

# The Active Learning Trust

*Always Learning Together*

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## Wider Opening of Schools – June 2020 Guidance and Support

### Suffolk Region

Albert Pye Primary School  
Chantry Academy  
Grove Primary School  
Gusford Primary School  
Hillside Primary School  
Pakefield Primary School  
Ravensmere Infant School  
Red Oak Primary School  
Reydon Primary School  
Sidegate Primary School  
Westwood Primary School

### Cambridgeshire Region

Burrowmoor Primary School  
Cromwell Community College  
Chesterton Primary School  
Earith Primary School  
Highfield Ely Academy  
Highfield Littleport Academy  
Isle of Ely Primary School  
Kingsfield Primary School  
Littleport and East Cambridgeshire  
Academy  
Neale Wade Academy

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Chair of the Board of Trustees: **Bob Dool**

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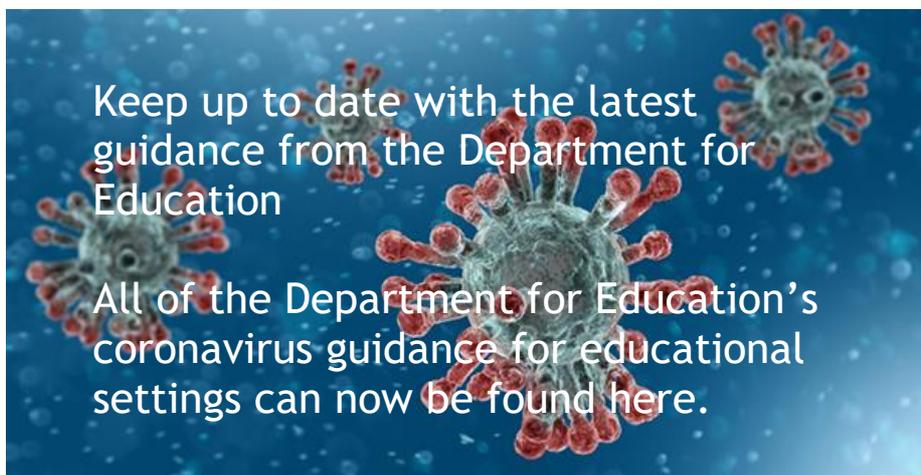
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**The Active Learning Trust has been working closely with a wide range of educational organisations and partners over the past few weeks to ensure that we can provide you with the best possible guidance and support as you start you make decisions on how we manage a phased opening of our schools over the next few weeks. We have consulted with some of the country's leading education experts, local authorities and other Trusts to create a collection of high-quality resources that will support our headteachers as they take decisions to ensure the safety and wellbeing of our staff, children and their communities.**



All school leaders are grappling with a multitude of complex decisions and considerations as we prepare to reopen our schools safely for our children and staff. The strategies contained within our toolkit are not prescriptive; some will suit individual schools more than others. We know every one of our schools has its own unique context and there is no 'one-size fits all' solution. Our Toolkit may not answer every question that emerges but it does provide a starting point for you to undertake your planning with staff, senior leaders and governors. We hope it offers some prompts to aid your already advanced thinking on difficult issues such as the practical management of social distancing and hygiene routines as well as thoughts about the organisation of learning.

The ALT Toolkit, which can be found on our website will be revised and, we hope, added to as you adjust your plans during the national journey towards the 'new-normal'. Please share any plans and ideas that might be helpful to other Headteachers. We will continue to update it with your best practice and ideas as well as with further guidance as it emerges from the government or elsewhere.



Whilst some guidance has been provided by the Government, Trusts and their schools are ultimately responsible for determining how this will take place, what arrangements need to be in place to protect our children and staff and what is right for our communities. We have complete trust in the professionalism and experience of our Headteachers and their teams in each of our schools to determine how best to keep our staff safe, meet the needs of the children and off the best possible provision as we expand the numbers beyond those places for our vulnerable children and the children of Key Workers.

We hope this guidance, coupled with the ALT Toolkit on our website will be of some assistance in your planning.  
Kind regards,

**Stephen Chamberlain**  
Chief Executive Officer & National Leader of Governance

# The Active Learning Trust

## ALT Guidance and Support

The ALT Guidance and Support document must be read and implemented in conjunction with the published Government Guidance. Whilst the Government guidance around re-opening is, in many ways, comprehensive, there are some areas and details for which decisions must be taken at school and Trust level.

The model **Risk Assessment Template** for the Trust has been included in the Toolkit and the attached documents should support the planning required to complete this. **Each school's summary risk assessment(s) should be completed by each ALT Headteachers and sent to Stephen Chamberlain and Clive Paskell. The Board of Trustees Health & Safety Committee will ultimately have responsibility for signing-off and approving the process by which our schools will be re-opening.**

We have sought to offer further guidance about how the many areas involved in re-opening schools can and should be managed in the following documents. You can access each section from the links below:

### CONTENTS

<a href="#"><u>Guidance Headline</u></a> Quick view document of key considerations when developing your re-opening risk assessment/plan
<a href="#"><u>Education and Safeguarding Considerations and Guidance</u></a> Questions and guidance to help schools frame their thinking
<a href="#"><u>Communications Overview</u></a> Guidance in relation to processes for communication with key stakeholders
<a href="#"><u>Premises and Health and Safety Headlines</u></a> Overview of Premises and Health and Safety headlines
<a href="#"><u>Buildings Guidance</u></a> Detailed guidance of the steps schools need to take to get school buildings ready to accept R, Y1 and Yr6 from 1st June. It covers the essential works, cleaning and statutory compliance needed to satisfy the health and safety of staff, pupils and visitors.
<a href="#"><u>Draft Risk Assessment Flowchart</u></a> Flowchart to guide schools on the completion of a Risk Assessment (template to be distributed in due course) required for completion /submission and sign off, prior to school opening on 1st June 2020.

## ALT Guidance Headlines

This document attempts to outline the key areas for consideration and action in order to prepare for wider opening. All decisions should be guided by the following principle:  
**The Safety of Staff and Pupils is Our Paramount Concern.**

Pupils	Staff	Education	Premises	Parents
<p>The safety and well-being of our community is our first priority.</p> <p>Schools will re-open initially on a rota basis. This will be determined by the Headteacher</p> <p>Schools must ensure that all routines and safety procedures (following ALT premises guidance) must be made clear to children.</p> <p>Schools must ensure that the introduction of new arrangements have been reviewed by the SLT to confirm that they do not impact on safeguarding requirements in the school.</p> <p>If a pupil (or a member of their household) has symptoms, they must not attend school.</p> <p>Schools must ensure that regular hand cleaning (following government guidance) is</p>	<p>The safety and wellbeing of our community is our first priority.</p> <p>Schools must ensure that all routines and safety procedures (following ALT premises guidance) are made clear to staff, including providing training where necessary.</p> <p>Schools must ensure the new arrangements do not impact on the safeguarding requirements of the school; any adaptations made to systems are shared with staff &amp; published in their <b>Safeguarding Appendix.</b></p> <p>If a member of staff (or a member of their household) has symptoms, they must not attend school.</p> <p>Regular hand cleaning (following government guidance) is expected and</p>	<p>The Central Team will be available to provide guidance for curriculum, planning and teaching. Please contact David Hilton for support.</p> <p>The Central Team will provide examples of activities to support pupils' emotional wellbeing.</p> <p>Reading, writing and mathematics may be included in provision but should not be prioritised above the emotional wellbeing of children.</p> <p>Remote provision for learning will be aligned with in-school teaching to minimise teacher workload and to avoid creating gaps.</p> <p>Schools will re-establish pupil routines and expectations balancing clarity and order with warmth.</p> <p>Movement of children or groups should be minimised.</p>	<p>The Central Team will determine the risk assessment template to be completed (refer to flow chart for processes).</p> <p>The Central Team will provide an ALT premises guidance which schools should follow.</p> <p>The Central Team will provide access to any signage required by individual settings.</p> <p>Schools must plan staggered drop-off and pick-up protocols that minimise adult to adult contact.</p> <p>Break times should be staggered.</p> <p>The Central Team will arrange with caterers to provide cold lunches which will be eaten in classrooms and vouchers will continue to be provided for FSMs.</p>	<p>Schools should ensure that lines of communication are clearly established, and deadlines for responses should be adhered to.</p> <p>If a child needs to be accompanied to school, only one parent should attend.</p> <p>Schools should communicate plans for drop off and pick up times.</p> <p>Schools should 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>Schools should ensure that parents and young people are aware of recommendations on transport to and from education or childcare setting (including avoiding peak times).</p>

<p>planned for. All pupils must wash their hands regularly as well as on entry to the premises and at specified points during the day.</p> <p>The 'catch it, bin it, kill it' approach must be followed.</p> <p>Appropriate clothing (school uniform optional) must be worn (we must try to ensure that children come in clean clothes every day).</p> <p>Contact and mixing should be minimised by altering, as much as possible, the environment (such as classroom layout) and timetables (such as staggered break times).</p> <p>Classes should be kept to a maximum of 15 per room.</p> <p>Desks should be spaced as far apart as possible. Children should be kept at 2 metres apart where possible.</p> <p>Schools must ensure that children are in the same small groups at all times each day, and different groups are not mixed during the day, or on subsequent days.</p>	<p>should be modelled. All staff must wash their hands regularly as well as on entry to the premises and at specified points during the day.</p> <p>The 'catch it, bin it, kill it' approach must be promoted and modelled.</p> <p>Appropriate clothing must be worn. Ties/scarves are not recommended. Clean clothing must be worn every day.</p> <p>Where possible, there should only be one member of staff to a room at a time, including non-teaching spaces. A teaching assistant may support but only if necessary.</p> <p>Adults should endeavour to follow the two-metre rule particularly with regard to other adults.</p> <p>Schools must 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.</p>	<p>Schools must consider how to limit the amount of shared resources that are taken home and limit exchange of take-home resources between children and staff. Shared materials and surfaces should be cleaned and disinfected more frequently.</p>	<p>Avoid the use of fixed, outdoor play equipment.</p> <p>Schools must ensure that their ongoing cleaning compliance requirements can be met sustainably.</p>	
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# The Active Learning Trust

## Education and Safeguarding Considerations and Guidance

### Wider opening further details: Education and Safeguarding

Please find some below guidance from the School Improvement Team to support you in implementing a wider reopening. This will not be straightforward, and we will not be able to provide the normal quality of education that we are proud to deliver in ALT schools however, this guidance is to try to pre-empt some of the questions and pitfalls that we are all facing as we plan to reopen.

An important caveat is that lost routines, a sense of bewilderment (and worse) and many other factors will increase the difficulty of re-establishing culture in our schools. With all that follows in terms of considerations and guidance, nothing will be more important, in the initial days, than regaining a culture of learning and a safe environment which engenders respect for one another.

In order to ensure we have a safe environment for our pupils to be able to learn, we must prioritise:

- Clear and strong, well-communicated routines that convey high expectations and security;
- A warm welcome from all of our staff;
- Readiness to pick up on, and respond to, pupils' worries and wellbeing;
- Planning for these elements first will allow for a calmer, more successful wider opening.

<b>ALT Educational Provision</b>	<b>General Principles</b>	<p><b>How can we use simple ways to re-baseline and group students according to need (whilst being mindful of not 'testing' students upon their return to school)?</b></p> <p>You may wish to consider Boxall Profile, or other such social, emotional &amp; mental health assessment, to get a picture of where individual pupils for whom you may have concerns or already be supporting are.</p> <p>SDQ (strengths and difficulties questionnaires) are available online for free. Doyle re-integration scale might be useful as part of the risk assessment process to demonstrate readiness to access educational settings, for vulnerable pupils and pupils with an EHCP, where parents are reluctant to send to school</p> <p><b>How will we structure our curriculum to ensure the quickest gains?</b></p> <p>Using our own assessment, alongside our own (or national) curriculum documents, we plan for the most efficient route back to where learning was interrupted. Reading, writing and mathematics must take priority as this will have the biggest impact on future education. The focus should be on the building blocks of these subjects (i.e. automaticity and fluency where possible).</p> <p>Please also remind staff that, when introducing vocabulary, grammar etc., this should be done in a contextualised manner and should feed into what children are reading. Learning</p>
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		<p>about. Decontextualized learning is unlikely to ‘stick’ and then becomes pointless.</p> <p><b>Re-establishing Reading Routines</b></p> <p>It will be important to ensure a daily reading habit is re-established as necessary. This is reading for learning as well as reading for pleasure. When in school, prioritise reading with the children and explore new vocabulary to help tune them back into processing more complex language structures and re-ignite their store of receptive vocabulary. Research strongly indicates that owning a book increases the likelihood a child will read independently, which in turn has a positive impact on their mental well-being as well as educational attainment. Statistics for disadvantages children owning books is bleak: 1 in 8 disadvantaged children do not own a single book (Clark and Picton 2018). Buying personal copies of books to keep, now more than ever, will improve the life chances of our most disadvantaged children.</p> <p><b>How can we support teachers with planning?</b></p> <p>Consider how teachers will plan and if this will look different to normal. What guidance is given to teachers who may be setting distance learning activities in a more formalised way? Also consider how teachers working from home will be able to share their planning with other staff who may be delivering their lessons. See appendices for examples of planning and timetabling for different types of schools.</p> <p><b>How will we quality assure lesson provision for June/July?</b></p> <p>How will you ensure that the quality of provision is strong? Will this be the role of senior staff and how will they have the capacity? How will they feedback to staff? How will their expectations to be set and made clear?</p>
	<p><b>School Provision</b></p>	<p><b>How do we start to address the gaps in learning due to disadvantage?</b></p> <p>As suggested above, good assessment once children have settled back in will allow for us to understand where additional gaps may have been formed. We must therefore work towards teaching the core subjects without concerns around ‘coverage’.</p> <p><b>How do we cater for those in school with the materials being produced for home learning?</b></p> <p>Our staff have produced some fantastic materials to assist pupils with home learning. We would recommend continuing</p>

		<p>to produce the materials for home learning if at all possible. If this is the basis of their individual or team planning, teachers should then teach these lessons much more effectively in the classroom (with expanded explanations/opportunities for practice etc) whilst not adding to their workload. Again, further guidance can be provided from the School Improvement Team.</p> <p><b>How do we ensure that gaps don't form between those in school and at home?</b></p> <p>The short answer is that we can't. This is inevitable BUT we must try to mitigate against this as best we can. We might focus on revision and re-exploration of the most important content rather than prioritising new learning. Wherever possible, we should provide worked examples so children (and parents and carers) have a clear understanding of how to do the work set. We would strongly encourage daily reading (with parents and carers if possible) and focus on resources to enable this.</p> <p><b>How can we streamline the content from the existing summer term curriculum/what is important to teach?</b></p> <p>Again, this comes from clear assessment, but the focus remains on reading, writing and mathematics and ensuring that the 'building blocks' of these subjects are secure. Clear articulation of areas not taught as a result of lost time will be vital for establishing the curriculum in the next academic year and consideration should be given as to how next year's curriculum will be implemented.</p>
	<p><b>Home Learning Provision</b></p>	<p>How do we ensure our children at home can access what is being provided?</p> <p>We already have well established routines for engaging with our children as they are currently learning from home. For those children whose parents choose not to send them to school it may be necessary to provide access to the work going on in school via IT Virtual Learning Environments or home learning packs that can be sent home etc. Some questions to consider with your leaders: How can this be monitored? How often is direct contact with families made? Are expectations both reasonable and clear for children and parents/carers? Can elements, such as explanations, be pre-recorded and shared with pupils at home? Can some lessons be in-person and online via Zoom or Teams during the day?</p>

	<b>Staff</b>	<p><b>How will we share our new approach with staff?</b></p> <p>INSET and training on returning to school? How will this be structured? Who will deliver the key messages? How will you ensure that ALL Staff access the training you want to deliver (eg recorded and sent out to staff)?</p> <p><b>Many staff have already accessed training via our re-purposed CPD offer on reading, oracy and SEND or are planning to access online training – how will this be maximised across the school?</b></p> <p>It is important to remember that many of our staff will be returning having accessed significant training (in particular from ALT, Ambition and various bespoke training)? These staff will need to be given time to disseminate this training to other staff in order for it to have impact. Also consider any training that is going to be undertaken during the Summer Term, allowing staff time to complete this, and crucially, how to incorporate it into their practice/trial it/share with colleagues.</p>
<b>Pupils</b>	<b>Safeguarding</b>	<p><b>Safety and Structure</b></p> <p>Schools must ensure that they have up-to-date contact details for parents/carers who would collect in the event of a pupils showing symptoms.</p> <p>School should consider how to maintain contact with those pupils and families who are not in school, recording contact and auctioning concerns as they have been doing to-date.</p> <p>Schools must ensure that the introduction of new arrangements have been reviewed by the Senior Leadership Team to confirm that they do not impact on safeguarding requirements in the school.</p> <p><b>How might we divide the school population? Do we create new groups?</b></p> <p>Bearing in mind the government’s small group guidance, it is important we create groups, which will help our pupils to rebuild relationships, with adults and their peers, as some will be suffering from separation anxiety and in others the student closure of schools will have caused a trauma response. If it is possible, it would be advisable to allocate pupils for whom you have concern to groups staffed by a familiar adult.</p> <p><b>How can we ensure that siblings are in school on the same day(s) to allow parents and carers to return to work?</b></p> <p>The government guidance on this is clear, that at this stage</p>

		<p>other than vulnerable and key worker children, only R Y1 &amp; Y6 pupils are returning to school.</p> <p><b>How do we ensure the safety of vulnerable learners?</b></p> <p>We know this is a considerable challenge. Consider allocating additional time/support or not allocating them to a class for Designated Safeguarding Leads to manage. Use of Social Stories to support children to make sense of the transition back to school and the associated feeling and emotions.</p> <p>Spend significant and regularly allocated time on reiterating and practicing expectations around hygiene practices and school systems during this period, such as practicing walking one side of the corridor, practicing 'Catch it, Bin it, Kill it' (there is a song).</p> <p>Planning activities which encourage and allow pupils time to talk about their time at home, their feeling and emotions.</p> <p>Consider utilising staff who must or are able to work from home to continue to support and remain in contact with pupils who have not yet returned to school.</p>
	<p><b>Well-Being</b></p>	<p><b>How do we re-engage with students when school might look and feel quite different to when they left?</b></p> <p>Consider how to make your classroom environments high in both nurture and structure, and to be predictable and organised, with clearly stated, reasonable expectation. Including setting ground rules focusing on how we can keep ourselves and each other as safe as possible together. New routines and boundaries can be discussed and practiced to provide reassurance to allow children and young people to negotiate their day with confidence.</p> <p>Reminders about what is also the same to reassure the students and help ground them in the familiar. Remind them about familiar school expectations and routines, if still in place, to give them a sense of normality. Spend time actively reminding and practicing school expectation and routines, such as turn-taking, active listening, etc.</p> <p>Use Social Stories and texts, like 'Bag full of Worries', 'Charlie and Lola stories', 'The Worry Tree', 'Volcano in My Tummy', 'Forest of Feelings', 'The Boy, The Mole, The Fox and The Horse' and 'The girl who never made mistakes' as prompts to help articulate the worries they may have. Use activities based on these books to explore the worries and develop their own strategies of how to handle them to gain a sense of control and self-regulation.</p>

Utilise Mental Health First Aiders to offer support and reassurance. Consider having an 'on-call' member of staff available for those pupils who are really struggling, this would need to be risk assessed in order to reduce the risk of infection.

**How do we understand the different experiences of pupils during lockdown/summer?**

Pupils may be experiencing feelings such as anxiety, grief, worry and loss. Schools need to prepare for this as part of their reintegration curriculum. For example, providing safe spaces (even within the classroom) for pupils to talk about their feelings with a member of staff (at a safe distance), or provide bereavement support as outlined in our recent ALT Bereavement and Loss guidance.

Taking time to allow the student to reflect on and share their experience and feel heard to help them process the experiences they have had and to hear others experiences that may remind them that they are not alone in their own.

Talking about feelings, having posters around the classroom that provide words for feelings and emotions and cueing children and young people into their feelings are all strategies that develop emotional literacy and help children and young people to understand their own and others' feelings.

When planning staffing models, consideration for those who may not be able to manage to stay in their 'small group/class' should be given.

**How can we achieve this without contributing to further anxiety?**

Opportunities for children to talk and be listened to. Reading texts chosen to support transition back to school (see above).

By normalising the anxiety for the student, educate them on what happens in their bodies when they are fearful and how they can learn to notice and manage those feelings more positively. Paul McKenna Positivity Podcasts, for example, are currently free to access – adults and children to complete together during break-times.

Be aware also that some children and young people (and staff) come to school for normality. They don't want to have to talk or think about sad or frightening things that have happened as a result of the pandemic but would rather have a normal school day or learning and play.

		<p>Example sentence starters to support the conversations with children:</p> <ul style="list-style-type: none"> <li>• <i>The hardest thing for me was/is.....</i></li> <li>• <i>A challenge I have overcome....</i></li> <li>• <i>A new skill I have learned.....</i></li> <li>• <i>Right now, I feel .....</i></li> <li>• <i>What I hope for in the future....</i></li> <li>• <i>Things I have appreciated most about family and friends....</i></li> <li>• <i>A kindness I have appreciated....</i></li> <li>• <i>Someone has helped by....</i></li> <li>• <i>A time when I had fun.....</i></li> </ul> <p><b>How can the curriculum support wellbeing and mental health?</b></p> <p>Alongside the core subjects, a robust approach to PSHE and a sensitivity to what children may be experiences is important. Does your curriculum cater for flexibility here, and are teachers equipped to deliver lessons which will allow children to be open and to feel supported by peers and adults?</p> <p>Consider resources including the ‘flip your lid’ analogy, five-finger breathing and five senses grounding techniques for adults to model and support child wellbeing. Use online CPD sessions to recognise and respond to stress and anxiety. Please ask the School Improvement Team if you need support with this.</p> <p>You may also find this link helpful:</p> <p>Responding to the coronavirus: resources for mental health &amp; wellbeing: <a href="#">Mentally Healthy Schools-Mental Health and Well-Being Resources</a></p> <p>Whole class strategies to support mental health and wellbeing, specifically focused on anxiety to follow from the School Improvement Team if required</p>
	<p><b>Routine and Structure</b></p>	<p><b>How do we re-establish behaviour and maintain discipline?</b></p> <p>This is the time to ensure clarity of expectations and consistency of their allocation across the school. We know that this happens best through well-established routines, so this is an opportunity to review any areas where these may not be as strong as necessary. If you haven’t explicitly decided upon routines with your senior leaders (and written them down, for clarity) this is the time to do it.</p>

Visuals and Social Stories should be used to communicate with pupils to support this. Regular practice and reminders to expectations (as above) are vital.

Consideration must be given to pupils who have been attending school during lockdown, and how difficult they might be finding the additional pupils entering their environment as well as to pupils who are returning after a prolonged absence.

Where scripts are used for consistency, staff must be reminded of these and systems established to support the pupil to re-engage with them.

**How will we shape the first few days to ensure that students (and staff) are not overwhelmed by the experience? What does re-induction look like?**

A focus on establishing / re-establishing these routines is more important than any other curriculum focus in the first few days. Consideration to include welling activities that allow students to have time to reflect and make sense of their feelings and start to process them (as above suggestions).

To include elements of learning that they have been completing at home to support the transition from home learning to the school environment. Eg Joe Wicks PE, music activities etc.

**How can we manage movement more effectively to help promote social distancing?**

Planning for where pupils and staff will stand and how they will move around school must be shared clearly with staff and pupils before they are expected to move from one place to another. Demarcating with cones/tape is good practice. With this comes the acceptance that all routines will take longer than usual. Serious consideration must be given to how many adults will be in a room at any one time, especially given that we think that adult – adult spread of the virus is the most significant.

**How might we change break times/lunchtimes to maintain some social distancing?**

Consideration must be given to how children can have periods of leisure time without being in close contact. This may involve shorter (and perhaps more regular) break-time periods than the traditional way they are timetabled. Staff supervision will be critical here whilst attempting to keep adults as separate as possible. Are there games that children can play that don't

		<p>involve them being in close contact? Can they do a work-out (eg Joe Wicks) video rather than playing games?</p> <p>Provision for quiet times should be provided for children who will already be heightened and need an 'organising' activity to be able to access the classroom in the afternoon. Eg LEGO learning or other activities.</p> <p><b>What are our expectations on uniform?</b></p> <p>Children may not have enough changes of uniform to be able to change it regularly – daily washing of clothes worn in school should be mandated for all (including staff) therefore children and staff should be asked to wear clothes that can be taken home and washed every day. Consider whether school can support with this (eg by providing spare clothes for those particularly in need).</p> <p><b>What about assemblies, PE (changing etc.) guidance on medical or restraining, transport, (eg minibus), trips, parents and carers evenings?</b></p> <p>Any activity that required children or staff to come into closer contact than recommended should be avoided. Any gatherings, meetings or trips should be cancelled unless in exceptional circumstances, and should be discussed at Trust level.</p> <p>Consider whether gathering children for assemblies is a sensible idea (unlikely). However, a Zoom/Teams/Hangout (or equivalent) assembly could be an opportunity to add a lightness to the day, eg where will the HT broadcast assembly from today?</p> <p>Consider this being shared with pupils who are still learning at home to get both 'communities' together.</p>
<p><b>Communications</b></p>	<p><b>Parents and Carers</b></p>	<p><b>How will school communicate with parents/carers now?</b></p> <p>What is a reasonable expectation for parents and carers to have of the school and teachers regarding feedback/general communication?</p> <p>Bear in mind needs of parents and carers alongside teacher workload. Clarity is key. eg parents and carers communicate via the office / reading diaries (all the previous channels with given time frames) and teachers will no longer respond to direct communications.</p>

	<b>Governors</b>	<p><b>How can governors support the re-opening of schools?</b></p> <p>Encourage governors to be aware of the school's opening plan and systems.</p> <p>Consider asking some governors to support the Headteacher with implementing the re-opening plans, such as with activities, keeping in touch with staff, reiterating expectations of hygiene, staggered timings, social distancing, with parents, recording video assemblies, etc.</p>
	<b>External Agencies and Media Outlets</b>	<p><b>With whom must we continue to engage outside of the Trust?</b></p> <ul style="list-style-type: none"> <li>• Keep up to date with guidance with Suffolk and Cambridgeshire's local offer as it becomes available</li> <li>• Review Risk Assessments for pupils with EHCPs, with parents, regularly and keep the Statutory Assessment Team informed of decisions.</li> <li>• Access additional support that is offered in your areas, as appropriate, eg CHUMS, Emotional Wellbeing Team, Point-1 if a pupil's needs require it</li> <li>• Liaise with pre-school settings for transition with pupils with additional needs who will be joining in September</li> <li>• Consider virtual Annual Reviews and contact with parents and relevant agencies</li> <li>• Consider co-ordinating video calls/webinars with key secondary staff for vulnerable pupils.</li> </ul>

# The Active Learning Trust

## Further guidance on Education Provision...

The following guidance is designed to offer ideas and suggestions as each school builds its plans for wider opening at the beginning of June. Notwithstanding that each school has unique circumstances and challenges, we hope that the information below will support all schools as a basis for their individual decisions and planning. It contains practical ideas around timetables and managing lunchtimes, as well as direction on teaching and learning.

While some schools may initially be returning on a rota basis, some elements of the following guidance are developed around having all Year R, 1 and 6 children in school. This is in anticipation of schools either taking this approach from the outset or transitioning to this situation once open.

### Planning and Timetables

#### *Rationale*

When children return to school, it is important that we provide them with a clear, targeted, and positive learning experience. DfE guidance acknowledges that, currently, it may not be feasible or appropriate to offer a broad and balanced curriculum. In deciding 'what we will teach and how', we should consider the following:

- What are the priority areas/subjects?
- What do the children still know from before the lockdown? What new gaps in learning have been created?
- How will we provide learning for children in school and those at home at the same time?
- How can we carefully manage teacher workload?
- How can we best support and encourage children through their return to school, especially as school won't be running as 'normal'?

### What are our priorities?

We feel that children's learning time should be centred around English and maths where possible in order for them to be able to make up for any lost learning. However, there is also a key role for the arts, PSHE and citizenship-focused lessons, supporting children in dealing with the current situation and helping them to reacclimatise and reintegrate into the school community. It has been a tough time for all our school communities so the restart of learning should be built on a base of warmth and security. Redeveloping relationships and resetting school/classroom routines and expectations will be the start point. Time spent on these areas to begin with will be time well invested.

### What do the children know?

When the children are ready it is possible to administer well chosen, carefully administered testing that will allow teachers to get an important 'baseline' measure of children's knowledge and skills. Clearly, well-being is an important consideration here but – as and when school leaders and teachers feel it is appropriate – maths, reading and GPS tests should be used to identify common knowledge gaps and inform planning. This also provides the school with some form of end-of-year data that will inform next steps in September. Long, generic and broad tests are not advisable. It will be far more effective for teachers to produce shorter, low-stakes tests that are tailored to assess the prior

learning of the group. It is important to time any testing carefully and space it out. Avoiding tests during the first week back in school and not doing more than one short test in a given day are sensible steps.

### **How do we provide for children at home as well, being mindful of teacher workload?**

With some of their children at home and some in school, it would place a huge burden on teachers to ask them to plan separate work for each group. As in the planning example set out below, it is important to choose key learning foci (manageable in number and size) for each week within each subject. Children at home should be working on the same tasks as children in school. Those in school will benefit from the extra support, guidance and individual instruction from their teacher. Those at home access an independent task on the same topic. Schools and individual teachers might consider developing this further by filming or broadcasting elements of the in-class session (such as a short lesson input) for those at home.

### **How might we support children through the experience of returning to school in unusual circumstances?**

The wider opening of school is an opportunity for all our teachers to do what they know and do best. Understanding the needs and personalities of the children in their groups, it is important for teachers to use their professional judgment of what children are ready for and would benefit from the most at a given time. Initially, work and activities around reorientation and respect for each other's needs will be important. Some children will need plenty of reminders about school routines and expectations of behaviour. A firm but friendly approach may be needed here. Teachers may wish to use team games, circle time and PSHE lessons as they see fit to help rebuild relationships of trust and support between the children. The benefit and security provided by a clear routine and structure for many children is not to be underestimated. Discussing with children 'what school will be like for the next few weeks' will surely help them to settle.

### **What and how might I plan for each week?**

We would recommend starting out, as you normally would, with the learning foci/objectives for the week in reading, writing and maths. Be mindful of a 'less is more' approach to begin with. Longer transition times and other adjustments to the school day, as well as having some home learners to consider, mean that we cannot reasonably expect to cover the ground we normally would. Children's stamina in all activities, but particularly writing, is likely to have been reduced so teachers may need to adjust activities (and expectations) accordingly.

**STEP 1: Deciding on a learning focus in each subject for the week**, eg: Maths: Multiplication Reading / Phonics, Writing: Handwriting and basic punctuation, PSHE: Being a good friend

### **STEP 2: Planning activities**

A good starting point here would be to plan learning activities that children should be able to access independently. i.e. activities for your home learners. The next step would be to plan for how you might extend, challenge, and supplement these activities in class with your teacher input and support. This way, children are all accessing the same learning activities (but some have more support than others, naturally).

### STEP 3: Sharing the plan

Teachers may wish to share the week's planned learning journey/timetable with pupils (in person and online) at the beginning of each week so that children know the plan. An example structure of the week is shown below.

	Monday	Tuesday	Wednesday	Thursday	Friday
Session 1 (AM)	Reading/Phonics	Reading/Phonics	Reading/Phonics	Reading/Phonics	Reading/Phonics
Session 2 (AM)	Maths	Maths	Maths	Maths	Maths
Session 3 (PM)	Writing/PSHE	Writing/PSHE	Writing/PE	Writing/Other	Writing/Other
Menu of other possible activities (in class)	Online class assembly Story time	Circle time Story time	Making/playing board games Story time	Story time	Story time

### EYFS

DfE guidance tells us that EY colleagues should 'try and meet existing requirement' for EY children across the curriculum, but recognise that 'it may not be possible to provide activities and experience across all areas of learning for all children all of the time'. The professional judgement of our EY colleagues is key in ensuring that the provision for children in Reception is tailored to the needs of the children in each setting. We support EY colleagues using their expertise to make the best judgements about the provision for their children but suggest that the following may be considerations:

The benefits of as much 'normality' and continuity with 'normal school' as possible – this may help younger children to feel familiar, settled and secure.

- Phonics teaching and plentiful opportunities for language-rich learning in continuous provision and shared story times
- A maths-rich provision to align with the focus subjects in other year groups

### Further considerations and suggestions:

Consider staggering certain lessons with parallel classes to avoid mixing, given that smaller groups (up to 15) will be used. For example, Year 1 Class Group A may have a PE session on Wednesday but Year 1 Class Group B on Thursday.

Gatherings such as assembly should be avoided (as per DfE guidance) but school communities may benefit from an assembly experience. It may be possible for each group to access an assembly online from their base room, with headteachers (or other colleagues) leading assembly and broadcasting from another room via Zoom/Teams/Hangouts, for example.

Transitions could (and should!) take longer than normal. Build in longer transition times, allowing for handwashing before and after breaks, suitably distanced etc. Some lesson inputs and activities (e.g. class assembly or story time) may be suited for broadcast or recording to share with home learners. This should only be considered if it doesn't add stress or unnecessary workload to teachers and if they have the technology available and the skills/confidence to do so. Year group partners could take turns to deliver a class assembly with the parallel class watching it from another room via Zoom link (or similar).

### Managing Lunchtimes

A lunchtime system that follows guidance and minimises risk is certainly a logistical challenge. The following is a suggested approach that schools may wish to consider, adapt, or use as a start point to develop a system to suit them. In this scenario, School X has created four outdoor lunch play timeslots: 11:45-12:15, 12:15-12:45, 12:45-1:15, 1:15-1:45. Each timeslot has two teaching groups allocated to it. This way, no more than two groups (30 children max) are outside at any one time. These groups are separated, in this instance, by playing in different areas of the school.

Class	Reception		Year 1		Year 6		Other Year Groups (Key Worker and Vulnerable Children)	
Group	Group A (15 chn)	Group B (15 chn)	Group A (15 chn)	Group B (15 chn)	Group A (15 chn)	Group B (15 chn)	Group A (15 chn, Y2 and Y3)	Group B (15 chn, Y4 and Y5)
Teacher	Mrs Smith	Mrs Jones	Mr Thompson	Mrs White	Miss King	Mr Allen	Miss Clark	Mrs Johnson
Allocated extra staff member, e.g. SLT member or a TA (in school but not in class)	Mrs Collins		Mr Dean		Mrs Pearce		Mrs Martin	
Lunchtime play – allocated time	Group A – 11.45-12:15	Group B – 12:15-12:45	Group A – 12:15-12:45	Group B – 12:45-1:15	Group A – 12:45 – 1:15	Group B – 1:15-1:45	Group A – 11.45-12:15	Group B – 1:15-1:45
Lunchtime play location	Playground	Field	Playground	Field	Playground	Field	Playground	Field
Lunchtime play supervision	Mrs Collins	Mrs Collins	Mr Dean	Mr Dean	Mrs Pearce	Mrs Pearce	Mrs Martin	Mrs Martin

Teacher breaktime	Mrs Smith 11:45-12:15	Mrs Jones 12:15-12:45	Mr Thompson 12:15-12:45	Mrs White 12:45-1:15	Miss King 12:45-1:15	Mr Allen 1:15-1:45	Miss Clark 11.45-12:15	Mrs Johnson 1:15-1:45
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## NOTES

- Children eat in classrooms; individual can decide when their group's eating time will be and schedule it before or after the lunchtime play slot as suitable. Teachers can eat their lunch in class with the children.
- Some teachers and staff members will have concurrent lunch breaks. It is important that these are not spent together.
- Where schools do not have two separate play spaces, such as a field and a playground, they should allocate each end or 'zones' on the shared play area
- Where two groups are using it at once, ensuring that the children and supervising adults do not mix.
- Where schools do have a playground and a field, it may be that groups could take turns in using these areas (e.g. Year 6 Group A spends week 1 on the playground, week 2 on the field).
- There is one allocated staff member for each year group. While this does mean that they will be supervising the same two groups of children each day, this will be outside in the open air, where distancing measures can be followed as much as possible. This also allows the school to have fewer staff in school. On balance, this seems less of a risk to staff than having an extra 4 staff members in School X to supervise one group each for lunch.

# The Active Learning Trust

## Communications Overview

<b>Parents and carers</b>	<ul style="list-style-type: none"><li>• How will school communicate with parents and carers/carers now?<ul style="list-style-type: none"><li>○ Refer to 'Government guidance Opening schools and education settings to more pupils from 1 June-guidance for parents and carers'</li><li>○ Central team to produce suggested wording for parent letters for heads to use</li></ul></li></ul> <p>Read in conjunction with Education and Safeguarding guidance.</p>
<b>School Governors</b>	<ul style="list-style-type: none"><li>• The CEO will continue now include governors in the communications to headteachers</li><li>• Update on recovery planning/school opening approach</li><li>• The head will continue to communicate to their governors via current channels and virtual LGB meetings</li></ul>
<b>Trustees</b>	<ul style="list-style-type: none"><li>• The CEO will continue to liaise with the Chair of Trustees directly, include trustees in the communications to headteachers and via pre-arranged Board meetings</li></ul>
<b>Media</b>	<ul style="list-style-type: none"><li>• All contact with the media during the current period should be directed via the central team in the first instance</li></ul>
<b>Wider Stakeholders</b>	<ul style="list-style-type: none"><li>• At Trust level the CEO will continue to communicate as necessary with relevant stakeholders</li><li>• At School level the Head will continue to communicate as necessary with relevant stakeholders, including on site nursery provision to share school opening plans and risk assessments</li></ul>

# The Active Learning Trust

## Premises and Health and Safety Headlines

<p><b>Cleaning &amp; Hygiene</b></p>	<p>Follow the Government's <u>COVID-19: cleaning of non-healthcare settings guidance</u> and the Trust's Covid-19 Recovery Buildings Guidance document and Checklists.</p> <ul style="list-style-type: none"> <li>• Minimum expectations of cleanliness/hygiene of all those on site             <ul style="list-style-type: none"> <li>○ Wash hands regularly with soap and water for 20 seconds</li> </ul> </li> <li>• Equipment &amp; products in sufficient quantities to maintain enhanced cleanliness &amp; hygiene             <ul style="list-style-type: none"> <li>○ Use of Soap; antibacterial containing at least 60% alcohol; suitable cleaning products as per above guidance; disposable gloves, aprons, and goggles; disposable mop heads, cleaning cloths, paper rolls, secure waste bags</li> <li>○ <i>Do not use fixed outdoor equipment at the current time</i></li> <li>○ All other outdoor equipment used needs to stay with one group or if used between groups thoroughly cleaned between each group use</li> </ul> </li> <li>• High risk areas, such as toilets, will have specific, increased cleaning requirements.</li> <li>• Mid-morning, lunch time and mid-afternoon for high contact areas</li> <li>• Enhanced cleaning by cleaners with appropriate training/expertise of whole site at least daily             <ul style="list-style-type: none"> <li>○ Daily cleaning of all floors, tables, chairs, door handles, all touchable areas using usual cleaning products</li> </ul> </li> </ul>
<p><b>H&amp;S Compliance</b></p>	<ul style="list-style-type: none"> <li>• Complete School Opening Risk Assessment as guided by Government – and follow Risk Assessment flowchart for Trust approach for completion and sign off, prior to school opening.</li> <li>• Risk Assessments will be need to be completed by the Headteacher and submitted to Stephen Chamberlain and Clive Paskall to be submitted to the ALT Board of Trustees</li> </ul>
<p><b>Capacity &amp; communal areas</b></p>	<p>Read in conjunction with Education and Safeguarding guidance.</p> <ul style="list-style-type: none"> <li>• Review of the maximum number of people, staff and pupils combined in enclosed spaces.</li> <li>• In line with Government advice, restrict to small groups, 2 metres apart where possible and no more than 15 children in a classroom.</li> <li>• Review of the use of communal spaces, for staff, parents &amp; pupils.             <ul style="list-style-type: none"> <li>○ In line with Government advice, keep to minimising contact and mixing in communal areas.</li> </ul> </li> </ul>
<p><b>Clear communication &amp; expectations</b></p>	<ul style="list-style-type: none"> <li>• Changes to entry points on site and actions required on site to ensure cleanliness and hygiene.             <ul style="list-style-type: none"> <li>○ Review as part of risk assessment.</li> </ul> </li> <li>• Clear, specific comms are issued to all on entry the behaviours and expectations of staff, pupils, parents.             <ul style="list-style-type: none"> <li>○ Review as part of risk assessment.</li> </ul> </li> </ul>

## Buildings Guidance

Management of  
ALT School Buildings  
COVID 19 requirements  
May 2020

The *Active Learning* Trust

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*Reference: taken from Govt guidance 'Managing school premises, which are partially open, during the coronavirus outbreak' published 24.04.20 and 'Coronavirus: guidance for educational settings' updated 07.04.20.*

## **INTRODUCTION**

This document gives guidance on the steps you need to take to get your school buildings ready to accept R, Yr1 and Yr. 6 pupils from 1st June (as per government's current guidance). It covers the essential works, cleaning and statutory compliance needed to satisfy the health and safety of staff, pupils and visitors. There will be some compliance items that are not considered essential now, such as emergency lighting and portable appliance testing. These items should be kept on record and can be addressed when the government advice allows.

Some ALT schools may have partially closed some areas of their schools including classrooms, toilet blocks and school kitchens. In this case there are actions that need to be taken to ensure these areas are kept safe and functional and ready for full re-opening.

## **DEALING WITH PARTIALLY OPEN BUILDINGS**

### **Cold water systems**

This includes storage tanks, sinks, basins, showers and drinking water outlets (taps and water fountains):

- Do not drain down systems
- Increase the frequency of outlet flushing
- Continue temperature monitoring to maintain water quality within the entire system

### **Hot water systems**

This includes calorifiers (hot water cylinders), direct fired water heaters, and sinks / basins / showers with 'point of use' electric hot water heaters:

- Do not drain down systems - you should continue hot water generation servicing in line with manufacturers' criteria.
- Water temperatures must be kept within limits recommended for the control of legionella bacteria in water systems (as per Approved Code of Practice and HSG 274). This should be being monitored (and recorded) monthly by schools or legionella company.
- Continue temperature monitoring to maintain water quality within the entire system
- If there are discrepancies with low temperatures ALT will need to be notified and Engie will contact the school to discuss.
- If the hot water system has been left operational the hot water should be circulating as normal and regular checks should be carried out by your legionella company.

### **Gas Safety**

- Do not isolate gas supplies to boilers and hot water generation.
- To avoid the risk of leaks and dangerous build-up of gases, isolate gas supplies where not in use, for example, in classrooms where stand-alone gas heaters are used, in mobile classrooms and in school kitchens. Otherwise, gas services should remain in normal operation.
- Continue planned gas safety checks including gas detection and /or interlocking systems in school kitchens.

## **Pressure Systems Safety Regulations 2000**

Pressure vessels and pressure valves on heating and hot water systems should continue to be inspected and tested by your service provider e.g. Zurich.

## **Fire safety**

You must review and if necessary, update your fire management plans and ensure any changes to fire escape routes are clearly identified and communicated. During the reduced occupancy period you must:

- carry out weekly checks of alarms systems, call points and emergency lighting
- carry out regular hazard-spotting to identify escape route obstructions
- check that all fire doors are operational
- continue to hold fire drills as normal

## **Kitchen equipment**

Ensure that fridge and freezer temperatures are monitored / recorded to ensure they are reaching / maintaining required temperatures, particularly whilst catering contract staff may not be on site. If fridges / freezers are not required during lock-down they can be de-frosted and turned off, leaving doors ajar. They should be deep cleaned before bringing back into action.

Equipment that holds water should be run through at least one full cleaning cycle per week to remove scale build-up and standing water build-up to prevent possible bacteria growth. For example:

- Dishwashers
- Combination ovens
- Steam ovens
- Washing machines

## **Ventilation**

- Where mechanical ventilation is present, re-circulatory systems should be adjusted to full fresh air. If mechanical ventilation systems cannot be adjusted to full fresh air these should be switched off. Check with the manufacturer's instructions / guidance.
- Where possible, occupied room windows should be open - and in any event, rooms should be regularly purged (windows opened fully to ensure full air change) at break-times to provide fresh air.
- Where applicable ventilation to chemical stores, server rooms and plant rooms should remain operational.

## **Security and safeguarding**

- All areas of the school should be kept secure as per RPA guidance and school's safeguarding policy.
- Access to certain closed areas should only be possible by relevant staff – for example chemical stores, IT rooms and areas containing confidential / financial information.
- Check that access control and lockdown systems are operational.
- Ensure that a system remains in place for recording visitors on site – e.g. contractors carrying out essential works.

## **Other points to consider**

- access control and alarm systems (fire, intruder, panic and accessible toilets)
- Revise any systems for monitoring alarms for (e.g.) accessible toilets / meeting rooms to ensure that alarms are responded to.
- For drainage systems regularly run water down unused basins, toilets, sinks and showers to ensure

- traps are full of water to prevent smells within the building.
- Update keyholder information and provide ALT with details as necessary.
- If your building has remote monitoring for intruder alarms, fire detection, CCTV systems or lifts (i.e. response centres such as Redcare) advise them of access information and follow any guidance they provide.
- Continue with all regular cleaning, de-scaling, enhanced disinfection appropriate for coronavirus (COVID-19), essential maintenance, testing and statutory compliance activities.
- Continue carrying out thorough examinations and testing of lifting and pressure equipment during the coronavirus outbreak following the updated HSE guidance.
- Check any stores – chemicals, food, medicines, first aid kits etc. to ensure nothing is out-of-date.
- Contractors should still be following general health and safety protocol (other than COVID guidelines) on site including reviewing and signing the asbestos register.

## RE-OPENING AFTER A LENGTHY CLOSURE INCLUDING ‘REMOTE BUILDINGS’

### Chlorination of water systems

ALT schools have generally been open throughout the lock-down period, therefore chlorination of the hot and cold-water system will not be required if the systems are in regular use. If you have a separate building or block that has been shut down and unused and no regular flushing has been carried out for the lock-down period however, you will need to have the water system chlorinated before bringing it back into re-use. The contractor needs to provide a certificate to certify the water system is safe before the buildings are reoccupied. Allow sufficient time (and contractor availability) for this activity – it needs to be completed approximately one week before opening if possible.

### Recommissioning

Recommission all systems before re-opening, as would normally be done after a long holiday period. This includes:

- Gas / oil / biomass installations
- Heating systems
- water supplies
- mechanical and electrical systems
- servicing and maintenance regime
- catering equipment

### Fire safety systems

Check your fire safety systems including making sure:

- all fire doors are operational
- all ‘door guard’ and other hold-back mechanisms are operational
- your fire detection / alarm system is operational

### Cleaning – general

- Clean and disinfect all areas and surfaces prior to reopening (refer below) and if necessary, utilise pest control for insect infestations.
- Check up on pest control and re-start any pest control regimes if required.
- Fixed outdoor equipment to be wiped down as part of housekeeping **but not to be used by pupils**

### **Kitchens** (*Catering contractor as appropriate*)

- Clean the kitchen prior to reopening before food preparation resumes.
- Ensure fridge and freezer temperatures have been maintained. If this has not been done or cannot be verified, food should be disposed of.
- Ensure kitchen stores are checked to remove out-of-date food.

### **CLEANING INFORMATION FOR SCHOOLS – WHAT YOU NEED TO KNOW AND DO**

Links included to support the guidance below:

<https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings>

<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>

Review current cleaning risk assessment and update to include areas identified on pages **6** and **7** that are not already documented and to include the cleaning of surfaces that children/adults touch, such as toys, books, desks, chairs, sinks, toilets, light switches, bannisters more regularly than normal

The infection risk from coronavirus (COVID-19) following contamination of the environment decreases over time. It is not yet clear at what point there is no risk.

However, studies of other viruses in the same family suggest that, in most circumstances, the risk is likely to be reduced significantly after 72 hours.

Cleaning and hygiene are effective measures in controlling the spread of COVID-19.

- Ensure sufficient handwashing facilities are available, if not possible to have a sink nearby, provide hand sanitiser in classrooms and other learning environments.
- Ensure that all adults and children:
  - Frequently wash hands with soap and water for 20 seconds and dry thoroughly
  - Clean their hands-on arrival at school, before and after eating and 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 waster (catch it, bin it, kill it), ensure bins are emptied throughout the day
- There is no need for anything other than normal personal hygiene and washing of clothes following a day in an educational setting.

### **Cleaning areas where a person with a suspected case of coronavirus has been**

(see deep clean checklist):

- Clean all areas with normal household disinfectant after someone with suspected coronavirus (COVID-19) has left, public areas where minimal time has been spent such as corridors, but which are not visibly contaminated with bodily fluid can be cleaned thoroughly as normal.
- The minimum PPE to be worn for cleaning is disposable or washing-up gloves and aprons. These should be double-bagged, then stored securely for 72 hours then thrown away in the regular rubbish after cleaning is finished.
- Using a disposable cloth, first clean hard surfaces with warm soapy water. Then disinfect these surfaces with the cleaning products you normally use. Pay attention to frequently touched areas and surfaces, such as telephones, toilet areas, grab-rails in corridors and stairwells and door handles
- If an area has been heavily contaminated, such as with visible bodily fluids, from a person with suspected / confirmed coronavirus (COVID-19), use protection for the eyes, mouth and nose, as well as wearing gloves and an apron.

- Wash hands regularly with soap and water for 20 seconds, and after removing gloves, aprons and other protection used while cleaning.

### **Cleaning solutions and disinfection**

- Use either a combined detergent disinfectant solution at a dilution of 1,000 parts per million available chlorine or a household detergent followed by disinfection (1000 ppm av.cl.). Follow manufacturer's instructions for dilution, application and contact times for all detergents and disinfectants. If an alternative disinfectant is used within the organisation, this should be checked and ensure that it is effective against enveloped viruses – **DO NOT USE BLEACH**
- Avoid creating splashes and spray when cleaning.
- Any cloths and mop heads used must be disposed of and should be put into waste bags as outlined below.
- When items cannot be cleaned using detergents or laundered, for example, upholstered furniture and mattresses, steam cleaning should be used.
- Any items that are heavily contaminated with body fluids and cannot be cleaned by washing should be disposed of.

### **Laundry**

- Wash items in accordance with the manufacturer's instructions. Use the warmest water setting and dry items completely. Dirty laundry that has been in contact with an unwell person can be washed with other people's items.
- Do not shake dirty laundry - this minimises the possibility of dispersing virus through the air.
- Clean and disinfect anything used for transporting laundry with your usual products, in line with the cleaning guidance above.
- Waste from possible cases and cleaning of areas where possible cases have been (including disposable cloths and tissues) should be put in a plastic rubbish bag and tied when full.
- The plastic bag should then be placed in a second bin bag and tied.
- It should be put in a suitable and secure place and marked for storage until the individual's test results are known.

### **Waste**

- Waste should be stored safely and kept away from children. You should not put waste areas until negative test results are known, or the waste has been stored.
- If the individual tests negative, this can be put in with the normal waste.
- If the individual tests positive, then store it for at least 72 hours and put in with the normal waste.
- If storage for at least 72 hours is not appropriate, arrange for collection as a Category B infectious waste either by your local waste collection authority if they currently collect your waster or otherwise by a specialist clinical waster contractor. They will supply you with orange clinical waste bags for you to place your bags into so the waste can be sent for appropriate treatment.

## BUILDINGS OPENING CHECKLIST

<b>Buildings - checklist for returning to full capacity</b>		
<p>This is a checklist to help you cover all the items required to bring the school buildings back into full use following the lock-down period. It is not exhaustive, and your school may have requirements. If you have any concerns or questions, please speak to the ALT Central team for advice.</p> <p>N.B. ALT is still advising schools to only carry out essential works within the school to minimise the number of people visiting the site. This checklist contains the essential compliance items, but schools need to record the items that are 'on hold' and address these as government advice changes.</p> <p>Any contractors working on site should still be reviewing and signing the asbestos register.</p>		
<b>ITEM</b>	<b>COMPLETED</b>	<b>SIGNED OFF</b>
<b>Hot and cold water</b>		
Flush all toilets and activate all automatic flushes on urinals.		
Ensure all point-of-use electric water heaters are switched on and working correctly. Ensure they are up to temperature before flushing through hot water taps.		
Flush through all taps – hot and cold – and run for 5 mins. Do not create splashing when doing this as legionella is spread through aerosol-borne droplets. If you have percussion taps, hold down for requisite time.		
Flush through showers.		
Flush through all drinking water fountains.		
Flush through any water coolers. If bottle type bottles should be changed. If from mains, flush through. <u>In both cases</u> check with the manufacturer / supplier for best practice on flushing and cleaning.		
<b>Heating and hot water systems</b>		
Ensure systems are brought back on-line where they have been isolated. Check with maintenance / service contractor if there are issues / queries.		
Check heating systems are on 'summer' setting where appropriate and timer clocks have been adjusted.		
<b>Certificates for essential compliance items</b>		
Ensure there are valid safety certificates for:		
gas / oil-fired / bio-mass boilers		
stand-alone gas heaters (mobile classrooms etc.)		
gas pipe tightness testing (where applicable)		
kitchen ventilation gas shut-off valves (where applicable)		
Gas kitchen equipment – ovens, steamers etc. (where applicable)		
5-year electrical testing		

Inspections of any fuel tanks – oil, bottled gas etc. (where applicable)		
Pressure vessels and safety valves for heating / hot water systems (where applicable)		
Hoists or lifts which are required and in operation for pupils currently in the school (if not in use, equipment should be clearly marked with DO NOT USE sign).		
Air conditioning units if it is essential that they are running (e.g. in server rooms)		
<b>Ensure records are kept / maintained for:</b>		
Legionella checks		
Weekly fire alarm tests and drills		
Health and safety inspections		
<b>Ventilation</b>		
Open windows to all rooms unused rooms to ensure an air change of fresh air. <u>Purge rooms regularly at break-times.</u>		
Bring back on-line any air conditioning units that have been switched off –BUT ONLY IF ESSENTIAL. Follow manufacturer’s guidance on how best to re-start these items.		
<b>Cleaning</b>		
Read and follow cleaning information below in the COVID 19 guidance for schools regarding cleaning, and the deep-clean checklist.		
Ensure all rooms are thoroughly cleaned to remove dust and mould that may have built up – particularly on ledges, windowsills, glass, pipework, desks etc including at high, low level.		
Draw up a plan for regular cleaning of items such as door handles, windows – glass and handles, reception desk, security access push buttons / pads, light switches, remote controls, phones, computer key-boards, toilets including taps, flush handles etc.		
Ensure kitchens and catering equipment are deep-cleaned – speak to your catering manager regarding responsibilities for this.		
Check fridges, freezers, food stores etc. for out-of-date items and dispose of – speak to your catering manager regarding responsibilities for this.		
Check breakfast club / after-school club supplies and kitchen areas		
Check chemicals in caretaker’s stores etc. for out-of-date items and dispose as per manufacturer’s guidelines and waste disposal regulations.		
<b>Fire safety</b>		
Check your fire plan is up to date in line with any changes that have been made over lock-down period.		
Check all fire escape routes / fire doors etc. are clear and working correctly.		
Check any automatic fire door closers are working.		
Continue with weekly fire alarm tests.		
<b>Safeguarding and health and safety</b>		
Check site boundaries and fencing for holes / damage.		
Check site for rubbish, debris, damaged trees, over-grown vegetation which might restrict fire exits etc.		
Walk round buildings to check for general damage / vandalism – e.g. look at roofs for slipped tiles, broken glazing etc.		
Check access systems are working correctly.		
Check first aid kits are in date and sufficiently stocked.		

Check procedures are in place regarding locks, access procedures, key holders etc.		
Update or enhance procedures for visitors – sanitizer outside entrance doors, no sharing of pens at reception, leaving sliding reception hatches ajar rather than fully-open etc.		
<b>Waste</b>		
Food waste, general waste - contact waste collection company to collect any stored waste in bins. Store away from buildings until collection.		
Sanitary waste – organise collection of bins by collection company.		
Medical waste – organise collection by collection company. If they are not able to collect immediately, ensure sharps containers / dressings etc. are stored somewhere secure until collection can be made.		
Check for evidence of pests in bin area – rat / mouse droppings etc. and arrange for pest control as required.		

## DEEP CLEAN CHECKLIST

Use this checklist to clean and disinfect surfaces after a suspected case of COVID-19.

### Personal protective equipment (PPE)

For all of the tasks below, you need to wear:

- Disposable gloves and apron – wash your hands with soap and water for 20 seconds once you remove these. If there's a higher level of contamination (e.g. if the individual with suspected coronavirus has slept somewhere)
- or there's visible contamination with body fluids, you might need to wear a surgical mask or full-face visor. Speak to your Health & Safety Lead to find out if you need one.

### Cleaning equipment

- To clean all hard surfaces, you need to use **disposable** equipment including:
- Cloths/paper roll
- Mop heads

### Cleaning requirements

ITEMS TO COVER	MEASURES TO TAKE	CLEANING PRODUCTS	✓
All objects which are visibly contaminated with bodily fluids	Clean and disinfect Avoid creating splashes and spray when cleaning	Select 1 of the following: A combined detergent/disinfectant solution at a dilution of 1,000 parts per million available chlorine A household detergent, followed by a disinfectant with the same dilution as above If you use an alternative disinfectant, check it's effective against enveloped viruses	
All potentially contaminated high-contact areas, including: Bathrooms Door handles Telephones Grab-rails in corridors & stairs Floors Chairs and tables You do not need to especially clean public areas they have passed through briefly (e.g. corridors) which are not visibly contaminated with body fluids	Clean and disinfect avoid creating splashes and spray when cleaning	Use the same product as above	
All potentially contaminated fabric items, including: Curtains Cushion covers	Wash items in accordance with the manufacturer's instructions	Standard detergent Standard cleaning products to clean and disinfect anything used to transport the items	

Rugs Toys Plus anything used for transporting the fabric items	Use the hottest setting you can dry items completely clean and disinfect anything used for transporting laundry		
Items that can't be laundered, e.g. toys, books etc.	Steam clean	N/A	
Items that are heavily soiled or contaminated with body fluids	Dispose of these items (see instructions below)	N/A	

### Waste disposal requirements

<b>MEASURES TO TAKE</b>	✓
Keep any waste from possible cases and cleaning of those areas (e.g. tissues, disposable cloths and mop heads) in a plastic rubbish bag and tie when full	
Place these bags in a suitable and secure place away from children and mark them for storage. Wait until you know the person's coronavirus test results to take the waste out of storage	
If the individual tests negative, put the bags in with the normal waste If the individual tests positive: if you have a safe place to store waste: store it in [insert location] for at least 72 hours before putting in with the normal waste If you do not have a safe place to store waste for at least 72 hours, inform [insert name of staff member in charge of arranging a waste collection]	

## BUILDINGS AND MAINTENANCE WORKS ON SITE

### Grounds maintenance

Providing that contractors can work in isolation and in accordance with the guidance detailed below then schools can instruct contractors to maintain playing fields, check and work on trees, maintain hard surfaces, drainage and boundary fencing etc.

### External cyclical and capital works

Works such as external decorating, works to repair and maintain drainage etc. can also be carried out, again adhering to the guidance below.

Other larger projects may also be carried out, such as roofing works or other urgent / essential works.

## GUIDANCE FOR CONTRACTORS WORKING ON SITE – SITE OPERATING PROCEDURES

### Introduction

Construction sites operating during the Coronavirus Covid-19 pandemic need to ensure they are protecting their workforce and minimising the risk of spread of infection.

This includes larger capital projects and smaller works where essential maintenance may be being carried out. This guidance is intended to introduce consistent measures on sites of all sizes in line with the Government's recommendations on social distancing.

**These are exceptional circumstances and the industry must always comply with the latest Government advice on Coronavirus.**

The health and safety requirements of any construction activity must also not be compromised at this time. If an activity cannot be undertaken safely due to a lack of suitably qualified personnel being available or social distancing being implemented, it should not take place.

Emergency services are also under great pressure and may not be able to respond as quickly as usual.

Contractors and school staff should remind the workforce at every opportunity of the Site Operating Procedures which are aimed at protecting them, their colleagues, their families, and the UK population.

If a site is not consistently implementing the measures set out below, it may be required to shut down.

### Self-Isolation

- Anyone who meets one of the following criteria should not come to site:
- Has a high temperature or a new persistent cough - follow the guidance on self-isolation
- is a vulnerable person (by virtue of their age, underlying health condition, clinical condition or is pregnant)
- is living with someone in self-isolation or a vulnerable person.

### Procedure if someone falls ill

- If a worker develops a high temperature or a persistent cough while at work, they should:
- Return home immediately
- Avoid touching anything
- Cough or sneeze into a tissue and put it in a bin, or if they do not have tissues, cough and sneeze into the crook of their elbow
- They must then follow the guidance on self-isolation and not return to work until their period of self- isolation has been completed.

### **Travel to site**

- Wherever possible workers should travel to site alone using their own transport and sites need to consider:
- Parking arrangements for additional cars and bicycles
- Other means of transport to avoid public transport e.g. cycling
- Providing hand-cleaning facilities at entrances and exits. This should be soap and water wherever possible or hand sanitiser if water is not available
- How someone taken ill would get home

### **Site Access Points**

Adhere to the following where possible:

- Stop all non-essential visitors
- Introduce staggered start and finish times to reduce contact
- Monitor site access points to enable social distancing – you may need to change the number / location of access points
- Require all workers to wash or clean their hands before entering or leaving the site
- Allow plenty of space (two metres) between people waiting to enter site
- Regularly clean common contact surfaces in reception, office, access control and delivery areas
- Reduce the number of people in attendance at site inductions and consider holding them outdoors wherever possible
- Drivers should remain in their vehicles if the load will allow it and must wash or clean their hands before unloading goods and materials

### **Hand Washing**

- Ensure soap and fresh water is always readily available and kept topped up
- Provide hand sanitiser where hand washing facilities are unavailable
- Regularly clean the hand washing facilities and check soap and sanitiser levels
- Provide suitable and sufficient rubbish bins for hand towels with regular removal and disposal.
- Sites may need extra supplies of soap, hand sanitiser and paper towels and these should be securely stored.

### **Welfare Facilities**

- On larger projects, contractors will provide their own separate welfare (toilet and rest) facilities. Where single contractors / operatives may be working on site they will need to use the school's facilities:
- Restrict the number of people using toilet facilities at any one time and provide extra WC units where possible
- (larger sites)
- Wash hands before and after using the facilities (all sites)
- Enhance the cleaning regimes for toilet facilities particularly door handles, locks and the toilet flush (all sites)
- Provide suitable and sufficient rubbish bins for hand towels with regular removal and disposal (all sites)

## **Eating Arrangements**

Larger sites will have a 'rest' area as part of the welfare facilities. Generally, contractors often use their own vehicles to sit in for breaks and this is the preference as it maintains social distancing. However, the following guidance should be adhered to where possible / relevant:

- Where it is not possible to introduce a means of keeping equipment clean between use, kettles, microwaves etc. must be removed from use and contractors will need to provide their own hot drinks by way of flasks,
- The workforce should be asked to bring pre-prepared meals and refillable drinking bottles from home
- Workers should sit 2 metres apart from each other whilst eating and avoid all contact
- Tables should be cleaned between each use
- All rubbish should be put straight in the bin and not left for someone else to clear up
- All areas used for eating must be thoroughly cleaned at the end of each break and shift, including chairs, door handles etc.

## **General Principles**

- Access arrangements should be pre-organised over the telephone / by e mail
- Gates / access doors should be left open (where security permits) to reduce contact between school staff and contractors
- Contractors should be provided with keys / combination locks where feasible to reduce contact between school staff and contractors
- Non-essential physical work that requires close contact between workers should not be carried out
- Work requiring skin to skin contact should not be carried out
- Plan all other work to minimise contact between workers
- Re-usable PPE should be thoroughly cleaned after use and not shared between workers
- single use PPE should be disposed of so that it cannot be reused
- Stairs should be used in preference to lifts or hoists Where lifts or hoists must be used:
- Lower their capacity to reduce congestion and contact at all times
- Regularly clean touchpoints, doors, buttons etc.
- Increase ventilation in enclosed spaces
- Regularly clean the inside of vehicle cabs and between use by different operators.

## **Site Meetings**

- Only participants necessary to the meeting should attend
- Attendees should be two metres apart from each other
- Rooms should be well ventilated / windows opened to allow fresh air circulation
- Consider holding meetings in open areas where possible.

## **Cleaning**

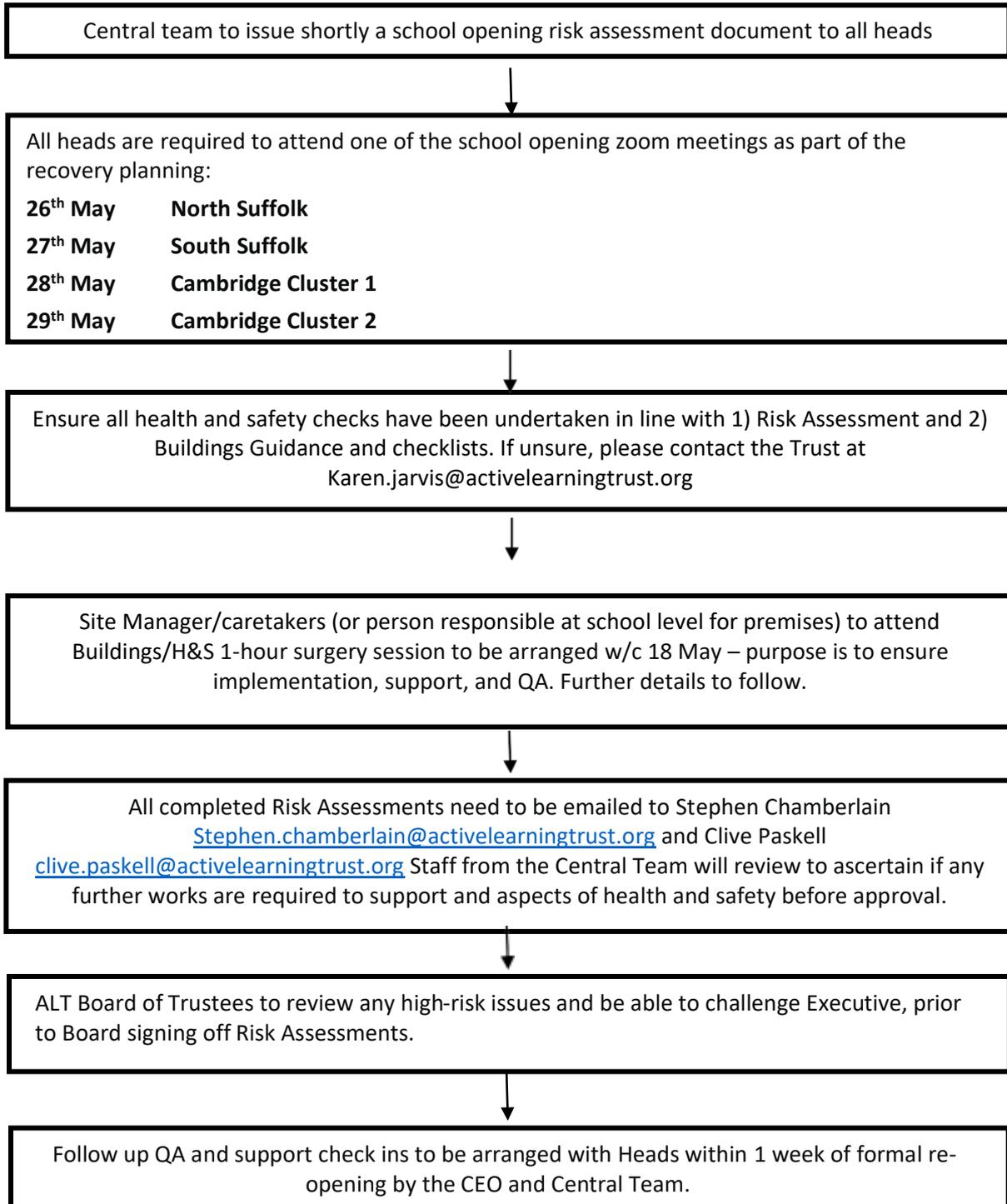
Enhanced cleaning procedures should be in place across the site, particularly in communal areas and at touch points including:

- Taps and washing facilities
- Toilet flush and seats
- Door handles and push plates
- Handrails on staircases and corridors

- Lift and hoist controls
- Machinery and equipment controls
- Food preparation and eating surfaces
- Telephone equipment
- Keyboards, photocopiers and other office equipment
- Rubbish collection and storage points should be increased and emptied regularly throughout and at the end of each day.

## Draft Risk Assessment Flowchart

Flowchart to guide Headteachers on the completion of a Risk Assessment required for sign off, prior to school opening on the 1 June. A preferred RA template and submission deadline date will be shared in due course.



**Any questions contact Clive Paskell on 07749706436 in the first instance**



