol style="list-style-type: none"> 1. Clear regular routines for handwashing and posters to be produced. Sanitiser to be available at key points around school. Sanitiser map to be produced. 2. Ongoing orders of soap and sanitiser to be set up with FP. 3. Paper towels used for drying hands, ongoing orders and daily checks by site manager to be in place. 4. Children to be trained in good cough/sneeze hygiene. Posters to be used. <p>https://e-bug.eu/junior_pack.aspx?cc=eng&ss=2&t=Hand%20Hygiene</p> <p>https://e-bug.eu/junior_pack_ks1.aspx?cc=eng</p>		<p>DFE Guidance https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools#annex-c-posters</p> <p>DFE Guidance https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools#preparing-the-site</p> <p>Cleaning and hygiene You will want to decide and make clear to the school staff and parents what your expectations are about cleaning and hygiene. Once children are back in school, all frequently touched surfaces, equipment, door handles and toilets used during the day will need to be cleaned thoroughly each day. Talk to your cleaning provider about what will be needed. Refer to guidance on cleaning non-healthcare settings for more information. The guidance on implementing protective measures in education and childcare settings provides detailed advice on measures schools need to consider. You may also wish to consider your plans for:</p> <ul style="list-style-type: none"> • the availability of soap and hot water in every toilet (and if possible in classrooms) • the location of hand sanitiser stations, for example at the school entrance for pupils and any other person passing into the school to use, and their replenishment • the location of lidded bins in classrooms and in other key locations around the site for the disposal of tissues and any other waste, their double bagging and emptying • ensuring you have a good supply of disposable tissues to implement the ‘catch it, bin it, kill it’ approach in each classroom and enough to top up regularly <p>See annex d: list of things to consider acquiring for other things you may need to get.</p> <p>NEU/Joint union questions</p>

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			<p>&ss=2&t=Super%20Sneezes</p> <p>5. Antibacterial wipes to be used. Ongoing order of these from FP.</p> <p>6. Ongoing cleaning of handles, buttons etc. To happen during the day. Site manager props open doors as part of his daily routine.</p> <p>7. Posters to be used to give key messages.</p> <p>https://e-bug.eu/eng_home.aspx?cc=eng&ss=1&t=Information%20about%20the%20Coronavirus</p> <p>8. SLT will monitor provision in place and ongoing using this risk assessment and govt/union guidance.</p> <p>Guidance remains as above.</p>		<p>Will soap and, preferably warm, water be available at all times, with systems in place to ensure continuity of supply of soap and sanitiser?</p> <p>Yes</p> <p>Are lidded bins available in every classroom? Unless operated by pedal, the lids will need to be regularly sanitised throughout the day. How will this happen? Who will empty them during the day?</p> <p>Yes they have been ordered</p> <p>What arrangements are in place to keep every classroom supplied with tissues?</p> <p>Will be on equipment checklist</p> <p>Will staff and children wash their hands for at least 20 seconds with water and soap on arrival, before departure and regularly throughout the day, including before and after every break and lunchtime, and how will this be supervised and monitored?</p> <p>Yes</p> <p>Will pupils be regularly reminded to catch coughs and sneezes with a tissue or elbow?</p> <p>Yes</p> <p>Will appropriate PPE be provided in schools where pupils are unable, or less able to catch their sneezes and coughs?</p> <p>Yes if needed.</p> <p>Will hand dryers be disconnected and replaced with paper towels and bins?</p> <p>Paper towels used</p> <p>Will only rooms with windows that can be kept open be used? Will doors to be kept open where possible to aid ventilation?</p> <p>Yes</p> <p>Will separate risk assessments take place in classes where leaving a door open will expose children to additional risks (eg runners)?</p> <p>Yes,</p> <p>Will all areas of the premises be thoroughly cleaned on a daily basis with particular focus on surfaces that are touched by multiple people such as photocopiers, door handles, table/counter tops, computers including mouse and keyboard, light switches telephones, chairs, bannisters, shared learning resources or toys, specialist equipment for SEND pupils, toilets and toilet handles, sinks, taps and other areas touched regularly, with additional cleaning during the day as necessary?</p> <p>Yes</p> <p>Will each classroom be provided with gloves and disinfectant spray in case a pupil coughs or sneezes on a piece of equipment?</p> <p>Yes</p> <p>Is there capacity amongst the cleaning staff to meet these requirements?</p> <p>Yes currently</p>

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Personal Care (Pupils)					
Pupil require intimate care because of toileting issues – staff are potentially exposed to additional risks.	Children, staff	<ol style="list-style-type: none"> Are there children with an existing intimate care plan attending? What adjustments have been made to the plan to enable staff to be protected? 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? Are stocks of appropriate PPE available? Are they sufficient and sustainable? Where will they be located to ensure they are used when needed? How will parents be informed of the potential use of PPE at these times? How will pupils be prepared for the use of PPE when they are already vulnerable? What provision is in place for monitoring and adjusting arrangements? 	<p>Set of school coronavirus guidance to be produced by 5.6.20. (Staff to have training on this guidance.)</p> <ol 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> <p>Guidance as above.</p>	Updated (May 2020) intimate care plan to be shared with staff.	<p>NEU/Joint union questions</p> <p>Where there is a risk of airborne contamination, because social distancing cannot easily be adhered to, particularly where staff are at risk from spitting or biting and where pupils are unable to catch or control coughs and sneezes, the joint unions believe that PPE must be provided and training given on its use and disposal. Will this happen?</p> <p>Yes, if needed</p> <p>Will PPE be available for emergency situations, for example when a pupil develops symptoms during the school day and is awaiting collection?</p> <p>Yes</p> <p>What assurances can be given about secure arrangements for sourcing PPE?</p> <p>Ongoing order with trust site manager</p> <p>Can confirmation be given that, if any member of staff wishes to wear a face covering, they will not be prevented from doing so?</p> <p>Yes</p>
Different groups of children sharing communal toilet facilities – risk of cross contamination.	Children, staff	<ol style="list-style-type: none"> How will the number of children using communal facilities be minimised? How will privacy be maintained? Will additional cleaning be needed? How will this be facilitated? How will the risk of children meeting in communal facilities be minimised? How will this be monitored? What provision is in place for monitoring and adjusting arrangements? 	<p>Set of school coronavirus guidance to be produced by 5.6.20. (Staff to have training on this guidance.)</p> <p>Approaches communicated to children by staff and with reminder posters.</p> <ol style="list-style-type: none"> 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. 		<p>DFE Guidance</p> <p>ensuring that toilets do not become crowded by limiting the number of children or young people who use the toilet facilities at one time</p> <p>DFE Guidance July 2020</p> <p>2. Clean hands thoroughly more often than usual</p> <p>Coronavirus (COVID-19) is an easy virus to kill when it is on skin. This can be done with soap and running water or hand sanitiser. Schools must ensure that pupils clean their hands regularly, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating. Regular and thorough hand cleaning is going to be needed for the foreseeable future. Points to consider and implement:</p> <ul style="list-style-type: none"> whether the school has enough hand washing or hand sanitiser ‘stations’ available so that all pupils and staff can clean their hands regularly supervision of hand sanitiser use given risks around ingestion. Small children and pupils with complex needs should continue to be helped to clean their hands properly. Skin friendly skin cleaning wipes can be used as an alternative

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			3. Children will go one at a time to the toilets. This will be monitored. 4. Monitored by classteachers, SLT and Principal. 5. What timetabling adjustments will be required? Time tables in place before the end of term. SMSAs liaised with and final times to be established before September. Cleaning guidance as above.		<ul style="list-style-type: none"> building these routines into school culture, supported by behaviour expectations and helping ensure younger children and those with complex needs understand the need to follow them
Movement around school during day (children)					
Children/staff meet on corridors in large groups. Unnecessary social contact takes place	Children, staff	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?	Set of school coronavirus guidance to be produced by 5.6.20. (Staff to have training on this guidance.) 1. 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. 2. The narrow corridors in the centre of school will have minimal traffic of children. 3. One way systems for corridors in the centre of school would involve using going outdoors??? 4. Routines will be shared on posters and children and staff talked through the process. 5. Monitored on a daily basis by Principal/Vice-Principal. Movement around school to take place largely outside.	Evacuation, lockdown procedures changed? Communicated to staff?	DFE Guidance https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings#effective-infection-protection-and-control Reduce mixing within education or childcare setting by: accessing rooms directly from outside where possible considering one-way circulation, or place a divider down the middle of the corridor to keep groups apart as they move through the setting where spaces are accessed by corridors staggering breaks to ensure that any corridors or circulation routes used have a limited number of pupils using them at any time staggering lunch breaks - children and young people should clean their hands beforehand and enter in the groups they are already in, groups should be kept apart as much as possible and tables should be cleaned between each group. If such measures are not possible, children should be brought their lunch in their classrooms noting that some children and young people will need additional support to follow these measures (for example, routes round school marked in braille or with other meaningful symbols, and social stories to support them in understanding how to follow rules)
Danger of cross-contamination from door handles, equipment etc in classroom, communal and public areas	Children, staff	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?	Set of school coronavirus guidance to be produced by 5.6.20. (Staff to have training on this guidance.) 1. Doors to be propped open. Site manager to ensure there are enough wedges (plan to make out of wood) 2. Regular routine for wiping door handles etc to be in place. Checklist for process to be used. 3. Sanitiser widely available, checked daily and handcleaning regular when entering leaving different areas. 4. Handwashing routine posters to be made. 5. Monitored on a daily basis by classteachers and SLT.		DFE Guidance https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings#effective-infection-protection-and-control prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation

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			This to continue.		
Danger of cross contamination in communal facilities – ICT suite/library areas etc.	Children, staff	<p>1) Which communal facilities will be taken out of use/made out of bounds?</p> <p>2) Which communal facilities will remain in use but be subject to regular cleaning? How will this be facilitated?</p> <p>3) What provision is in place for monitoring and adjusting arrangements?</p>	<p>Set of school coronavirus guidance to be produced by 5.6.20. (Staff to have training on this guidance.)</p> <ol style="list-style-type: none"> The trim trail/shelter will be taken 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. <p>All equipment to be more frequently cleaned both inside and outside the bubble. Routine to be established.</p>		<p>DFE Guidance https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings#effective-infection-protection-and-control</p> <p>although outdoor equipment should not be used unless the setting is able to ensure that it is appropriately cleaned between groups of children and young people using it, and that multiple groups do not use it simultaneously. Read COVID-19: cleaning of non-healthcare settings</p> <p>NEU/Joint union questions Will all areas of the premises be thoroughly cleaned on a daily basis with particular focus on surfaces that are touched by multiple people such as photocopiers, door handles, table/counter tops, computers including mouse and keyboard, light switches telephones, chairs, bannisters, shared learning resources or toys, specialist equipment for SEND pupils, toilets and toilet handles, sinks, taps and other areas touched regularly, with additional cleaning during the day as necessary?</p> <p>Yes</p> <p>Will each classroom be provided with gloves and disinfectant spray in case a pupil coughs or sneezes on a piece of equipment?</p> <p>Yes</p> <p>DFE Guidance July 2020 Equipment and resources are integral to education in schools. During the summer term, their use was minimised, many were moved out of classrooms, and there was significant extra cleaning. That position has now changed for the autumn term, because prevalence of coronavirus (COVID-19) has decreased and because they are so important for the delivery of education. For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared. Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces. Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles. Outdoor playground equipment should be more frequently cleaned. This would also apply to resources used inside and outside by wraparound care providers. It is still recommended that pupils limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats, books, stationery and mobile phones. Bags are allowed. Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development. Similar rules on hand cleaning, cleaning of the resources and rotation should apply to these resources.</p>
Risk of children meeting those from other classrooms whilst on errands etc.	Children, staff	<ol style="list-style-type: none"> How will number of children not in class at any time be minimised? How will facilities such as SIMs messenger be used instead of 'runners'? Under what circumstances, if any will it be acceptable for a child to be out of class? How will this be communicated to staff/ pupils? What provision is in place for monitoring and adjusting arrangements? 	<ol style="list-style-type: none"> Children will stay in their class or be outside at all times. Messaging system needs to be put in place using remote technology (3.6.20). If a child is ill/injured they need to go to a designated space. If a child is in crisis they need to go to a predetermined safe space close to or in their bubble. Outside areas can be used if safe to do so. Set of school coronavirus 		<p>DFE Guidance https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings#effective-infection-protection-and-control</p> <p>ensure that wherever possible children and young people use the same classroom or area of a setting throughout the day</p>

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			<p>guidance to be produced by 5.6.20. (Staff to have training on this guidance.)</p> <p>5. SLT/Class teachers to monitor</p> <p>This guidance to be maintained.</p>		
Movement During School Day (Adults)					
Risk of not maintaining social distancing from other adults during start/end of school day when on corridors etc.	staff	<ol style="list-style-type: none"> How will those staff who are not directly working together be discouraged from social contact before/after the day? How can staff be encouraged to leave the site in a timely manner at the end of the day, reducing the cross-contamination risk? What provision is in place for monitoring and adjusting arrangements? 	<ol style="list-style-type: none"> Staff will be discouraged from social interaction and reminded to leave the premises in a timely fashion. Set of school coronavirus guidance to be produced by 5.6.20. (Staff to have training on this guidance.) Staff reminded of guidance for staff. Principal/SLT to monitor. <p>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.</p>		<p>DFE Guidance July 2020</p> <p>Schools should also plan how shared staff spaces are set up and used to help staff to distance from each other. Use of staff rooms should be minimised, although staff must still have a break of a reasonable length during the day.</p>
Risk of meeting other adults in key communal areas – photocopier etc	staff	<ol style="list-style-type: none"> What provision will be put in place to reduce the number of people using/queuing for photocopier etc at any one point? How will social distancing be enforced in these areas? What cleaning regime will be needed? What provision is in place for monitoring and adjusting arrangements? 	<p>Set of school coronavirus guidance to be produced by 5.6.20. (Staff to have training on this guidance.)</p> <ol 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 		<p>DFE Guidance</p> <p>https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings#effective-infection-protection-and-control</p> <p>stagger the use of staff rooms and offices to limit occupancy</p>
Children's Break time					
Risk of children from different groups mixing in uncontrolled manner during break times.	Children, staff	<ol style="list-style-type: none"> Will a system of staggered breaks be used to limit the numbers on the yard at any one time? How will the importance of prompt timing be enforced with staff? How will groupings be allocated spaces? What markings will be needed? What provision is in place for monitoring and adjusting 	<p>Letter to parents/explanation and talking through routines with children/part of the guidance to staff</p> <ol 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. 		<p>DFE Guidance</p> <p>https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings#effective-infection-protection-and-control</p> <p>staggering breaks to ensure that any corridors or circulation routes used have a limited number of pupils using them at any time</p>

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		arrangements?	3. FS bubble to use FS playground/Y1 bubbles to use KS1 playground/KW/VP bubble to use KS2 playground. 4. Will be monitored by Principal/SLT on an ongoing basis. See revised for Covid-19 behaviour policy As above for class spaces. Timetable for use of staggered outdoor space to be established for September.		
Risk of children playing close-contact games with peers during break times.	Children, staff	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 school coronavirus guidance to be produced by 5.6.20. (Staff to have training on this guidance.) 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. As above, classteachers to monitor this and work with children and SMSAs to establish non-contact games if possible. Children to use own equipment.		
Risk of supervising adults causing cross infection if they are supervising more than one group.	Children, staff	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"> Set of school coronavirus guidance to be produced by 5.6.20. (Staff to have training on this guidance.) 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. Principal/SLT to monitor and adjust as necessary. 		DFE Guidance https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings#effective-infection-protection-and-control ensure that the same teacher(s) and other staff are assigned to each group and, as far as possible, these stay the same during the day and on subsequent days, recognising for secondary and college settings there will be some subject specialist rotation of staff
Risk of play equipment (fixed/non-fixed) being used by more than one group at break times.	Children, staff	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	<ul style="list-style-type: none"> Letter to parents and part of the guidance for staff. 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 		DFE Guidance although outdoor equipment should not be used unless the setting is able to ensure that it is appropriately cleaned between groups of children and young people using it, and that multiple groups do not use it simultaneously.

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		arrangements?	<p>reinforce with children.</p> <ul style="list-style-type: none"> Ongoing SLT monitoring to take place. <p>See above equipment not be shared with bubbles and to be cleaned more regularly.</p> <p>Adults who work in more than one bubble have to be socially distanced.</p>		
Risk of children mixing when entering and exiting the classroom at break times.	Children, staff	<ol style="list-style-type: none"> How will you ensure that children exit/enter the classroom in an orderly manner? What supervision expectations are placed on staff around this? 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? What provision is in place for monitoring and adjusting arrangements? 	<ul style="list-style-type: none"> Communicated to staff in guidance and training. Staff to reinforce with children on a regular basis. Routines set up from first day of reopening. Socially distanced queuing to be used and enforced. 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. This will be monitored by staff and SLT. 		
Children's Lunch time					
Children mix in an uncontrolled manner exiting classroom/entering dining hall – Children mix in an uncontrolled manner in dining hall.	Children, staff	<ol style="list-style-type: none"> Will children have an allocated lunch time? How will you ensure these timings are prompt to avoid congestion? How will you ensure that children exit/enter the dining room in an orderly manner? What supervision expectations are placed on staff around this? What arrangements are in place to route children into/out of the classroom? Is there a practical alternative to eating in the dining room? What arrangements will be made to place groupings/provide alternative locations for food to be eaten? What provision is in place for monitoring and adjusting arrangements? 	<ul style="list-style-type: none"> Set of school coronavirus guidance to be produced by 5.6.20. (Staff to have training on this guidance.) 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 Monitoring by SLT. <p>Lunchtimes to be timetabled and staggered. Children to be supervised by an SMSA that stays with their bubble.</p> <p>Lunch to be collected from the hall by bubble staff and staggered in 10 min intervals. To be of a takeaway variety.</p>		<p>DFE Guidance https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings#effective-infection-protection-and-control</p> <p>staggering lunch breaks - children and young people should clean their hands beforehand and enter in the groups they are already in, groups should be kept apart as much as possible and tables should be cleaned between each group. If such measures are not possible, children should be brought their lunch in their classrooms</p> <p>NEU/Joint union questions How will break times operate to ensure social distancing? They will be staggered and use different areas.</p> <p>What will happen in wet weather at break and lunchtimes? A wet lunchtime plan will be in place.</p> <p>What arrangements are in place to ensure that meals can be safely prepared and served? Grab bags will be used.</p> <p>How many separate lunch sittings will be needed to ensure social distancing and is sufficient staffing in place to manage this, even where someone may be absent? Lunch will predominately be in the classroom.</p>
Children queue together to be served, making it difficult to maintain social distancing	Children, staff	<ol style="list-style-type: none"> Has consideration been made to how spacing will be maintained? Does a different serving regime need to be implemented? Is a full menu viable? 	Letter to parents. Set of school coronavirus guidance to be produced by 5.6.20. (Staff to have training on this guidance.)		

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		2) What provision is in place for monitoring and adjusting arrangements?	1. 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 the classroom. Routine for how they are delivered and who collects them to be established. 2. Principal to monitor. No queuing to take place as dining hall not used.		
Risk of SMSAs supervising multiple groups – danger of cross contamination between groups of pupils.	Children, staff	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?	1. 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? 2. Monitored by Principal and SLT.		
Danger of cross contamination between dining furniture, coloured choice bands, serving areas etc	Children, staff	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?	Letter to parents. Set of school coronavirus guidance to be produced by 5.6.20. (Staff to have training on this guidance.) 1. Dining hall not to be used. 2. Cleaner on site to clean while the children are outside after lunch. 3. Plan for wet lunchtimes to be put in place. 4. Staff guidance to be clear and monitored by SLT and tweaked as necessary.	Does provision of food need to be portable e.g. sandwiches so they can be eaten in the classroom/outside? If so is this hygienic and appropriate.	
Staff break times/lunchtime					
Risk of too many staff utilising toilet facilities causing cross contamination.	staff	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?	Set of school coronavirus guidance to be produced by 5.6.20. (Staff to have training on this guidance.) 1. 4 staff toilets available (3 in one room and the accessible toilet) Staff to have allocated toilet. 2. Staff to wash hands thoroughly and wipe handles on way out and way in. 3. Antibacterial wipes to be provided. 4. Reminder posters to be used. 5. Principal SLT monitoring. Staff breaks and spaces to be timetabled.		
Risk of insufficient social distancing as staff gather in social areas at lunch/ break times.	staff	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?	Set of school coronavirus guidance to be produced by 5.6.20. (Staff to have training on this guidance.) 1. Limit to number of people in staff		NEU/Joint union questions How will breaks for staff operate? On a rota

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		3) What provision is in place for monitoring and adjusting arrangements?	room, lunch breaks to be staggered for staff. 2. Cleaner on site to clean after break/lunchtime 3. Monitored by Principal/SLT As above		
Safeguarding / First Aid					
Risk of increased safeguarding/ pastoral needs following self-isolation – risk of pastoral worker/ safeguarding lead cross contaminating individuals and groups	Children, staff	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?	1. Pastoral team to share pastoral support with staff working with children. 2. Staff guidance has a safeguarding section. 3. Reminder about reporting lines in guidance. 4. Pastoral support not to take place in small spaces such as the sunshine room, outside areas preferred or larger areas such as the library. 5. Access to Early Help and social care managed by DSL on an individual basis. 6. DSL/Deputy DSL to monitor. <u>Updating safeguarding and first aid training in autumn term is a priority.</u> <u>See new DFE guidance.</u> <u>KCSIE to be part of INSET day as it has been updated.</u>		DFE Guidance DFE Guidance July 2020 Safeguarding Schools should consider revising their child protection policy (led by their Designated Safeguarding Lead) to reflect the return of more pupils. Schools must have regard to the statutory safeguarding guidance, keeping children safe in education and should refer to the coronavirus (COVID-19): safeguarding in schools, colleges and other providers guidance . Designated safeguarding leads (and deputies) should be provided with more time, especially in the first few weeks of term, to help them provide support to staff and children regarding any new safeguarding and welfare concerns and the handling of referrals to children’s social care and other agencies where these are appropriate, and agencies and services should prepare to work together to actively look for signs of harm. 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. Where necessary, wear appropriate personal protective equipment (PPE) The majority of staff in education settings will not require PPE beyond what they would normally need for their work. PPE is only needed in a very small number of cases, including: <ul style="list-style-type: none"> where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at schools, and only then if a distance of 2 metres cannot be maintained where a child or young person already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used Read the guidance on safe working in education, childcare and children’s social care for more information about preventing and controlling infection, including when, how PPE should be used, what type of PPE to use, and how to source it.
Risk of lack of safeguarding and pastoral capacity in school due to demand / staff shortages	Children, staff	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?	1. DSL/Deputy DSL in school at all times. 2. SLT are DSL/Deputy DSL. 3. Ongoing monitoring by SLT.		DFE Guidance As more children return, it is expected that schools and colleges will have a trained DSL (or deputy) available on site.
Lack of appropriately qualified first aid staff means that children are not safe	Children, staff	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?	1. An up to date qualified first aider will always be on site. 2. The FS lead has paediatric first aid qualification that is up to date. 3. 8 staff have up to date level 3 first aid training. As soon as possible more first aid training to take place. 4. DSL to monitor. See revised for Covid-19 first aid policy		

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Key staff who administer medicine at increased risk due to close contact with children from different groupings. How will medication be received from parents?	Children, staff	<ol style="list-style-type: none"> Which staff have training to administer medication? How will parents hand-over medication/fill in required forms? How will compliance to Trust policies be guaranteed? What lines of communication will be in place to substantive class teachers/group leaders? What provision is in place for monitoring and adjusting arrangements? 	<ol 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>See revised for Covid-19 admin of meds policy</p>		
Pupil requires first aid for non-covid illness – staff exposed to additional risks due to proximity/body fluids	Children, staff	<ol style="list-style-type: none"> Have first aid areas been allocated which are well ventilated and maximise staff safety? Have stocks of relevant PPE (Masks/gloves/aprons for sickness) been placed in these areas to enable ease of access? Has provision of equipment for safely dealing with body fluids been checked and are they sufficient/sustainable? Has an emergency cleaning protocol been put in place, so body fluids are not left in areas with other children/staff present? What provision is in place for monitoring and adjusting arrangements? 	<ol style="list-style-type: none"> Windows to be opened and furniture taken out of the rainbow room. PPE stock to be placed in this room. FP to order disposable bins for bodily fluids etc. Cleaning protocol to be established and shared with staff. DSL to monitor. 		
Suspected / Confirmed Cases (Children)					
Risk of contamination spreading as symptomatic child continues to mix with staff / children	Children, staff	<ol style="list-style-type: none"> Has a clear message been communicated to all stakeholders that any child with a raised temperature or cough will be sent home? Have good hygiene systems been put in place to ensure basic sneeze/cough/hand hygiene is consistently adopted? Are supplies of soap/sanitiser and drying towels in place? Are they sustainable? 	<ol style="list-style-type: none"> Letter to parents clearly states that any child with a temperature or a cough will be sent home. Good hygiene routines put in place to ensure process is consistently adopted. Supplies in place and part of an ongoing order with FP. Rainbow room to be used to hold children until a parent arrives. Room has windows to the office and can be supervised at a 		<p>DFE Guidance https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings</p> <p>What happens if someone becomes unwell at an educational or childcare setting? If anyone in an education or childcare setting becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they must be sent home and advised to follow the COVID-19: guidance for households with possible coronavirus infection guidance.</p> <p>If a child is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age of the child and with appropriate adult supervision if required. Ideally, a window should be</p>

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		<p>4) Has a well-ventilated area been allocated to 'hold' children with symptoms in isolation until they can be collected?</p> <p>5) What arrangements are in place for supervision while a child is in the isolation space?</p> <p>6) What provision is in place for monitoring and adjusting arrangements?</p>	<p>distance.</p> <p>6. Principal to monitor</p> <p>See revised for Covid-19 first aid policy.</p> <p>As above and see updated DFE guidance (right).</p>		<p>opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people.</p> <p>If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom should be cleaned and disinfected using standard cleaning products before being used by anyone else.</p> <p>PPE should be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs).</p> <p>In an emergency, call 999 if they are seriously ill or injured or their life is at risk. Do not visit the GP, pharmacy, urgent care centre or a hospital.</p> <p>If a member of staff has helped someone with symptoms, they do not need to go home unless they develop symptoms themselves (and in which case, a test is available) or the child subsequently tests positive (see 'What happens if there is a confirmed case of coronavirus in a setting?' below). They should wash their hands thoroughly for 20 seconds after any contact with someone who is unwell. Cleaning the affected area with normal household disinfectant after someone with symptoms has left will reduce the risk of passing the infection on to other people. See the COVID-19: cleaning of non-healthcare settings guidance.</p> <p>NEU/Joint union questions</p> <p>Is there a system in place for isolating children who develop symptoms during the day, while they wait to be picked up?</p> <p>Yes in the rainbow room</p> <p>DFE Guidance July 2020</p> <p>Manage confirmed cases of coronavirus (COVID-19) amongst the school community</p> <p>Schools must take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19). Schools should contact the local health protection team. This team will also contact schools directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school – as identified by NHS Test and Trace. The health protection team will carry out a rapid risk assessment to confirm who has been in close contact with the person during the period that they were infectious, and ensure they are asked to self-isolate.</p> <p>The health protection team will work with schools in this situation to guide them through the actions they need to take. Based on the advice from the health protection team, schools must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 14 days since they were last in close contact with that person when they were infectious. Close contact means:</p> <ul style="list-style-type: none"> • direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin) • proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual • travelling in a small vehicle, like a car, with an infected person <p>The health protection team will provide definitive advice on who must be sent home. To support them in doing so, we recommend schools keep a record of pupils and staff in each group, and any close contact that takes places between children and staff in different groups (see section 5 of system of control for more on grouping pupils). This should be a proportionate recording process. Schools do not need to ask pupils to record everyone they have spent time with each day or ask staff to keep definitive records in a way that is overly burdensome.</p> <p>A template letter will be provided to schools, on the advice of the health protection team, to send to parents and staff if needed. Schools must not share the names or details of people with coronavirus (COVID-19) unless essential to protect others.</p> <p>Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within their 14-day isolation period they should follow 'stay at home: guidance for</p>

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					<p>households with possible or confirmed coronavirus (COVID-19) infection. They should get a test, and:</p> <ul style="list-style-type: none"> if the test delivers a negative result, they must remain in isolation for the remainder of the 14-day isolation period. This is because they could still develop the coronavirus (COVID-19) within the remaining days. if the test result is positive, they should inform their setting immediately, and must isolate for at least 7 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 14-day isolation period). Their household should self-isolate for at least 14 days from when the symptomatic person first had symptoms, following ‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’ <p>Schools should not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation. Further guidance is available on testing and tracing for coronavirus (COVID-19).</p>
Risk of cross contamination with other children/adults from surfaces, handles etc within classroom space.	Children, staff	<ol style="list-style-type: none"> Have sufficient cleaning materials been put in place within classrooms to enable regular cleaning of surfaces, handles etc during the day? Have good hygiene systems been put in place to ensure basic sneeze/cough/hand hygiene is consistently adopted? Has an emergency cleaning protocol been put in place to ensure all areas where a suspected case have been are thoroughly cleaned? What provision is in place for monitoring and adjusting arrangements? 	<ol style="list-style-type: none"> Cleaning materials ordered and in place. needs to be checked on a daily basis and repeat orders made in a timely manner. Good hygiene to be promoted by all, posters to reinforce. Emergency cleaning protocol to be part of staff guidance. Principal to monitor. 		<p>DFE Guidance https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings</p> <p>use a tissue or elbow to cough or sneeze and use bins for tissue waste (‘catch it, bin it, kill it’)</p>
Risk of spread within groupings if case is confirmed / symptomatically probable	Children, staff	<ol style="list-style-type: none"> Is protocol in place to communicate with Trust regarding informing parents if a case is confirmed/symptomatically consistent with infection? Is a deep cleaning regime in place, if and when needed? What provision is in place for monitoring and adjusting arrangements? 	<ol style="list-style-type: none"> Trust will be informed immediately if a case is confirmed/symptomatically consistent with the infection. Deep cleaning regime to be in place when needed Principal to monitor <p>See revised for Covid-19 first aid policy and details of procedures in there.</p>		<p>DFE Guidance https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings</p> <p>What happens if there is a confirmed case of coronavirus in a setting? When a child, young person or staff member develops symptoms compatible with coronavirus, they should be sent home and advised to self-isolate for 7 days. Their fellow household members should self-isolate for 14 days. All staff and students who are attending an education or childcare setting will have access to a test if they display symptoms of coronavirus, and are encouraged to get tested in this scenario.</p> <p>Where the child, young person or staff member tests negative, they can return to their setting and the fellow household members can end their self-isolation.</p> <p>Where the child, young person or staff member tests positive, the rest of their class or group within their childcare or education setting should be sent home and advised to self-isolate for 14 days. The other household members of that wider class or group do not need to self-isolate unless the child, young person or staff member they live with in that group subsequently develops symptoms.</p> <p>As part of the national test and trace programme, if other cases are detected within the cohort or in the wider setting, Public Health England’s local health protection teams will conduct a rapid investigation and will advise schools and other settings on the most appropriate action to take. In some cases a larger number of other children, young people may be asked to self-isolate at home as a precautionary measure – perhaps the whole class, site or year group. Where settings are observing guidance on infection prevention and control, which will reduce risk of transmission, closure of the whole setting will not generally be necessary.</p>

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Suspected / Confirmed Cases (Adults)					
Risk of contamination spreading as symptomatic adult continues to mix with staff / children	staff	<ol style="list-style-type: none"> Has protocol of any staff member who displays symptoms being sent home/not coming to work and seeking a test been implemented? Has this been communicated to staff? Have leaders been instructed to send any adult suspected of being symptomatic out of school? Has a space been allocated so any unwell adult, who is unable to drive can wait in isolation? What provision is in place for monitoring and adjusting arrangements? 	<ol style="list-style-type: none"> Protocol for staff displaying symptoms to isolate/travel home if safe to do so and seek a test. This will be communicated in the staff guidance. Leaders will be instructed to send adult with suspected symptoms home. Rainbow room can be used to isolate the member of staff before returning home. Principal to monitor. <p>See revised for Covid-19 first aid policy</p>		<p>NEU/Joint union questions Will all staff be sent home as soon as they report symptoms during the school day and will arrangements be in place to provide cover as necessary?</p> <p>Yes</p>
Health and Wellbeing (Adults)					
Risk to staff mental health and well-being	staff	<ol style="list-style-type: none"> What is in place to reassure staff they are working in as safe an environment as possible? Have staff been asked what they need to feel safe? What is in place to ensure that staff have opportunities for self-referral to mental health support? What is in place to provide opportunities for confidential conversations/counselling sessions? 	<ol style="list-style-type: none"> Staff guidance will be transparent about how we are making the environment as safe as we can. Regular contact with staff to check will be made by the principal and staff will be told to report anything that does not follow procedures and protocol such as cleaning etc. Opportunities for mental health support for staff will be shared. Informal support with other staff/opportunities to access counselling will be shared. <p>Please see updated guidance (right) Staff wellbeing survey to be carried out.</p>		<p>DFE Guidance https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020/actions-for-education-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020</p> <p>Governing boards and senior leaders should 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.</p> <p>NEU/Joint union questions What pastoral support services will be available?</p> <p>They will be signposted</p> <p>Does the school recognise its duties under health and safety law to protect the mental as well as physical health of staff?</p> <p>Yes</p> <p>What plans are in place to ensure that this duty is applied?</p> <p>Ongoing H&S monitoring and checks. A monitoring schedule will be drawn up.</p> <p>What counselling services are available for staff and pupils who may need support?</p> <p>In school</p> <p>How will the school monitor workload at this time to ensure a reasonable work/life balance for staff?</p> <p>Discussions with teachers and SLT.</p> <p>DFE Guidance July 2020 School workforce Following the reduction in the prevalence of coronavirus (COVID-19) and relaxation of shielding measures from 1 August, we expect that most staff will attend school. It remains the case that wider government policy advises those who can work from home to do so. We recognise this will not be applicable to most school staff, but where a role may be conducive to home working, for example some administrative roles, school leaders should consider what is feasible and appropriate. Staff who are clinically vulnerable or extremely clinically vulnerable</p>

1. Hazards identified	2. Persons at risk	3. Control measures PHASE 1 PHASE 2 PHASE 3	Communication – with who? when? How?	4. Further action required (if any) / Comments	5. Link to guidance (DFE/NEU etc)
					<p>Where schools apply the full measures in this guidance the risks to all staff will be mitigated significantly, including those who are extremely clinically vulnerable and clinically vulnerable. We expect this will allow most staff to return to the workplace, although we advise those in the most at risk categories to take particular care while community transmission rates continue to fall.</p> <p>Advice for those who are clinically-vulnerable, including pregnant women, is available.</p> <p>Individuals who were considered to be clinically extremely vulnerable and received a letter advising them to shield are now advised that they can return to work from 1 August as long as they maintain social distancing.</p> <p>Advice for those who are extremely clinically vulnerable can be found in the guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19.</p> <p>School leaders should be flexible in how those members of staff are deployed to enable them to work remotely where possible or in roles in school where it is possible to maintain social distancing.</p> <p>People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace.</p> <p>Staff who are pregnant</p> <p>As a general principle, pregnant women are in the ‘clinically vulnerable’ category and are advised to follow the relevant guidance available for clinically-vulnerable people.</p> <p>Staff who may otherwise be at increased risk from coronavirus (COVID-19)</p> <p>Some people with particular characteristics may be at comparatively increased risk from coronavirus (COVID-19), as set out in the COVID-19: review of disparities in risks and outcomes report. The reasons are complex and there is ongoing research to understand and translate these findings for individuals in the future. If people with significant risk factors are concerned, we recommend schools discuss their concerns and explain the measures the school is putting in place to reduce risks. School leaders should try as far as practically possible to accommodate additional measures where appropriate.</p> <p>People who live with those who have comparatively increased risk from coronavirus (COVID-19) can attend the workplace.</p> <p>Employer health and safety and equalities duties</p> <p>Schools have a legal obligation to protect their employees, and others, from harm and should continue to assess health and safety risks and consider how to meet equalities duties in the usual way. Following the steps in this guidance will mitigate the risks of coronavirus (COVID-19) to pupils and staff and help schools to meet their legal duties to protect employees and others from harm.</p> <p>Supporting staff</p> <p>Governing boards and school leaders should have regard to staff (including the headteacher) work-life balance and wellbeing. Schools should ensure they have explained to all staff the measures they are proposing putting in place and involve all staff in that process.</p> <p>All employers have a duty of care to their employees, and this extends to their mental health. Schools already have mechanisms to support staff wellbeing and these will be particularly important, as some staff may be particularly anxious about returning to school. The Department for Education is providing additional support for both pupil and staff wellbeing in the current situation. Information about the extra mental health support for pupils and teachers is available.</p> <p>The Education Support Partnership provides a free helpline for school staff and targeted support for mental health and wellbeing.</p>
Risk to staff with pre-existing medical conditions or living with those with pre-existing medical conditions	<p>Shielding staff</p> <p>Staff living with someone who is shielding</p>	<p>1. How are these staff are kept up to date with developments in school, so they don't feel isolated?</p> <p>2. What are staff expectations – have these changed? Working from home / working at school?</p> <p>1. If they can't be separated from the person isolating what are expectations?</p>	<p>1. Weekly wellbeing phonecalls, email communication to whole staff.</p> <p>2. Staff expectations to be clear from 1st June for staff who are shielding or living with someone shielding.</p> <p>1. Guidelines will be followed they are to leave school and they will be asked to isolate for 14 days or</p>		

Commented [DH2]: What is now being done for staff who were formerly shielding? What risk assessment has been undertaken?

1. Hazards identified	2. Persons at risk	3. Control measures PHASE 1 PHASE 2 PHASE 3	Communication – with who? when? How?	4. Further action required (if any) / Comments	5. Link to guidance (DFE/NEU etc)
	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? 	<ol style="list-style-type: none"> 1. take a test. 2. Send home to isolate 3. Parents will be informed by phone whilst the child is kept isolated 4. Space for isolating used. Communications to parents timely. 		

Educational/Curriculum Continuity					
Aspects of the curriculum are not available as internal shared spaces are not in use/safe to use in high energy activities (eg. Computer suite, hall for PE)			<ol style="list-style-type: none"> 1. What mitigation can be put in place to avoid identified risks and enable spaces to be used (eg regular cleaning of computer suites)? 2. How can the annual programme be adjusted to ensure that, across a year, students gain the breadth of experience? 3. Can contingency arrangements be put in place – eg increasing class-based IT? 	<ol style="list-style-type: none"> 1. Shared spaces kept to a minimum. Only really the computer suite. This to be timetabled and cleaned between uses. 2. Initial plan for Autumn term and this to be evaluated at half term so that all children get access to a wide breath of experience. 3. iPads can be used in the class. These to be timetabled. 	
Aspects of the curriculum are not available as specialist teaching and support is not available/able to be taught (eg. music)			<ol style="list-style-type: none"> 1. Can control measures be put in place to reduce the risk posed by staff with a multi-site role (eg stricter social distancing) 2. Can mitigation over activity (eg instrument choices/cleaning regimes) be made to ensure that specialist tuition can continue. 3. Can curriculum time be reassigned to 'block' subjects into later periods of the year? 	<ol style="list-style-type: none"> 1. Social distancing essential for colleagues working across groups. Visors can be worn if wanted. Outdoor learning more prevalent. 2. Meeting with the music service to risk assess music tuition in school. 3. Curriculum long and medium-term plans to be evaluated in September to ensure a broad and balanced coverage. Assessment and plans for 'filling gaps' in learning established in September. 	
Local lockdown measures mean that school closes and children (other than key workers) are home educated.			<ol style="list-style-type: none"> 1. Are contingency plans in place to ensure that work packs/online learning can rapidly be put in place? 2. What provision is in place for implementation of key worker provision/rapid deep cleaning? 3. How will the quality of ongoing provision be maintained/monitored in a lockdown situation. 	<ol style="list-style-type: none"> 1. Home learning would take place via dojo. Evaluation of what worked well in home learning to take place in early autumn term. 2. Key worker provision would be quickly re-established. Rapid deep cleaning support would be used. 3. Colleagues to follow planning as closely as possible in a remote way making use of electronic resources and video by Ruth Miskin and White Rose etc. 	
Class bubbles close due to a positive covid test and children are home educated.			<ol style="list-style-type: none"> 1. Are contingency plans in place to ensure that work packs/online learning can rapidly be put in place? 2. What provision is in place for implementation of key worker provision/rapid deep cleaning? 	<ol style="list-style-type: none"> 1. If closed the teacher of bubble is well placed to communicate with class by Dojo and purple mash. 2. Provision would be re-established for key workers in bubble. Plan to be made. 3. Provision can be monitored by hits and online. KIT calls to be put in place. 	

		3. How will the quality of ongoing provision be maintained/monitored in a lockdown situation?		
Children fail to engage with learning at school or become school refusers		<ol style="list-style-type: none"> 1. What provision is in place to ensure home learning is continued while engagement is built? 2. How will social distancing be maintained for staff visiting homes of non-engaging pupils? 3. What capacity has been made available within pastoral teams to build engagement for these pupils? 	<ol style="list-style-type: none"> 1. Wider use of KIT calls where home learning is not engaged with. Evaluation of home learning last term. 2. Visits to take place outside and planned for. 3. Pastoral team/SLT/Principal to keep a track of vulnerable pupils through KIT calls. Any concerns recorded and discussed. 	
Children with SEMH needs are unable to socially distance/control behaviour and are subject to temporary exclusion		<ol style="list-style-type: none"> 1. What risk assessment/pastoral provision is in place to avoid this situation arising? 2. What provision is in place to ensure home learning is continued while engagement is built? 3. How will social distancing be maintained for staff visiting homes of pupils? 4. What capacity has been made available within pastoral teams to build understanding for these pupils? 	<ol style="list-style-type: none"> 1. Home school agreement read and understood. If possible outdoors can be used. 2. Exclusion pack sent with child. Daily KIT calls to take place. 3. Visits to take place outdoors and planned for 4. Appropriate Pastoral team/Principal/SLT alerted when issue arises. 	

Approved By: D Horrigan

Date: