

Implementing Protective measures in education and childcare settings for the continuation of education provision for all children from September 2020.

The Government has asked schools to adhere to the following:

From the week commencing 1st June at the earliest, we will be asking primary schools to welcome back children in nursery, reception, year 1 and year 6, alongside priority groups. We will ask secondary schools, sixth form and further education colleges to offer some face-to-face support to supplement the remote education of year 10 and year 12 students who are due to take key exams next year, alongside the full time provision they are offering to priority groups.

We are also asking nurseries and other early years providers, including child-minders, to begin welcoming back all children. Alternative provision settings should mirror the approach being taken for mainstream schools and also offer some face-to-face support for years 10 and 11 students (as they have no year 12). Special schools, special post-16 institutions and hospital schools will work towards a phased return of more children and young people without a focus on specific year groups.

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.

Prevention:

- 1) minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school
- 2) Where recommended, use of face coverings in schools
- 3) clean hands thoroughly more often than usual
- 4) ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach

5) introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach

6) minimise contact between individuals and maintain social distancing wherever possible

7) where necessary, wear appropriate personal protective equipment (PPE)

Numbers 1 to 5 must be in place in all schools, all the time.

Number 6 must be properly considered and schools must put in place measures that suit their particular circumstances.

Number 7 applies in specific circumstances.

Response to any infection:

8) engage with the NHS Test and Trace process

9) manage confirmed cases of coronavirus (COVID-19) amongst the school community

10) contain any outbreak by following local health protection team advice

Numbers 8 to 10 must be followed in every case where they are relevant.

The three principles upon which we are making decisions are as follows:

- Safety first
- Fairness and equity
- Quality learning for all children

The risk assessment template below sets out the known hazards and importantly controls that have been advised either by the Government/DfE, the World Health Organisation (WHO), Public Health England (PHE), NHS (safe practice) or good practice (unions/other sources).

There are some specific issues that are addressed in the risk assessment but for clarity please read the following Government advice to schools:

Use of face coverings in school

The government is not recommending universal use of face coverings in all schools. Schools that teach children in years 7 and above and which are not under specific local restriction measures will have the discretion to require face coverings for pupils, staff and visitors in areas outside the classroom where social distancing cannot easily be maintained, such as corridors and communal areas and it has been deemed appropriate in those circumstances. Primary school children will not need to wear a face covering.

In primary schools where social distancing is not possible in areas outside of classrooms between members of staff or visitors, for example in staffrooms, headteachers will have the discretion to decide whether to ask staff or visitors to wear, or agree to them wearing face coverings in these circumstances.

Based on current evidence and the measures that schools are already putting in place, such as the system of controls and consistent bubbles, face coverings will not be necessary in the classroom even where social distancing is not possible. Face coverings would have a negative impact on teaching and their use in the classroom should be avoided.

Where local restrictions apply

In areas where local lockdowns or restrictions are in place, face coverings should be worn by adults and pupils (in years 7 and above) in areas outside classrooms when moving around communal areas where social distancing is difficult to maintain such as corridors.

In the event of new local restrictions being imposed, schools will need to communicate quickly and clearly to staff, parents, pupils that the new arrangements require the use of face coverings in certain circumstances.

Exemptions

Some individuals are exempt from wearing face coverings. This applies to those who:

- cannot put on, wear or remove a face covering because of a physical or mental illness or impairment or disability
- speak to or provide assistance to someone who relies on lip reading, clear sound or facial expression to communicate

The same exemptions will apply in education settings, and we would expect teachers and other staff to be sensitive to those needs.

Access to face coverings

It is reasonable to assume that staff and young people will now have access to face coverings due to their increasing use in wider society, and Public Health England has made available resources on how to make a simple face covering.

However, where anybody is struggling to access a face covering, or where they are unable to use their face covering due to having forgotten it or it having become soiled or unsafe, education settings should take steps to have a small contingency supply available to meet such needs.

No-one should be excluded from education on the grounds that they are not wearing a face covering.

Safe wearing and removal of face coverings

Schools should have a process for removing face coverings when those who use face coverings arrive at school, and when face coverings are worn at school in certain circumstances. This process should be communicated clearly to pupils and staff.

Safe wearing of face coverings requires cleaning of hands before and after touching – including to remove or put them on – and the safe storage of them in individual, sealable plastic bags between use. Where a face covering becomes damp, it should not be worn and the face covering should be replaced carefully.

Pupils must be instructed not to touch the front of their face covering during use or when removing it and they must dispose of temporary face coverings in a 'black bag' waste bin (not recycling bin) or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom.

Staff should follow the Compass Protocol on the Wearing of Face Coverings.

Further guidance on face coverings

- Safe working in education, childcare and children's social care provides (<https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-socialcare>)
- Face coverings in education settings (<https://www.gov.uk/government/publications/face-coverings-in-education/face-coverings-in-education>)

Personal Protective Equipment (PPE) including face covering and face masks:

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:

- Children, young people and students whose care routinely already involves the use of PPE due to their **intimate care needs** should continue to receive their care in the same way
- If a child, young person or other learner becomes **unwell with symptoms of coronavirus** while in their setting and needs direct personal care until they can return home. A facemask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then gloves, an apron and a facemask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn.

Where PPE is required, the following is a general checklist for PPE management:

- Communicate suitable information to pupils, parents, and carers on what to expect in relation to staff wearing additional PPE;
- Ensure training is provided to the relevant staff on how to correctly put on and wear items of PPE, when it should be replaced throughout the day and how it should be disposed of (Videos and guidance is available and noted on the assessment template below);
- Ensure that where a need for disposable half facemasks that provide a higher level of protection (e.g. disposable FFP3 masks and reusable half masks) is identified. Face fit testing is provided by a competent person (And how this will be applied to staff who have facial hair);

- Identify staff that have relevant pre-existing medical conditions which may restrict or prevent some workers wearing certain types of PPE and clarify how this will be managed. (E.g.: asthma or skin allergies);
- Ensure a maintained stock of all identified items of PPE, including a contingency surplus, is available to ensure that the identified additional controls can be sustained throughout the phased return period and into full occupation of each school building until such a time that control measures can be reviewed and reduced accordingly.

Social distancing in early years and primary schools:

We know that, unlike older children and adults, early years and primary age children cannot be expected to remain 2 metres apart from each other and staff. In deciding to bring more children back to early years and schools, we are taking this into account. Schools should therefore work through the hierarchy of measures set out above:

- Avoiding contact with anyone with symptoms
- Frequent hand cleaning and good respiratory hygiene practices
- Regular cleaning of settings
- Minimising contact and mixing

It is still important to reduce contact between people as much as possible, and we can achieve that and reduce transmission risk by ensuring children, young people and staff where possible, **only mix in a small, consistent group** and that small **group stays away from other people** and groups.

Public Health England (PHE) is clear that if early years settings, schools and colleges do this, and crucially if they are also applying regular hand cleaning, hygiene and cleaning measures and handling potential cases of the virus as per the advice, then the risk of transmission will be lowered.

Where settings can keep children and young people in those small groups **2 metres away from each other**, they should do so. While in general groups should be kept apart, brief, transitory contact, **such as passing in a corridor, is low risk.**

For **pre-school children in early years settings**, the staff to child ratios within [Early Years Foundation Stage](#) (EYFS) continue to apply as set out here, and we recommend using these to group children.

For **primary schools**, classes should normally be **30 children** and one teacher (and, if needed, a teaching assistant). If there are any shortages of teachers, then teaching assistants can be allocated to lead a group, working under the direction of a teacher. Desks should be spaced as far apart as possible, but due to classroom size restrictions, this will not be 2 meters.

Covid-19 Testing:

As essential workers, Support and Teaching staff can apply for a covid-19 test on the government portal or the school can arrange the test on their behalf: <https://www.gov.uk/apply-coronavirus-test>

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|---|---|---|---|
| School Name: Halstow Primary | Risk Assessment Date: 19.05.20 | Assessed by: Tom Gray Michelle Bernard and Coleen | Approved by Local Governing Body: |
| Details of workplace/activity: 3 | Pupils and employees partaking in school activities within the school premises, including general classroom activities, dining, break-times, playgrounds, pick-up and drop off (where applicable), First aid and external visitors to the school. | Persons affected: | Pupils, staff, Contractors and Visitors |

| What are the hazards? | Controls in Place | Additional control measures | Action by who? | Action by when? | Date action completed |
|---|--|--|--|------------------------|-----------------------|
| Health & safety compliance checks for sites remained open | All health safety and compliance testing up to date in required timescales Regular (virtual) meetings with Health and Safety Governor - socially distanced and in well-ventilated spaces and/or virtual as required Daily cleaning of premises | Update premises daily checks, with greater emphasis on cleaning quality to ensure it meets standards Weekly meeting head and PM | Patrick Ferguson Coleen Honeghan Tom Gray/Michelle Bernard | Ongoing Ongoing | |
| Health & safety compliance checks for closed sites | Water systems to be flushed in accordance with the school's legionella risk assessment and policy. To check there are no leaks in the water system and there is provision of hot water. Ensuring the safety and quality of the water by: <ul style="list-style-type: none"> • disinfecting the water system by raising the temperature of the heating of the system; or • in schools which have cooling towers/AC systems, legionella testing the water and receiving a positive clearance. Testing fire alarms/smoke alarms/panic and accessible-toilet alarms. Checking: <ul style="list-style-type: none"> • fire-door mechanisms; • gas supply; • kitchen equipment; • ventilation system; • key holder information; • fixed wiring (if the scheduled tests required by regulations have not taken place in the last sixth months); • emergency lighting; • inspection of all known asbestos sites. These may have been damaged by rodent activity during the closure. | Part of ongoing checks – site has remained open | Patrick Ferguson Coleen Honeghan | Ongoing | |

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| | <ul style="list-style-type: none"> • Inspection for rodent activity and/or infestations. Commissioning of pest control may be required. <p>Cleaning of the premises: Deep cleaning is not required if no-one has been into the premises during the time of closure. However, if someone goes into the premises within five days before the date of reopening, any areas accessed by that person must have a deep clean of touch surfaces. Servicing of reprographic and other equipment in accordance with the manufacturer's/provider's requirements.</p> <p>Regular (virtual) meetings with Health and Safety Governor. When in-person ensuring meetings are socially-distanced and held in well-ventilated spaces.</p> | <p>Asbestos survey planned for Friday 25th July</p> <p>Deep clean of areas that have been in use</p> <p>Chair/vice chair to cover in absence of H and S gov.</p> | <p>Patrick Ferguson Coleen Honeghan</p> <p>Patrick Ferguson Coleen Honeghan arranged deep clean with GS plus for summer holidays.</p> <p>Patrick Ferguson Coleen Honeghan Tom Gray/Michelle Bernard</p> | <p>1st June</p> <p>Ongoing</p> | |

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| | | | | | |
| Staff Well-being | <p>Availability and well-being of all staff is assessed taking into consideration staff who are self-isolating, have underlying health conditions, family considerations, staff who are subject to shielding or are in a household where someone is shielding.</p> <p>Staff are briefed and consulted on school procedures and the plans for re-entry of pupils.</p> <p>Staff have had sufficient training and briefing regarding infection control and school protocols.</p> <p>Staff are up to date on other related guidance and support in relation to themselves and pupils such as stress and wellbeing including: https://www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing/guidance-for-parents-and-carers-on-supporting-children-and-young-peoples-mental-health-and-wellbeing-during-the-coronavirus-covid-19-outbreak</p> <p>In relation to mental health and stress support organisation, details are available to staff including the confidential Employee Assistance Programme.</p> <p>There are communication and support networks in place for staff and if there are particular concerns staff can raise them quickly and effectively.</p> <p>Hazard reporting mechanisms are in place and easily accessible.</p> | <p>Individual staff circumstances reviewed in summer 2. Risk assessments completed where appropriate</p> <p>Risk assessment and timetables etc all shared with staff. Further inset in September given to staff.</p> <p>Regular bubble/phase meetings</p> <p>Staff can access</p> <p>Details of information shared with staff</p> | <p>Tom Gray</p> <p>Michelle Bernard</p> <p>Tom Gray/Michelle Bernard</p> <p>Tom Gray/Michelle Bernard</p> <p>SLT</p> <p>SLT</p> | <p>July 20</p> <p>July 20</p> <p>July 20</p> <p>July 20</p> <p>20/5/20</p> <p>Ongoing</p> | <p>18/5/20</p> |

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| | <p>Talks with staff about the planned changes (e.g. safety measures, timetable changes and staggered arrival and departure times), have taken place, including discussing whether additional training would be helpful.</p> <p>Planning builds in the need to avoid increases in unnecessary and unmanageable workload burdens and existing practices are reviewed. DfE's workload reduction toolkit.</p> | <p>Leadership regular contact with individuals Phase hubs to have weekly virtual meeting</p> <p>Tickets raised to send to PM if issue on health and safety (not urgent)</p> <p>Staff briefing /inset and PDM</p> | Tom Gray/Michelle Bernard | 01/06/20 | |
| Staffing levels and staff members | <p>Assessing availability of staff for all activities during school day, including lunchtime and break supervision, and to provide support for pupils with special or additional needs taking into account:</p> <ul style="list-style-type: none"> • staff who are in the most at risk categories. Individual risk assessments are conducted for staff members in these categories, including staff who are from Black, Asian and minority ethnic backgrounds, or have certain conditions such as diabetes or obesity • staff who are subject to shielding or are in a household where someone is shielding; • staff who are self-isolating, and staff on maternity or any other form of leave | <p>Individual staff circumstances reviewed in summer 2. Risk assessments completed where appropriate</p> <p>Continually review this and adapt risk assessment/staffing where necessary</p> | Tom Gray/Michelle Bernard | 1.7.20 | |

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| | <ul style="list-style-type: none"> availability of supply staff to cover any vacancies or long-term absences. | | | | |
| Staff who work across two schools pose increased risk of cross school contamination | <p>A review of part time teacher's hours and roles in different schools has been undertaken.</p> <p>In the instance of part time teachers working across the partnership, HOS from both schools to have discussed timetables and ensure they plan so that the teachers are not working across two bubbles.</p> <p>Communication between schools on a weekly basis to confirm that no potential cases have been identified among any of the children or staff the part time teacher has been working with before going to the next school.</p> <p>When not working in bubble, small focus group work to be carried out using social distancing measures.</p> <p>If a COVID-19 test is required for any of the bubble members the part time teacher has worked in, the part-time teacher will not attend the other school until a negative result has been confirmed. If a positive result is confirmed the part-time teacher will isolate with the rest of the bubble members for 14 days and following the Staying at home guidance.</p> | <p>Weekly communication with heads.</p> <p>Music teacher to work with individual/ small groups of children ensuring social distancing guidelines are followed. (year 5 and 6)</p> <p>Gardening teacher to be attached to year 1 and 2</p> <p>Bubble lead to meet with teachers for any updates</p> | <p>Tom Gray/Michelle Bernard</p> <p>Adam Stoodley</p> <p>SLT</p> | <p>On going</p> <p>Ongoing</p> <p>Ongoing</p> | |
| Staff who are clinically extremely vulnerable and who may otherwise be | Generally we will expect all staff to attend for work at school, but before a final decision is made, for all staff who were previously shielding, we will undertake an individual risk assessment and will take account of any further information from the member of staff's GP, consultant, or other senior clinician. | | | | |

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| <p>at increased risk of COVID-19 (see guidance)</p> | <p>The risk assessment should also take into account <u><i>Disparities in the risk and outcomes of COVID-19</i></u> which says that the following people are more at risk of serious illness or death from COVID-19:</p> <ul style="list-style-type: none"> • Older workers • Men • Those who live in deprived areas • People from Black and Asian minority ethnic groups • Comorbidities; particularly diabetes, hypertensive diseases, chronic kidney disease, chronic obstructive pulmonary disease and obesity <p>Where staff have significant risk factors, leaders will discuss staff concerns and explain the measures the school is putting in place to reduce risks. Leaders will try as far as practically possible to accommodate additional measures where appropriate.</p> <p>The risk assessment will consider ways to mitigate increased risk such as temporary changes to working arrangements to work from home, working with older children, using staff shared spaces</p> | | | | |

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| | <p>safely, staggered start times. Any changes agreed will be reviewed regularly.</p> <p>If transmission of COVID-19 increases</p> <p>Affected staff could be advised to shield again if the situation changes and there is an increase in the transmission of COVID-19 in the community. Government guidance states that the names of people who were previously shielding will be kept securely on the shielded patient list by NHS Digital. They will write to affected individuals if the advice changes. Any national changes will be reflected in government guidance on shielding and protecting people who are clinically extremely vulnerable.</p> <p>In the event of a local lockdown, see the information below and visit your local authority's website for further guidance. If you're clinically extremely vulnerable, you are advised not to enter any area where shielding advice is in place.</p> <p>While in school staff should follow the sector specific measures to minimise the risk of transmission this includes taking particular care to observe good hand and respiratory hygiene, minimising contact and maintaining social distancing. Ideally, adults should maintain 2 metre distance from others, and where this is not possible avoid close face to face contact and minimise time spent within 1 metre of others. While the risk of transmission between young children and adults is likely to be low, adults</p> | | | | |

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| | <p>should continue to take care to socially distance from other adults including older children/adolescents.</p> | | | | |
| <p>Staff who are clinically vulnerable (includes pregnant women)</p> | <p>Staff to observe good hand and respiratory hygiene, minimising contact and maintaining social distancing. Ideally, adults should maintain 2 metre distance from others, and where this is not possible avoid close face to face contact and minimise time spent within 1 metre of others. While the risk of transmission between young children and adults is likely to be low, adults should continue to take care to socially distance from other adults including older children/adolescents.</p> <p>For pregnant women, risk assessments conducted in line with the Management of Health and Safety at Work Regulations 1999 (MHSW). Following the occupational health advice for employers and pregnant women published by: https://www.rcog.org.uk/en/guidelines-researchservices/guidelines/coronavirus-pregnancy/. This includes advice for women from 28 weeks gestation or with underlying health conditions who may be at greater risk. Monitoring this advice for future updates.</p> | | <p>Headteacher HR Director</p> | | |
| <p>Staff who live with someone who was previously shielding</p> | <p>Staff living with an individual who was previously shielding will be offered an individual risk assessment</p> | | | | |
| <p>Teaching & learning expectations</p> | <p>State how number of pupils returning to school each day will be managed to ensure that social distancing is maintained as far as possible, taking into account:</p> <ul style="list-style-type: none"> • which categories of pupil may be given preference in any phased modification of controls on schools, such as pupils with special/additional education and support needs or who might | <p>All children to return to school – reception – year 6 (416 children)</p> | <p>No action Inclusion leader – Julie Pepperrell</p> | <p>ongoing 01.07.20</p> | |

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| | <p>otherwise be vulnerable, or pupils in particular year groups; for example,</p> <ul style="list-style-type: none"> • the ability of certain pupils to maintain social distancing; • arrangements for staff and pupils during breaks and lunchtimes, including supervision of pupils in the context of social distancing; • the extent to which existing planning, schemes of work and curriculum will need to be adapted to take account of: • the number of pupils who will be on site; • the age and stages of development of these pupils; • the frequency with which pupils will be expected to attend; • the suitability of materials and resources for working with pupils who may need to attend school irregularly; • those pupils with special/additional educational support needs. • availability of appropriate personal protective equipment (PPE) for staff dealing with someone exhibiting COVID-19 symptoms in school/children whose intimate care routines already require use of PPE, and access to running water and soap and arrangements for the regular cleaning of touch surfaces throughout the day. | <p>Individual risk assessments are updated including use of appropriate PPE if required</p> <p>Bubble to have own section of playground. Outdoor sessions are rota'd between classes to enable bubbles to remain at a safe distance.</p> <p>If playground needs to be used by multiple groups, ensure adequate distance in line with guidance is left.</p> <p>Collaboration between schools with foundation planning – online offer provided via uploading lessons to google classroom. (Decision for this made in early September)</p> | <p>Phase leaders</p> <p>Curriculum delivered and shared - SLT</p> <p>Planning and sessions reviewed</p> <p>Office staff and Patrick Ferguson</p> | <p>01.07.20</p> <p>01.07.20</p> <p>Ongoing</p> | |

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| | | <p>PPE stocks are monitored and replenished as needed.</p> <p>School will be shut to children on a Friday afternoon in order for teachers to have their dedicated PPA time. Teaching time will not be reduced.</p> | | | |
| <p>Music, dance and drama</p> | <p>All pupils should have access to a quality arts education. There may, however, be an additional risk of infection in environments where singing, chanting, playing wind or brass instruments, dance and drama takes place.</p> <p>Singing, wind and brass instrument playing can be undertaken in line with guidance, in particular guidance provided by the DCMS for professionals and non-professionals, available at working safely during coronavirus (COVID-19): performing arts (https://www.gov.uk/guidance/workingsafely-during-coronavirus-covid-19/performing-arts). However, these studies have also indicated that it is the cumulative aerosol transmission from both those performing in and attending events is likely to create risk. DCMS is continuing to develop a more detailed understanding of how to mitigate this potential aggregate risk,</p> | | | | |

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| | <p>but in that context, organisations should follow the guidance set out in the full opening of schools (see 'Minimising contact between individuals' to 'Scores, parts and scripts'). Schools that offer specialist, elite provision in music, dance and drama may also wish to consider this guidance alongside the DCMS guidance on the performing arts.</p> | | | | |
| Physical activity | <p>Following the measures in the system of controls. Sc</p> <p>Sports whose national governing bodies have developed guidance under the principles of the government's guidance on team sport and been approved by the government are permitted. Schools must only provide team sports on the list available at return to recreational team sport framework (https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sport-and-recreation/return-to-recreational-team-sport-framework).</p> <p>Pupils kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided.</p> <p>Outdoor sports are prioritised where possible, and large indoor spaces used where it is not, maximising natural ventilation flows (through opening windows and doors or using air conditioning systems wherever possible) distancing between pupils and paying scrupulous attention to cleaning and hygiene. External</p> | | | | |

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| | <p>facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities.</p> <p>Following the below guidance:</p> <p>guidance on the phased return of sport and recreation (https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sportand-recreation) and guidance from Sport England (https://www.sportengland.org/how-we-canhelp/coronavirus) for grassroot sport</p> <ul style="list-style-type: none"> • advice from organisations such as the Association for Physical Education (https://www.afpe.org.uk/physical-education/wp-content/uploads/COVID-19-Interpreting-the-Government-Guidance-in-a-PESSPA-Context-FINAL.pdf.) and the Youth Sport Trust (https://www.youthsporttrust.org/coronavirus-support-schools) • guidance from Swim England on school swimming and water safety lessons available at returning to pools guidance documents | | | | |

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| | <p>(https://www.swimming.org/swimengland/pool-return-guidancedocuments/)</p> <p>Work with external coaches, clubs and organisations for curricular and extracurricular activities where satisfied that it is safe to do so within the school's wider protective measures.</p> | | | | |
| Pupil wellbeing and safeguarding | <p>Circumstances of pupils likely to be returning have been reviewed and any new circumstances that may pose a risk have been assessed. Individual pupils who need specific care which cannot be delivered whilst ensuring social distancing have been risk assessed and staff are provided with appropriate PPE</p> <p>Pupils with behaviour issues or who may be potentially violent, especially those with a known risk of spitting and or requiring physical restraint, have been risk assessed.</p> <p>Pupils who may be worried about returning to school or who have been in challenging home circumstances or experienced bereavement during the pandemic (covid19 related or not) have been risk assessed.</p> <p>Use age appropriate materials to explain and maintain social distancing. This will include Public Health England recommended resources: https://campaignresources.phe.gov.uk/schools</p> <p>Promote understanding of the different experiences for our children and young people during lockdown</p> <p>Consider how pupils with specific needs are reintegrated</p> <p>Deliver activities that focus on relationships – adult/pupil, pupil/pupil</p> <p>In relation to mental health and stress support organisation, details are available of help lines and information that can be provided to pupils and their parents.</p> | <p>DSLs have continually reviewed children not in school through Covid 19 – support continue to be given where appropriate to aid smooth transition back to school.</p> <p>All returning children with an EHCP have been risk assessed. Children with behaviour challenges have been risk assessed. Other children have been identified and risk assessed</p> <p>Risk assessment for pupils who need specific care, which</p> | <p>SLT/DSL</p> <p>Inc lead</p> <p>Wellbeing lead (Jane Thompson and Julie Pepperrell)</p> <p>SLT</p> | <p>ongoing</p> <p>July 20</p> <p>1.7.20</p> <p>1.7.20</p> | <p>14/05/20</p> |

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| | <p>Consider effects of use of technology on mental well being during lock down. Deliver activities on online safety and how to use appropriately</p> <p>Following government guidance, KCSIE & appendix to Compass safeguarding policy: https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers (Guidance due to be updated following government announcement) Provide DLS & deputies with more time to support staff & children in case of new safeguarding & welfare concerns, handling of referrals. Report main concerns to Trust Leader for SEND if advice is needed.</p> | <p>cannot be delivered whilst ensuring social distancing; potentially violent pupils, especially those with a known risk of spitting and/or requiring physical restraint</p> <p>Contact made with each parent beforehand and risk assessment discussed/shared</p> <p>advice and support given to parents to share with children prior to return</p> <p>PDM for staff</p> <p>Support for teachers shared</p> <p>Advice on non-contact games</p> | <p>Tom Gray/Michelle Bernard</p> <p>Tom Gray</p> <p>PE lead</p> | <p>01/07/20</p> <p>18/06/20</p> <p>April 20</p> | |

| What are the hazards? | Controls in Place | Additional control measures | Action by who? | Action by when? | Date action completed |
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| | | <p>Advice and activities sent to staff</p> <p>Advice sent to parents via news letter</p> <p>Mental well-being lead to work with class teachers in how to support children</p> | | | |
| Pupils with individual risk assessments | <p>Individual pupil risk assessments have been reviewed to take account the new situation relating to the change in the nature of the provision being made and the provisions of COVID-19 guidance.</p> <p>Individual pupil risk assessments have been consulted on with the relevant staff.</p> | <p>Complete in consideration of Situational PPE</p> <p>Children who are returning with specific need, who would not usually have risk assessment reviewed and risk assessment created.</p> <p>Share with relevant staff</p> | Julie Pepperrell to review | <p>20/05/20 07/07/20</p> <p>1/7/20</p> | |

| What are the hazards? | Controls in Place | Additional control measures | Action by who? | Action by when? | Date action completed |
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| <p>Pupils who are shielding or self isolating</p> | <p>Following guidelines on shielding and protecting people who are clinically extremely vulnerable.</p> <p>A small number of pupils will still be unable to attend in line with public health advice because they are self-isolating and have had symptoms or a positive test result themselves, or because they are a close contact of someone who has coronavirus (COVID-19)</p> <p>Following public health advice if local rates of the disease rise in the area such that children/family members from the area are advised to shield.</p> <p>Ensuring families of pupils who no longer need to shield but remain under the care of specialist health professionals discuss their child's care with health professionals before return to school. See further government guidance here</p> <p>See guidance from the Royal College of Paediatrics and Child Health here.</p> <p>If transmission of COVID-19 increases</p> <p>Affected pupils could be advised to shield again if the situation changes and there is an increase in the transmission of COVID-19 in the community. Government guidance states that the names of people who were previously shielding will be kept securely on the shielded patient list by NHS Digital. They will write to affected</p> | <p>Continued communication with parents/carers</p> | <p>Tom Gray, Julie pepperrell and Michelle Bernard</p> | <p>Ongoing</p> | |

| What are the hazards? | Controls in Place | Additional control measures | Action by who? | Action by when? | Date action completed |
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| | <p>individuals if the advice changes. Any national changes will be reflected in government guidance on shielding and protecting people who are clinically extremely vulnerable.</p> <p>In the event of a local lockdown, see the information below and visit your local authority's website for further guidance. If you're clinically extremely vulnerable, you are advised not to enter any area where shielding advice is in place.</p> | | | | |
| Class group & size configuration | <p>Early years staff to pupil ratio:</p> <p>Primary:</p> <ul style="list-style-type: none"> • Classroom sizes can contain the whole class of pupils – typically 30 or less, 1 teacher and TA if required (specific needs of class); • Pupils are kept in separate classes and their year group acts as a bubble to replace social distancing. • The class/year group will not interact with other groups within the school; • Staff may move in between bubbles, e.g. cover teacher, maintaining social distancing where possible. • The timetable has been reviewed to decide which lessons or activities can be delivered to reduce movement around the school. | <p>Cear staffing timetable in place</p> <p>Timetables developed</p> <p>Plan shared with staff</p> <p>Timetabling to attach one cover teacher to a year group or phase. Minimise movement of cover teachers in phases</p> | <p>Odin Mentlak and Jenny Jones</p> <p>Michelle Bernard</p> <p>SLT</p> <p>SLT to develop rota and staff guidelines</p> | <p>18/05/20</p> <p>01/07/20</p> <p>01/07/20</p> | |

| What are the hazards? | Controls in Place | Additional control measures | Action by who? | Action by when? | Date action completed |
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| Classroom environment | <p>Desks and chairs organised so that children are not facing each other. Windows are opened where possible to provide a good flow of fresh air.</p> <p>Classrooms and other learning environments are organised to maintain social distancing space between seats and desks as far as possible. Play equipment is appropriately cleaned between groups of children and multiple groups do not use equipment simultaneously.</p> <p>Where pupils are old enough, they are allocated resources and are not encouraged to share.</p> <p>Unnecessary items have been removed from classrooms and other learning environments.</p> <p>Classroom furniture has been reduced.</p> <p>Displays, soft furnishings, soft toys and those with intricate parts that are hard to clean have been removed.</p> <p>Wherever possible, children use the same classroom or area of a setting throughout the day, with a thorough cleaning of the rooms before the start of the next school day.</p> <p>Consider seating pupils at the same desk each day if they attend on consecutive days</p> <p>Rooms are accessed directly from outside where possible</p> | <p>Teachers to organise classroom. Ensure social distancing when entering school</p> <p>Cleaning equipment provided for each classroom – wipes, spray and blue cloth.</p> | <p>Tom Gray to organize and liaise with staff</p> <p>Class teachers</p> | <p>01/06/20</p> <p>01/07/20</p> <p>1/06/20</p> | |
| Timetable | <p>Fulfil the requirements of the Compass Offer and essentials curriculum for all children whether in school or at home</p> <p>Use the timetable and selection of classroom or other learning environment to reduce movement around the school or building</p> <p>Assemblies are delivered virtually in classrooms and provided to pupils learning at home</p> <p>Break times (including lunch) are staggered, so that all children are not moving around the school at the same time</p> | <p>Trust year group meetings to be arranged for Autumn term to make decisions around collaboration of foundation planning</p> | <p>Tom Gray/Michelle Bernard</p> <p>SLT</p> | <p>14/05/20</p> <p>01/07/20</p> | <p>15/05/20</p> <p>March 20</p> |

| What are the hazards? | Controls in Place | Additional control measures | Action by who? | Action by when? | Date action completed |
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| | <p>A blended curriculum is offered to children so that children receive education if at home – arrangements made over what is uploaded to Google classroom.</p> | <p>Assembly timetable created – staff to share out looms.</p> <p>Share advice in opening plan. Reinforce through PDM</p> <p>Timetable created and shared with staff</p> | <p>Tom Gray/Michelle Bernard</p> | <p>01/07/20</p> | |
| <p>Curriculum & closing gaps in learning</p> | <p>The need for remedial work and “catch up” with the social/emotional needs of the children & young people has been balanced</p> <p>Addressing gaps in learning in a structured and appropriately paced way to maximise impact of teaching without overwhelming the pupils</p> <p>Maximising impact of additional adults matched to those identified pupils who need the support most</p> <p>Managing transition (at all stages) to best support the next stage of learning</p> <p>Support children in their transition back to school if they have been off since March</p> <p>Also think about engaging parents and children in education resources such as e-bug and PHE schools resources</p> | <p>Shared documents to be read linked to: teaching and learning, curriculum, assessment, Rosenshine’s principles.</p> <p>Inset day to refresh and reframe teaching for September</p> | <p>SLT</p> <p>Phase leaders</p> | <p>Ongoing</p> <p>01/07/20</p> | |

| What are the hazards? | Controls in Place | Additional control measures | Action by who? | Action by when? | Date action completed |
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| School trips | No overnight UK or overseas educational visits see travel advice for education settings guidance. No educational visits for first half term. Following review of first half term and on consideration of local/national context, arranging non-overnight UK visits in accordance with protective measures (keeping pupils in consistent groups) and thorough risk assessment, including review of COVID-secure measures at destination. Making use of outdoor spaces in local areas. Highlighting up to date government advice to families and staff about what action they should take if experience symptoms. Staff and children not to attend school if experiencing symptoms and to self-isolate for 14 days if household members are experiencing symptoms. | Local outings to park and local nature points to be risk assessed. Visitors to enter school for trips – risk assessed Review trips using public transport at half term | SLT | July 20 | |
| Whole school events | Postpone all whole-school events until further notice Assemblies and other group activities to be restricted to consistent 'bubble' groups. | Virtual assembly every day Music events to be done virtually | All staff | | |
| Shared space and movement around schools | Leaders interacting with classes adhere to social distancing, asking before they cross classroom threshold, maximum of 15 minutes in a class. Use of halls, dining areas and internal and external sports facilities exercise rota'd to ensure only class group are using specified space Assemblies recorded for those undertaking home learning If class groups take staggered breaks between lessons, these areas can be shared as long as different groups do not mix and do not play sports or games together. Adequate cleaning between groups is in place, following the COVID-19: cleaning of non-healthcare settings guidance Stagger the use of staff rooms and offices to limit occupancy | Plan and Rota created Groups to remain separate at all times Staff to have a maintaining environment basic kit Main office only admin staff to use, | Teachers All staff Premises to provide All staff All staff | 20/05/20 Ongoing 01/06/20 | |

| What are the hazards? | Controls in Place | Additional control measures | Action by who? | Action by when? | Date action completed |
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| | <p>Breaks are staggered to ensure that any corridors or circulation routes used have a limited number of pupils using them at any time</p> <p>Lunch breaks are staggered. Pupils should clean their hands beforehand.</p> <p>Number of pupils who use the toilet facilities at one time are limited to ensure they do not become crowded</p> <p>Pupils who may need additional support to follow these measures are identified and appropriate arrangements have been put in place to support them in understanding how to follow the procedures</p> <p>Where possible classes/activities will be completed outside</p> <p>Maximise the use of outdoor space for outdoor education, exercise and breaks</p> <p>Outdoor spaces are timetabled for each group.</p> <p>Outdoor equipment is appropriately cleaned between groups of children and young people using it, and that multiple groups do not use it simultaneously. Read COVID-19: cleaning of non-healthcare settings</p> | <p>adult to use downstairs toilet – handles wiped down afterwards.</p> <p>Risk assessments</p> <p>All available space to be rota'd - All staff to be aware of this. Cones marking areas used where needed.</p> <p>Timetable shared with staff that states lunch times – 20 mins – sticking to year group bubbles – packed lunches in classrooms up until October half term</p> | <p>All staff</p> <p>All staff</p> | <p>1/6/20</p> <p>Ongoing</p> | |

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| | | Timetables shared with staff | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Start and end of day | <p>Drop-off and collection times have been staggered. Drop-off and pick-up protocols for parents established that minimise adult to adult contact</p> <p>Nursery</p> <ul style="list-style-type: none"> In through nursery gate Out through nursery gate <table border="0"> <thead> <tr> <th>Year group</th> <th>Start time</th> <th>End time</th> </tr> </thead> <tbody> <tr> <td>Rec</td> <td>8.40am</td> <td>3.10pm (Friday 12.45pm)</td> </tr> <tr> <td>Year 1</td> <td>8:40am</td> <td>3:15pm (Friday 1.00pm)</td> </tr> <tr> <td>Year 2</td> <td>8.45am</td> <td>3.20pm (Friday 1.10pm)</td> </tr> <tr> <td>Year 3</td> <td>8.55am</td> <td>3:25pm (Friday 1.15pm)</td> </tr> <tr> <td>Year 4</td> <td>8.55am</td> <td>3:30pm (Friday 1.20pm)</td> </tr> <tr> <td>Year 5</td> <td>9.00am</td> <td>3.35pm (Friday 1.25pm)</td> </tr> <tr> <td>Year 6</td> <td>9.05am</td> <td>3.40pm (Friday 1.30pm)</td> </tr> </tbody> </table> <p>School will be shut to children on a Friday afternoon in order for teachers to have their dedicated PPA time, teaching time will not be reduced.</p> <p>Drop off (primary):</p> <ul style="list-style-type: none"> Drop-off and collection points and timings for each group have been identified, this information has been shared with parents. | Year group | Start time | End time | Rec | 8.40am | 3.10pm (Friday 12.45pm) | Year 1 | 8:40am | 3:15pm (Friday 1.00pm) | Year 2 | 8.45am | 3.20pm (Friday 1.10pm) | Year 3 | 8.55am | 3:25pm (Friday 1.15pm) | Year 4 | 8.55am | 3:30pm (Friday 1.20pm) | Year 5 | 9.00am | 3.35pm (Friday 1.25pm) | Year 6 | 9.05am | 3.40pm (Friday 1.30pm) | <p>staggered timetable created</p> <p>Detailed guidance to be shared with parents</p> <p>Review system of giving parents choice of both gates as entry points after one week.</p> <p>Signposted details of exits in and out</p> | <p>SLT to remind and monitor</p> <p>SLT</p> <p>Tom Gray/Michelle bernard</p> | <p>20/05/20</p> <p>18/06/20</p> | |
| Year group | Start time | End time | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Rec | 8.40am | 3.10pm (Friday 12.45pm) | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 1 | 8:40am | 3:15pm (Friday 1.00pm) | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 2 | 8.45am | 3.20pm (Friday 1.10pm) | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 3 | 8.55am | 3:25pm (Friday 1.15pm) | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 4 | 8.55am | 3:30pm (Friday 1.20pm) | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 5 | 9.00am | 3.35pm (Friday 1.25pm) | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 6 | 9.05am | 3.40pm (Friday 1.30pm) | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| What are the hazards? | Controls in Place | Additional control measures | Action by who? | Action by when? | Date action completed |
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| | <ul style="list-style-type: none"> • Parents are asked to not congregate in the playground for longer than 5 minutes before the designated school start time for their child (if more than one child is to be dropped off, Siblings to go straight to playground with earliest child and go straight to class with hub adult • Start times have been staggered for each year group in order to prevent large numbers of parents in the playground/on school grounds; • Start times are designed to enable one group of parents to leave the site before the next group arrive; • Parents are reminded to leave the site once their children have entered the building; • Only one parent/guardian per child is permitted on site; • If there are additional siblings who have no other carers at home and who are not at school, they are permitted to stand with their parent. They are not to be allowed to run around the playground or interact with other families. <p>Entry to the school:</p> <ul style="list-style-type: none"> • Pupils will be met at the designated classroom door / entrance by their teacher/designated LSA; • Parents/Guardians are not permitted to enter the school buildings unless previously agreed by the class teacher, Senco or headteacher • Entrance doors are held open, reducing the number of occupants touching the doors (only in accordance with safeguarding and fire regulations) • Hand-wash stations are located at the entrance to the school (classroom or other). All occupants are required to wash their hands (soap/water or hand sanitiser) on entry to the school | <p>Detailed guidance to be shared with parents</p> <p>Leaders positioned at key points to ensure guidelines followed</p> <p>Playground clearly marked</p> | <p>SLT to monitor</p> <p>SLT</p> <p>SLT</p> <p>SLT to monitor</p> <p>SLT</p> | <p>01/06/20</p> <p>Ongoing</p> <p>ongoing</p> | |

| What are the hazards? | Controls in Place | Additional control measures | Action by who? | Action by when? | Date action completed |
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| | | classroom and throughout day. | | | |
| Travel arrangements | Encourage walking and cycling to school where possible. Follow government safer travel <u>guidance</u> and liaise with Local Authority for transport of pupils with SEND. Masks worn on public transport should be removed before entering the school building. There is a clear process for removing face coverings when pupils and staff who use them arrive at school, which has been communicated clearly to them. Pupils are reminded not to touch the front of their face covering during use or when removing it. 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 bag they can take home with them, and then wash their hands again before heading to their classroom. Guidance on <u>safe working in education, childcare and children's social care</u> provides more advice. | | | | |
| Pupils, parents and carers | <p>Inform pupils, young people, parents, carers or any visitors, such as suppliers, not to enter the education or childcare setting if they are displaying any symptoms of coronavirus or if someone in their household has been diagnosed with or is displaying symptoms (following the <u>COVID-19: guidance for households with possible coronavirus infection</u>)</p> <p>Parents to inform the school if anyone in the house is displaying symptoms</p> <p>Inform parents that if their child needs to be accompanied to the school, only one parent should attend</p> <p>Inform parents and young people their allocated drop off and collection times and the process for doing so, including</p> | | | | |

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| | <p>protocols for minimising adult to adult contact (for example, which entrance to use) make clear to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely)</p> <p>Also think about engaging parents and children in education resources such as e-bug and PHE schools resources</p> | | | | |
| Return to school – Parents and children arriving and departing – not observing social distancing | <p>Parents to be reminded before return to school to ensure to observe 2 metre distancing, gathering at school gates & coming onto site without an appointment is not allowed. Implementing clear procedure for removing face coverings when pupils and staff arrive.</p> <p>Pupils not to touch front of face covering during use/when removing. Must wash hands on arrival, dispose of temporary face coverings in covered bin, reusable face coverings placed in plastic bag & wash hands again. More advice here. School to stagger start and finish of the school day (if relevant). After school clubs procedure (if relevant). Only essential access authorised</p> | Information and guidance shared with parents and staff | Phase leaders and Tom Gray/Michelle Bernard | | |
| Travel arrangements | <p>Encourage walking and cycling to school where possible. Follow government safer travel guidance and liaise with Local Authority for transport of pupils with SEND</p> <p>Masks worn on public transport should be removed before entering the school building</p> | <p>Share link to guidance on web site</p> <p>Include in parent letter</p> | Tom Gray/Michelle Bernard | | |

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| | Social distancing guidelines should be followed | <p>Option to parents to have a virtual meeting if they would prefer</p> <p>Social distancing guidelines in place during meeting</p> | | | |
| Cleaning and Hygiene | <p>COVID-19: cleaning of non-healthcare settings guidance is followed</p> <p>Ensure that sufficient handwashing facilities are available. Where a sink is not nearby, hand sanitiser is provided in classrooms and other learning environments</p> <p>All adults and children are required to:</p> <ul style="list-style-type: none"> ➤ frequently wash their hands with soap and running water for 20 seconds and dry thoroughly and recommended at the following times: <ol style="list-style-type: none"> 1. Entry and exit from the school; 2. After using the toilet; 3. On entry to the dining hall; 4. Before and after eating; <p>Review the guidance on hand cleaning</p> <ul style="list-style-type: none"> ➤ after sneezing or coughing ➤ are encouraged not to touch their mouth, eyes and nose ➤ use a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it') <p>Help is available for children and young people who have trouble cleaning their hands independently</p> <p>Consider how to encourage young children to learn and practise these habits through games, songs and repetition</p> | <p>Guidance on maintaining surface cleaning</p> <p>Posters Remind and model to children</p> <p>Tissues in class Hand sanitiser or soap and water in class</p> <p>Adults with children with complex needs to carry hand sanitiser with them</p> <p>Share advice with parents</p> | <p>Premises manager and Coleen Honeghan</p> <p>All staff</p> <p>All staff</p> <p>All staff</p> | <p>27.05.20</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> | <p>Ongoing</p> |

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| | <p>Bins for tissues are emptied throughout the day Where possible, all spaces should be well ventilated using natural ventilation (opening windows) or ventilation units Doors are propped open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation Cleaning supplies are monitored & replenished as required there is no need for anything other than normal personal hygiene and washing of clothes following a day in an educational or childcare setting Waste removal and enhanced cleaning programs are in place for the potential coronavirus contaminated waste.</p> <p>The school has implemented additional cleaning regimes. This includes the following:</p> <ul style="list-style-type: none"> • Frequent cleaning of all touched surfaces, such as door handles, light switches, handrails, table tops, play equipment and toys. • Classrooms furniture and soft furnishings have been reduced in order to improve the ability to effectively clean; • Toilets will be cleaned at lunchtime and at the end of the day; • Equipment used by the pupils and staff will be suitably cleaned at the end of each day or before it is used by another person; • If an area is suspected to have been contaminated by coronavirus (a positive case is detected for an occupant of a classroom), the room will be closed for 72 hours and then deep cleaned as per the guidance set on COVID-19: cleaning un non-healthcare settings. • Staff and parents are encouraged to use education resources such as e-bug and PHE schools resources; | <p>Adults within bubble to support</p> <p>PM to check bins throughout the day and empty where needed.</p> <p>Office Lead to monitor this in the entrance and office area</p> <p>Staff Inset</p> <p>Staff to maintain environment as it is used.</p> | <p>SLT/newsletter</p> <p>All staff</p> <p>All staff</p> <p>Office lead</p> <p>All staff</p> <p>All staff</p> | <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> | <p></p> <p></p> <p></p> <p></p> <p></p> <p>01/06/20</p> |

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| | <ul style="list-style-type: none"> • All those entering the school are required to wash/sanitise their hands on arrival; • Hand washing sinks are located within each toilet provision; • Signage is located adjacent to each wash station or sink reminding occupants to wash their hands and how to do it effectively; • Pupils and staff have been shown how to wash hands properly; • Teachers will remind pupils to use tissues and bin them once used. If tissues are not readily available exactly when needed occupants are reminded to cough or sneeze into their arm; • Ensure a good stock of all supplies | <p>Staff to teach and encourage children to do the same.</p> <p>Extra clean carried out during the day.</p> <p>During middle of the day clean, cleaner to not enter classroom – wipe door handles at the start of day before children come in.</p> <p>Day clean protocols outlined by PM</p> <p>Patrick and Coleen to check soap and sanitiser levels daily and refill where needed.</p> <p>Induction/inset for all staff before children return</p> | <p>All staff</p> <p>Patrick Ferguson</p> | <p>Ongoing</p> | |

| What are the hazards? | Controls in Place | Additional control measures | Action by who? | Action by when? | Date action completed |
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| Mixing of groups | <p>Accessing rooms directly from outside where possible 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 We are currently having packed lunches in classrooms to minimise contact between groups Ensuring that toilets do not become crowded by limiting the number of children who use the toilet facilities at one time Noting that some children will need additional support to follow these measures to support them in understanding how to follow the procedures Children to not completed jobs outside classroom without supervision e.g. take messages/collect equipment.</p> | <p>Each teaching bubble to have individual breaks away from other bubbles All staff aware of staggered lunches. Different bubbles to use different toilets in school - accompanied by adult as much as possible Where not possible, toilet cubicles to be labelled.</p> | <p>All staff All staff All staff</p> | <p>Ongoing Ongoing</p> | |
| Playground Equipment | <p>Allow for distance between children and staff Outdoor equipment should not be used unless the setting is able to ensure that it is appropriately cleaned between groups of children people using it, and that multiple groups do not use it simultaneously. Read COVID-19: cleaning of non-healthcare settings</p> | <p>Each bubble to be assigned their own equipment and to be responsible for maintaining each day. P.E lead to oversee Trim trial will not be used at the moment – children to wash hands before and after using when use is allowed</p> | <p>All staff</p> | <p>29th May 20/06/20</p> | <p>ongoing</p> |

| What are the hazards? | Controls in Place | Additional control measures | Action by who? | Action by when? | Date action completed |
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| | | | | | |
| Extra-curricular provision | <p>Keeping children within their year groups/bubbles where possible. If not possible to maintain day-time bubbles/groups, use small, consistent groups. Plan groupings for after school and breakfast provision so that contacts are limited within and across bubbles. The hierarchy of controls will underpin this and arrangements monitored closely. Consult summer holiday childcare guidance Advise parents to limit amount of wraparound providers used & where using out of school provider, encourage parents to seek assurances on their protective measures.</p> <p>Contact sports should not take place</p> | <p>Staff to run after school club within own bubbles</p> <p>P.E specialist to run clubs staggered across term to cover each bubble</p> <p>Information shared with parents</p> | All staff | 07.07.20 | ongoing |
| Physical activity | <p>Following control system measures</p> <p>Pupils kept in consistent groups</p> <p>Sports equipment thoroughly cleaned between each use by different individual groups</p> <p>No contact sports Outdoor sports prioritised</p> <p>Large indoor spaces used when outdoors not possible maximising physical distance between pupils & ensuring good hygiene & cleaning See Guidance on phased return of sport, Association for physical education guidance</p> | <p>Timetable to ensure all spaces being used and bubbles do not mix</p> <p>Guidance shared with staff on appropriate games to be played</p> <p>Hall used for physical activity if outside is not available</p> | All staff | 01.09.20 | ongoing |

| What are the hazards? | Controls in Place | Additional control measures | Action by who? | Action by when? | Date action completed |
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| | | see separate risk assessments for P.E | | | |
| Specialist lessons- Forest school, music | Following control system measures Minimise mixing of equipment and ensure when shared, it is wiped down. | Please see Music risk assessment | | | |
| staff member of child becomes symptomatic of COVID-19 | <p>If anyone becomes unwell with a new, persistent cough or a high temperature in school, or loss or change of sense of taste or smell, they must be sent home and advised to follow the COVID-19: guidance for households with possible coronavirus infection guidance. Engage with NHS Test and Trace process. Household members to self- isolate for 14 days from day to first person displayed symptoms.</p> <p>NHS direct define high temperature as 38 degrees and above. A temperature of 37.5 and above will be result in child being sent home and asked to take test.</p> <p>They will be advised to arrange a coronavirus test through NHS.UK/NHS 119, and to let the school know the test outcome as soon as they receive it.</p> <p>They should self-isolate for at least 10 days from the start of their symptoms. Other household members should self-isolate for 14 days from the date the first person started to have symptoms. If a negative test result is received, they feel well and no-longer</p> | <p>Ensure contact list is updated</p> <p>If a temperature is detected, an instant call to parent – clear expectations shared with parents around contact</p> <p>Child escorted by adult walking 2 meters away where possible</p> <p>Full PPE to be used if social distancing cannot be followed</p> | <p>HT and All staff</p> <p>Office staff</p> <p>All staff</p> <p>All staff</p> | <p>29.05.20 01.07.20</p> | <p>ongoing</p> <p>ongoing</p> |

| What are the hazards? | Controls in Place | Additional control measures | Action by who? | Action by when? | Date action completed |
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| | <p>have symptoms, they and their household members can stop self-isolating.</p> <p>If anyone 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 individual and with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people. (This will be the medical room on the ground floor)</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 individual 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 who was unwell with a new, persistent cough or a high temperature, they do not need to go home unless they develop symptoms themselves (and in which case, a test is available) or the individual subsequently tests positive (see 'What happens if there is a confirmed case of coronavirus in a setting?' below).</p> <p>They should wash their hands thoroughly for 20 seconds after any contact with someone who is unwell. Cleaning the affected area with</p> | <p>and child is symptomatic</p> <p>Staff to continue to follow guidelines at all times re. handwashing</p> | | | |

| What are the hazards? | Controls in Place | Additional control measures | Action by who? | Action by when? | Date action completed |
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| | <p>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>A good stock of PPE is always maintained</p> | | | | |
| Confirmed case of COVID-19 | <p>If a child or staff member develops symptoms compatible with coronavirus (COVID-19), they should be sent home and advised to self-isolate for 7 days and arrange to have a test to see if they have COVID-19 through NHS.UK/NHS 119. Fellow household members should self-isolate for 14 days.</p> <p>Where the child 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 or staff member tests positive, the rest of their bubble should be sent home and advised to self-isolate for 14 days. The other household members of the bubble do not need to self-isolate unless the child or staff member they live with in that group subsequently develops symptoms. See the implementing protective measures guidance.</p> <p>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>Staff aware of procedure through updated risk assessment</p> <p>Messages and key reminders delivered through weekly bubble meetings and briefings.</p> <p>Staff to be informed if parents of a child in their bubble has informed school that they are symptomatic</p> | <p>Tom Gray/Michelle Bernard</p> <p>SLT</p> <p>Tom Gray/Michelle Bernard</p> | <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> | |

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| <p>Administering of first aid</p> | <p>Treating any casualty properly should be the first concern.</p> <p>First aid is administered within the class/year group bubble.</p> <p>Staff use appropriate PPE when administering first aid - gloves for grazed knees etc. and gloves and masks for nose bleeds or if the first aider needs to get close to the face. If a member of staff is with a symptomatic child and can't be 2 metres away they wear full emergency PPE.</p> <p>Those administering it should pay particular attention to sanitation measures immediately afterwards including washing hands.</p> <p>Whether a member of staff is to go home will be decided on a case by case basis. Consideration will be given on whether to send a member of staff home if there had been bodily fluids involved and the 2 metre distancing could not be observed</p> <p>In the majority of cases, schools and parents will be in agreement that a child with symptoms should not attend school, given the potential risk to others. In the event that a parent or guardian insists on a child attending school, schools can take the decision to refuse the child if in their reasonable judgement it is necessary to protect their pupils and staff from possible infection with coronavirus</p> | | | | |

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| | <p>(COVID-19). Any such decision would need to be carefully considered in light of all the circumstances and the current public health advice.</p> <p>Following HSE advice: (https://www.hse.gov.uk/coronavirus/first-aid-and-medicals/first-aid-certificate-coronavirus.htm)</p> | | | | |
| Lack of suitable premises management | <p>The school adheres to the government guidance on managing buildings that are partially open; Premises staff levels are maintained and suitable for the use of the building; Appropriate cleaning and premises staffing levels are in place; Waste removal and enhanced cleaning programs are in place for the potential coronavirus contaminated waste; Contingency in place for sudden premises staff absence;</p> | <p>Patrick to carry out stringent daily checks in line with risk assessment</p> <p>In absence of Patrick, share across the trust. HT to ensure government guidance followed</p> | Tom Gray/Michelle Bernard/Patrick Ferguson/Coleen Honeghan | <p>Ongoing</p> <p>Ongoing</p> | |

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| Hazardous substance management, unsuitable COSHH management and use of chemicals leading to ill-health or fire. | Suitable storage and management of flammable hand sanitizer is in place; All chemicals used for the cleaning of school buildings and equipment is COSHH assessed and managed appropriately; Material safety data sheets are held for all chemicals and readily available to all staff; All cleaning chemicals are stored safely and securely in accordance with requirements; COSHH safety training has been completed by all those using chemicals for cleaning; <ul style="list-style-type: none"> • Appropriate PPE is available for all cleaning including suitable PPE for cleaning of potential coronavirus contaminated rooms or equipment. | Risk assessment in place Premises manager to communicate this with cleaning company and monitor | Patrick Ferguson/Coleen Honeghan | ongoing | ongoing |
| Fire and evacuation procedures being inadequate at this time due to lack of trained fire wardens or occupants being spread around the building without suitable procedures in place. | Evacuation plans including the following have been reviewed: <ul style="list-style-type: none"> • Safe assembly of occupants following social distancing requirements; • Safe exit via the nearest final exit; • Training occupants of any changes to evacuation; • Ensuring there are enough trained fire wardens on site with the ability to sweep all used areas of the school; All other fire system testing and maintenance has continued as normal. | Appendix created for fire evacuation procedures Adaptions to evacuation procedures shared with staff Briefing/further induction to fire marshals | Tom Gray/Michelle Bernard/Patrick Ferguson/Coleen Honeghan | 29.05.20 01.07.20 | 29.05.20 |

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| Capital building works which were suspended during lockdown, are in progress or scheduled to start when the school reopens | Contractor's risk assessments in the context of government and public health guidance and the presence of staff and pupils on site have been reviewed. | Risk assessment shared and continually reviewed Liaise with Kate Any contract work to be done before 8:00am | Tom Gray/Michelle Bernard/Patrick Ferguson/Coleen Honeghan | ongoing | |
| Office spaces & meetings | Desks where staff are sitting are at least 2m apart & not face to face, use back to back or side to side working where possible. Reduce number of people each person has contact with by using 'fixed teams or partnering' (so each person works with only a few others). Keeping hot desking to a minimum. Office surfaces, telephones and computers to be wiped with appropriate cleaning products in between users. Rooms to be kept well ventilated. Keeping meetings virtual where possible. If taking place in-person, ensure 2m minimum distance and that employees are not remaining in confined spaces – open windows & doors where possible | Virtual meetings to continue Only 2 people to be working in school office Adults within bubbles to only work/have contact with each other – all staff aware of staffing teams Pavilion to be used when required | Wendy lloyd | 01.06.20 | 01.06.20 |

Please note:

All controls are subject to change should government guidance change due to changes to the 'R' rate. This could change on a daily basis. Government and Department for Education guidance must be regularly reviewed. Risk assessment must be reviewed if there is a significant change.